

The Main Course Book

Introduction

The Main Course Book develops students Skills in reading for understanding, writing, listening and speaking and extends their vocabulary. The book is centered around themes chosen for their high interest level with class X students ----- Health and Medicine, Education, Science, Environment, Travel and Tourism, National Integration.

Activities are 'skill based' i.e, they seek to develop skills in reading, writing, listening and speaking as set out in the teaching/ testing objectives. A wide variety of (written and oral) texts are used, to represent those met by students both in and out of school. Each unit also focuses on certain functions of English (eg agreeing, disagreeing: expressing opinion, describing a place or person) – in other words, what people do in a language.

The Main Course Book is intended to provide work for about 5-6 sections in a unit and about 6-8 sub divisions in a section. You are therefore advised to work through the activities briskly. If with weaker classes, you are unlikely to complete the whole book, then you will need to decide in advance which units and sections you plan to cover so as to ensure that you meet the criteria for continuous assessment, and adequately prepare your students for the examination.

HEALTH AND MEDICINE

(SUMMARY)

SECTION	In this UNIT you will develop your				
	READING SKILLS	WRITING SKILLS	SPEAKING SKILLS	LISTENING SKILLS	VOCABULARY
Introduction		<ul style="list-style-type: none"> • Listing factors contributing to good health 	<ul style="list-style-type: none"> • Group discussion on good health 		
(A) Do Indians get enough sleep?	<ul style="list-style-type: none"> • Identifying the main points of a text. • Analysing, interpreting and inferring the ideas in a text. • Deducing the meaning of unfamiliar words. 	<ul style="list-style-type: none"> • Writing an informal letter 	<ul style="list-style-type: none"> • Learning to present your views in a group discussion • Expressing opinion 	<ul style="list-style-type: none"> • Listening to a conversation/feature and understanding the topic and main points. • Listening for information required. • Understanding and interpreting spontaneous discourse. 	<ul style="list-style-type: none"> • Phrasal Verbs • Understanding and using words related to health and sleep.
(B) Laughter the Best Medicine.	<ul style="list-style-type: none"> • Reading a poem for global and local comprehension and appreciation. • Recognizing the organization of a prose text. 	<ul style="list-style-type: none"> • Planning and organizing ideas • Subtitling paragraphs • Writing an e-mail. 	<ul style="list-style-type: none"> • Expressing and responding to personal feelings, opinions and attitudes. • Participating in spontaneous spoken discourse. 		<ul style="list-style-type: none"> • Words related to benefits of laughter yoga.
(C) Whopping Walter Hudson	<ul style="list-style-type: none"> • Identifying the main points of a text • Deducing the meaning of unfamiliar lexical items in a given context. 	<ul style="list-style-type: none"> • Adopting different strategies to convey ideas effectively according to purpose, topic and audience • Taking active part in a group discussion. 			<ul style="list-style-type: none"> • Word extension - using vocabulary related to eating and build.

SECTION	In this UNIT you will develop your				
	READING SKILLS	WRITING SKILLS	SPEAKING SKILLS	LISTENING SKILLS	VOCABULARY
(D) The World of Sports.	<ul style="list-style-type: none"> Selecting and extracting information from a text for a specific purpose . Categorizing sports activities. 	<ul style="list-style-type: none"> Writing a coherent paragraph Writing a diary entry. 	<ul style="list-style-type: none"> Presenting opinions, supporting them with reasons. Taking active part in a group discussion 		<ul style="list-style-type: none"> Punctuation Words related to Sports and games. Inferring the meaning of Words and phrases and using them in sentences.
(E) Nature's Medicines.	<ul style="list-style-type: none"> Recognizing the organization of a text Deducing the meaning of unfamiliar lexical items Identifying the main points of a text 	<ul style="list-style-type: none"> Subtitling paragraphs Sentence completion Class project and presentation 	<ul style="list-style-type: none"> Making a power point presentation 		<ul style="list-style-type: none"> Words related to herbal medicine and health.

Unit – 1

Health and Medicine

Introduction

Warm up of the whole unit. Students will discuss and make a list of things, that according to you, contribute towards good health and wellness in an individual in groups of 4-5.

- a) a balanced diet
- b) exercise
- c) games
- d) good sleep
- e) regular routine
- f) greens
- g) fruits
- h) Pollution free environment
- i) Not medicating yourself too much
- j) nature cure
- k) laughter

A.1 Ask the students to read the article on 'Do Indians get enough sleep?' silently.
And then do the exercises given at the end of the lesson. This is a reading strategy.

- A.2
- a) exhaustion
 - b) consistent deficit of sleep
 - c) people recovering from jet lag force themselves to be awake during the day so that they may sleep at night
 - d) Indians are basically compulsive early risers
 - e) Seen to have cups of coffee to avoid sleep.

- A.3)
- a) Lack of concentration
 - b) need of the hour- to help patients to overcome exhaustion.
 - c) Insufficient sleep – work habits differ, age – helps to relax the brain and physically rejuvenate the person .
 - d) Since people believe in rising early, the writer feels that to get the right amount of sleep, one must sleep early as well.

A 4. Format of an informal letter.

From address :

Date

Dear

Subject : Matter

Yours affectionately

Name

Follow the code (collect organize draft, edit, review) Use the imperative form of the sentence.

- Drink a lot of water and take a fifteen minutes stroke after dinner on a regular basic.
- Eat proper nutritious food
- Avoid late dinners
- Strictly follow the routine
- Do not stay awake late in the night during exams
- Have a glass of warm milk before you go to bed

For the sake of introducing variety into your writing, refer to the ACB text on page 6.

A 5. a) Phrasal verbs or multi word verbs consist of a basic verb _ another word or words. Explain this in detail giving the examples from the book .

- | | | | |
|-------|-------------|-----|------------|
| b) i) | forced | ii) | elude |
| iii) | invigorated | iv) | accumulate |
| v) | counter | vi) | reiterate |

A 6. Reading Skills

Ask the students read the concluding part of the article on whether we get enough sleep these days & then answer the questions.

- A 7. a) Crucial
b) susceptibility
c) array
d) adversely
e) Chronic

A 8. 1) b 2) c 3) b 4) c

A 9.	Lack of sleep	Effect on the production of	Ultimate effect on us
	a) Leptin	appetite suppressing hormone	fat tissues
	b) Ghrelin	hormone controlling hunger	Causing greater feelings of hunger
	c) Cortisol	increases stress hormone	fatigued and weak
	d) Brain neuron Transmitters	the chemicals that delivers the message between nerve cells	emotional destruction like depression / anxiety

Listening Skill

A 10. Make them listen to the tape and then answer the question:

- 1) iii 2) ii 3) i 4) iii 5) i 6) iv

A 11. The teacher allows the students to have a group discussion and one person from each group is asked to share the decision of the group with the class.

Section B : Laughter - The Best Medicine

- B1. The teachers read the poem aloud so that the students listen to the correct voice modulation. Then the exercises are done as per direction.
- B2. Ask the students to have a discussion and find out which part of the poem they like the most and why.
- B3. The students should read the article silently and then try to answer the questions.

Read aloud the statements and ask the students to complete the table by putting them in the relevant column.

The benefit of laughter

Physical Health Benefit	Mental Health Benefit	Social Benefit
<ul style="list-style-type: none"> • Boosts immunity • Lowers stress hormones • Decreases resistance • relaxes muscles • prevents heart disease 	<ul style="list-style-type: none"> • Relieves stress • Help defuse conflicts • eases anxiety and fear • Improves mood • Add joy and zest to life 	<ul style="list-style-type: none"> • Strength relationships • enhances team work • promotes group bonding • attracts others to us

B4. Students will now read the article: 'Fundamentals of Laughter Yoga'.

B5. Para 1 :- The link between body and mind

Para 2 :- Laughter positive impact making members refreshed.

Para 3 :- Spontaneous laughter

Para 4 :- The unconditional nature of joy

Para 5 :- The conditional mind

Para 6 :- Healing power of laughter yoga .

B6. Email Format.

Date

To

From

Subject

Subject Matter

Your

Ask the students to write an e-mail using the format and value points given in the book .

Section C :- C1

Read the article silently and answer the questions given below.

Workaholic – addicted to work

Foodaholic – addicted to food

C2

Year	What Happened	Weight
1945	Born un Brooklyn	X
1951	Began gorging	X
1960	Very obese, legs collapsed and he was confined to bed	X
1970	Family moved to Hempstead, New York, broke the motor car seat	266 kg
1987	was stuck in bedroom door for four hours, eight firemen had to free him went on a diet; lost	540 kg
1987/88	178 kg in 3 months.	362 kg
1991	Died	50 kg

- C3. 1. Devoted
2. Notoriety
3. copious
4. penchant
5. obese
6. negotiate
7. envisaged
- C4. a) peck nibble
bite eat
hog gobble
gorge
b) Skinny thin
healthy strong
fat bulky
obese
- C5 1) Routine dull life – tried to be happy , No he did not have many friends. The things we do work, play, go out, meet friends, Walter did not have different types of clothes, furniture, big bed difficult to wash himself.
2) He loved eating and could not resist eating – foodaholic
3) He should have started on salads and fruit juice & diverted his attention to something else.
4) His family members supplied all the food, by himself he has no money.
5) His relatives – Yes they were responsible because they need not have given him so much to eat.
- C6. Make the students write this in the form of a diary entry. Ask them to put the entry in a box.
- | | |
|-----------------|------|
| Day and time | Time |
| Subject Matter | |
| Various answers | |
- C7. Writing of a message – The format has been given . Explain in detail.
- C8. Message to be written in the notebook in the proper format .

D. The World of Sports.

D1. Ask the students to read the passage silently and ask them to answer the questions. They can discuss in small groups.

Physically : Badminton and tennis

Reason - Vigorous – lot of exercise – before the game and also build the body to withstand the rigors of the game.

Mentally – chess and scrabble. Reason – Ones thinking and logical skills.

Socially - Cricket and football

Reason – It is a team game0 It involves the cooperation and coordination of the players. It brings them close to one another. Improving social relationships.

D2. Various sports can be put under different categories.

D3. Ask the students to work in groups.

Adventure	Motor	Team	Water	Combat
Paragliding Wind surfing	Go Karting Formula One	Basket ball Cricket Kho-Kho Soccer	Swimming Kayaking	Judo Fencing Kabbadi Kick boxing Combat Kung fu
Racquet	Athletics	Target	Gymnastics	
Squash	Hurdles Decathlon	Golf Snow bowling Snooker	Pole vaulting walk hang	

D3. Punctuate the following.

A new age cycle rickshaw, that is light on both the pockets and the calf muscles of the rickshaw pullers, mobile games designed to battle life threatening diseases , like HIV AIDS and TB, and a low cost computer, that enables visually challenged students to read the textbook-- these are all the new inventions. These are not innovations designed by Phunjsuk Wanngduaka Ranchhoddas Shamaldas of Chanchod of 3 Idiots fame. Much

before Aamis Khan's, Rancho made innovation, a house hold word, these simple but powerful ideas were being quietly conceptualized and put to practice by enterprising Indians, in various corners of the country.

D4. Ask the students to read the article silently and answer the questions.

D5. Using the words ask the students to write a paragraph on Ashok Kumar .

Humanity, perseverance, goal orientation

Before the students begin to write, discuss the story of Ashok Kumar. Then each one writes a paragraph.

- D6.
- | | | |
|---|---|---|
| 1 | - | Fashionable and expensive |
| 2 | - | Frankness |
| 3 | - | Very different |
| 4 | - | Highly unbelievable |
| 5 | - | A return to original situation from where one started |
| 6 | - | Very quickly or in large amounts |
| 7 | - | Pertaining to a natural quality that cant be removed. |
| 8 | - | A great performance |

D7. Own sentences .

D8. Format of a diary entry.

Day	Date	Time
Value Points		
• Watched him		
• fascinated		
• got a sponsor		
• trained him		
• allowed him to play at state level		
• Happy to see him do well .		

Section E: Natural Medicines

E1. The student needs to read the article silently and do the exercises given

E2 Subtitles Paragraph Number

-	7
-	1
-	3
-	5
-	8
-	4
-	6
-	2

- E3
- a) imbued
 - b) aromatic
 - c) treatise
 - d) contemporaries
 - e) considerable .

- E4
- a) discoveries and inventions came to the fore rejecting magical cures.
 - b) technique that Carl Witheim Scheele obtained.

- E5)
- b) In 1838, obtained Salicylic acid from the bark.
 - c) 1853, synthesized a modified form of Salicytic acid- acetyl salicylic acid .
 - e) Which helped his father to get relief from arthritis.

- E6. Students may choose any two of the given plants. They will work together in groups of 6-8. Ask them to prepare a power point presentation or charts and posters by referring to the internet or encyclopaedia.

EDUCATION

(SUMMARY)

SECTION	In this UNIT you will develop your				
	READING SKILLS	WRITING SKILLS	SPEAKING SKILLS	LISTENING SKILLS	VOCABULARY
Introduction		<ul style="list-style-type: none"> Completing a web chart. 	<ul style="list-style-type: none"> Taking active part in a group discussion Narrating incidents and events and expressing opinions. 		
(A) My struggle for an Education	<ul style="list-style-type: none"> Identifying the main points of a text Deducing the meaning of unfamiliar lexical items 	<ul style="list-style-type: none"> Writing a conversation 	<ul style="list-style-type: none"> Taking active part in a group discussion Expressing personal feelings, opinions and attitudes. Making a short speech clearly and confidently Participating in a debate, expressing and arguing a point of view clearly and effectively Role play involving conversation. 		<ul style="list-style-type: none"> Words to describe a person's character Words and phrases used in a debate

SECTION	In this UNIT you will develop your				
	READING SKILLS	WRITING SKILLS	SPEAKING SKILLS	LISTENING SKILLS	VOCABULARY
(B) Educating the Girl Child.	<ul style="list-style-type: none"> Analysing, interpreting and inferring the ideas in a text. Retrieving and synthesising information from a range of material using study skills. 	<ul style="list-style-type: none"> Transcoding information from one text type to another Writing a letter to the editor. 	<ul style="list-style-type: none"> Taking active part in a group/class discussion Expressing opinions and giving reasons Adopting different strategies to convey ideas effectively according to purpose, topic and audience. 		<ul style="list-style-type: none"> Words and phrases related to education.
(C) Inclusive Education	<ul style="list-style-type: none"> Identifying the main points of a text Analysing, interpreting and inferring the ideas in the text Local and global comprehension of a poem. Deducing the meaning of unfamiliar lexical items. 	<ul style="list-style-type: none"> Making an oral presentation, expressing opinions and feelings Illustrating a poem Writing a formal letter. Writing a bio-sketch. Writing an article. 	<ul style="list-style-type: none"> Taking active part in a group discussion Expressing and arguing a point of view clearly and effectively. 	<ul style="list-style-type: none"> Listening to a talk and understanding the topic and main points Understanding and interpreting message in a talk. 	<ul style="list-style-type: none"> Words and phrases occurring in news reports of human interest.
(D) Vocational Education	<ul style="list-style-type: none"> Identifying the main points and supporting details and making notes. Reading a story and appreciating the main idea conveyed by the story 	<ul style="list-style-type: none"> Writing an article Writing a narrative piece. 	<ul style="list-style-type: none"> Participating in a debate and expressing and arguing a point of view clearly and effectively. Role playing and participating in spontaneous spoken discourse. 	<ul style="list-style-type: none"> Listening to a talk and understanding the topic and main points Understanding and interpreting message in a talk. 	<ul style="list-style-type: none"> Names of professional courses Names of vocations