TEACHER'S BOOK

For

English
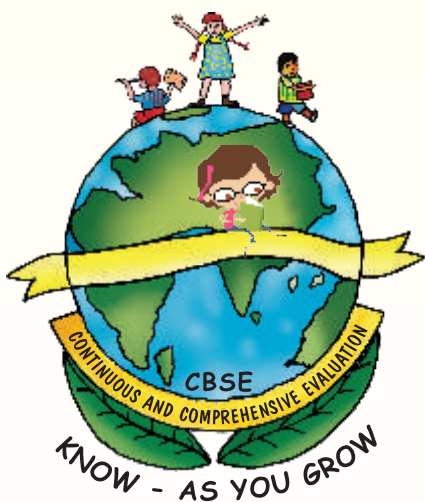## (Communicative)

Class
X

नया आगाज़

आज समय की माँग पर
आगाज़ नया इक होगा
निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।

परिवर्तन नियम जीवन का
नियम अब नया बनेगा
अब परिणामों के भय से
नहीं बालक कोई डरेगा

निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।

बदले शिक्षा का स्वरूप
नई खिले आशा की धूप
अब किसी कोमल-से मन पर
कोई बोझ न होगा

निरंतर योग्यता के निर्णय से
परिणाम आकलन होगा।
नई राह पर चलकर मंज़िल को हमें पाना है
इस नए प्रयास को हमने सफल बनाना है
बेहतर शिक्षा से बदले देश, ऐसे इसे अपनाए
शिक्षक, शिक्षा और शिक्षित
बस आगे बढते जाएँ
बस आगे बढते जाएँ
बस आगे बढते जाएँ.........

Interact in English

TEACHER'S BOOK
for English (Literature)

CLASS
X

CENTRAL BOARD OF SECONDARY EDUCATION

Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi-110 301 India

भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक सम्पूर्ण [1]प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,

विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता,

प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए

तथा उन सब में व्यक्ति की गरिमा

[2]और राष्ट्र की एकता और अखंडता

सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई॰ को एतद्द्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

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1.   संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से "प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य" के स्थान पर प्रतिस्थापित।
2.   संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से "राष्ट्र की एकता" के स्थान पर प्रतिस्थापित।

भाग 4 क

मूल कर्त्तव्य

51 क. मूल कर्त्तव्य – भारत के प्रत्येक नागरिक का यह कर्त्तव्य होगा कि वह –

(क)   संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;

(ख)   स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;

(ग)   भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;

(घ)   देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;

(ङ)   भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;

(च)   हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परिरक्षण करे;

(छ)   प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणी मात्र के प्रति दयाभाव रखे;

(ज)   वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;

(झ)   सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;

(ञ)   व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाइयों को छू ले;

[1](ट)   यदि माता-पिता या संरक्षक है, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य के लिये शिक्षा के अवसर प्रदान करे।

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1.   संविधान (छयासीवां संशोधन) अधिनियम, 2002 की धारा 4 द्वारा प्रतिस्थापित।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a **[1]SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the[2] unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

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1. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "unity of the Nation" (w.e.f. 3.1.1977)

THE CONSTITUTION OF INDIA

Chapter IV A

FUNDAMENTAL DUTIES

ARTICLE 51A

Fundamental Duties - It shall be the duty of every citizen of India-

(a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;

(b) to cherish and follow the noble ideals which inspired our national struggle for freedom;

(c) to uphold and protect the sovereignty, unity and integrity of India;

(d) to defend the country and render national service when called upon to do so;

(e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;

(f) to value and preserve the rich heritage of our composite culture;

(g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;

(h) to develop the scientific temper, humanism and the spirit of inquiry and reform;

(i) to safeguard public property and to abjure violence;

(j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;

[1](k) who is a parent or guardian to provide opportunities for education to his/her child or, as the case may be, ward between age of 6 and 14 years.

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1. Subs. by the Constitution (Eighty - Sixth Amendment) Act, 2002

Foreword

It its progressive approach in academic reforms which constitute the teaching methodologies, development of curriculum, pedagogy and the examination reforms, the transformation in the teaching of English has undergone a number of changes. After the introduction of the English Communicative Course in 1993-94 in the CBSE affiliated schools, teaching and learning underwent a constructive change wherein the classrooms saw more student-centric and interactive activities add more learning taking place. The communicative approach introduced through the course 'Interact in English' stressed the teaching of skills of English. Though the teaching activities focused on all the four skills, the assessment at the term-end examination was done only for reading and writing skills, along with grammar and literature. Therefore, the teaching and assessment in Speaking and Listening skills did not take a formal position. Considering the ever-increasing demand and responding to the needs of students the CBSE has made it mandatory to assess the oral and aural skills in the term end examination since 2012-13, carrying a weightage of 20% marks.

A)   An Overview of the Course "Interact In English"

'Interact in English' the revised books in the series is based upon an approach to course design which recognizes the importance of developing students' communicative competence. The selection of contents has been determined by the students' present and future academic, social and professional needs. The course prepares them for real-life situations in which they require to use English.

The overall aims of the course are:

a)   To enable the learner to communicate effectively and appropriately in real-life situations

b)   To use English effectively for study purposes across the curriculum

c)   To develop and integrate the use of the four language skills, i.e. listening, speaking, reading and writing

d)   To develop an interest in and appreciation of literature

e)   To recycle and reinforce structures already learnt

Apart from helping students to achieve these overall aims, the teacher has an important role to play in improving the linguistic competence of the students. The underlying principles of course design, which help towards this end, are:

Creativity: Students should be encouraged to take responsibility for their own learning so that they can move from dependence on the teacher to a level of autonomy where they can monitor their own learning.

Self-monitoring: Students should be encouraged to take responsibility for their own learning, so that they can move from dependence on the teacher to a level of autonomy where they can monitor their own learning.

Liberal education: Language should be seen, not merely as a functional tool, but also as an important part of personal development, and inculcation of values.

B)   The Communicative Approach to Language Teaching

B.1   What is the communicative approach?

Interact in English adopted a predominantly "communicative" approach to the teaching of English. As its name suggests, the Communicative Approach is based on the belief that acquiring a language means, above all, acquiring a means to communicate confidently and naturally. In other words, in order to communicate effectively in real life, students need more that mere knowledge about the language in addition; they must be able to use English effectively, with confidence and fluency. Interact in English is therefore not content-based (except in so far as literary pieces have been selected for inclusion in the Literature Reader). Instead, its over-riding goal is to develop the practical language skills needed for academic study and subsequent adult life.

The approach brings together a number of ideas about the nature of language and language learning.

• **Knowledge and Skill**

One of the tenets of the communicative approach is the idea that language is a skill to be acquired, not merely a body of knowledge to be learnt. Acquiring a language has been compared to learning to drive. It is not enough to have only theoretical knowledge of how an engine works: you must know how to use the gears and (crucially) how to interact with other road users. Similarly, simply knowing parts of speech or how to convert the active into the passive does not mean you are proficient in a language. You must be able to put knowledge into practice in natural use. Of course, we do not expect a novice driver to move off without preparation: he has rules of the highway which he must learn by rote. But there is no substitute for learning by doing, albeit in the artificial conditions

of a deserted road at slow speeds. Equally in language learning there are some 'rules to be learnt' but there is no substitute for learning by doing. In good teaching, this experience is supported by carefully-graded contextualized exercises.

- **Structure and Function**

Language can be described in different ways. Obviously we can label an utterance according to its grammatical structure. Another approach is to decide what function it performs. Consider the following:

a) "Can I open that window?"

b) "Can I carry that case?"

We could say that a) and b) have the same grammatical structure: they are both interrogative. We should also recognize that they perform different functions: a) is a 'request' and b) is an 'offer'.

The communicative approach recognizes the use to which language is put, and encourages pupils to be aware of the relationship between structure and function.

- **Appropriacy**

Another related issue is that of appropriacy. We all speak different types of language in different circumstances to different people. For example, suppose a boy wants to open a window. To his friend he might say: "Hot in here, isn't it? Mind if I open the window?" However, to his teacher he might say: " I'm feeling rather hot. Would you mind if I opened the window?"

Using language inappropriately is just as incorrect as making an error of structure or of spelling. The Communicative Approach therefore lays stress on language appropriacy.

- **Accuracy and Fluency**

Traditional language teaching lays greatest stress on accuracy – using the language correctly and without error, usually in short, de-contextualized work such as a grammar transformation exercise. The communicative approach to language teaching emphasizes both accuracy and fluency. The communicative approach recognizes the importance of accuracy, but contends that learners should use English easily, smoothly, at a reasonable pace, with little hesitation – i.e. with fluency.

In Interact in English, certain activities are designed to promote accuracy, e.g. the grammar exercises in the Workbook, and the punctuation and vocabulary exercises in the Main Course book that develop students' skills in reading, writing, listening and speaking. In fluency-based activities, excessive correction of errors is counter-productive, it will damage students' confidence, and so will make them unwilling to use English.

B.2   The Role of the Teacher

Most teachers are familiar with a teacher-centered classroom, where the teacher plays a dominant role, speaks most of the time, and interacts with the class as a whole. However, in the communicative approach the teachers will need to adopt a variety of roles.

Littlewood sets out these roles:

- As a general overseer of his students' learning, the teacher must aim to coordinate the activities so that they form a coherent progression leading towards greater communicative ability.

- As a classroom manager, he is responsible for grouping activities into 'lessons' and for ensuring that these are satisfactorily organized at a practical level.

- In many activities, he may perform the familiar role of a language instructor: he will present new language, exercise direct control over the learners' performance, evaluate and correct it, and so on.

- In other, he will not intervene after initiating the proceedings, but will let learning take place through independent activity or pair and group work.

- When such an activity is in progress, he may act as a consultant or adviser, helping where necessary. He may also about the classroom in order to monitor the strengths and weaknesses of the learners, as a basis for planning future learning activities.

- He will sometimes wish to participate in an activity as co-communicator with the learners. In this role, he can stimulate and present new language without taking the main initiative for learning away from the learners themselves.

B.3   Classroom Procedures

In many traditional classrooms, the most common classroom procedure is whole-class work, in which students all face front with the teacher communicating with the

class as a whole. Interact in English does use whole-class procedures at times, but it also uses other types of classroom organization. The detailed notes in this Teacher's Book suggest appropriate procedures. The main types of organization recommended are individual work, pair work, small group work and whole class work. It has been the experiences of teachers who have trailed Interact in English that student adapt themselves very quickly to the new classroom arrangements, and the interesting nature of the activities themselves produce discipline. Though, over the years, teachers would have used various classroom management techniques and jog the memory that

The following sections give practical advice on the organization of different types of classroom activities:

- **Individual Work**

  When an activity is designed for individual work, students will be working mainly on their own. First, ask students to read the instructions (or read them yourself to the students). Make sure that students understand what they are expected to do, if necessary by giving an example or (preferably) asking one of the students to give an example. Then set them to do the activity.

  While the students are working, the teacher can move around the classroom, making sure that everything is going smoothly and giving individual help where it is needed. Do not interfere too much; remember that too much interruption and correction may discourage students.

  Students will work at different speeds, so they will not finish at the same time. The easiest solution to this is to ask students who have finished to compare their answer with their neighbors. Call the class together again when the majority of them have finished the activity, even if some are still working on it. The activity can then be checked by asking students to give their answers. The teacher needn't act as the 'judge', but instead can ask other students whether they agree. This checking procedure keeps all students involved, and gives the slower ones a chance to catch up.

- **Pair Work**

  As with individual work, you first need to make sure that students understand the instructions. Once the activity is clear, you will then have to arrange the class in pairs. Usually it is easiest if a student pairs up with the person sitting at the

same desk. (You may have to move one or two if they are on their own.)

Sometimes it will be necessary to have three working together, but this should not seriously affect their work.

If your class is very crowded, with most students sitting three to a desk, one row may turn to face those behind to form three pairs.

Once students have settled down to work, circulate round the classroom, observing and listening to them, and giving help to those who need it. As with individual work, resist the temptation to interfere too much!

You may find it useful to set a time limit for a pair work activity. This can help to focus the students' attention and provide a challenge, as we;; as simplifying management of the class. If you wish to do this, tell them the time limit before they begin, and be prepared to extend or reduce it if you find you have misjudged the time required.

In many pair work tasks, checking can be carried out in the same way as for individual work, by the teacher eliciting answers from the students. Sometimes, though, it may be better for one or more pairs of students to report back their conclusions to the rest of the class, possibly with class discussion.

- **Group Work**

Usually, group work involves four students but at times it may extend to five or six or even more. Four, however, is a more convenient number for most classroom situations.

The general procedure for group work is the same as for pair work, that is:
- Instructions for the whole class
- Organization of the groups
- Group activity while the teacher circulates
- Feedback and checking for the whole class

The major difference is that the organization of the groups needs more care. It is fairly simple to form groups of four by asking students to turn and face those behind.

However, you may feel that some changes are required to achieve a balance in some of the groups. In this case, move only a few students from one group to another. When the groups move over to the feedback and checking stage, you

may make it more interesting by asking a student to chair inter-group discussion.

The active interaction which the materials demand will lead to an increase in noise level of the classroom. Noise in a language classroom is a very positive indication of communication taking place!

- **Whole Class Work**

  Whole class work, of course, is necessary for matters such as formal instruction (e.g. the format of formal and informal letters), for "warm-up" activities, for class discussion, for "class review" sessions at the close of pair work or group work. In whole class work, the teacher is in her traditional role.

B. 4   Handling Pair work and Small group Work (P/SGW)

The previous Section has outlined the alternative classroom procedures. The following are guidelines for introducing/ demonstrating, organizing, managing and concluding P/SGW:

- **Introducing and Demonstrating**

  After a brief explanation of what is to be done, always demonstrate the activity. You have these options:
  - The teacher takes both (or all) parts.
  - The teacher takes one part, while one or more students take the other parts.
  - Two or more students take different parts.

  In selecting students to help demonstrate an activity, always select those who will demonstrate it well. Also, choose students from different parts of the classroom (particularly from the back), so that they will have to speak loudly in order to be heard. (Don't choose students sitting side-by-side, or they will speak so softly to each other that nobody else will hear!) Don't allow this phase to take too much time. Two or three minutes is usually enough.

- **Organizing**

  This has largely been covered in above. A few additional points:
  - There is no need to move chairs and desks, and only a very few students will need to move places. For the most part, students simply face in a different direction in order to form pairs and small groups.

- The teacher is responsible for deciding who is to work with whom. (Don't leave it to students to decide, or the result will be confusion.)
- You may also prefer to allocate roles yourself, e.g. "Within pairs, the one nearest the window is A, the other is B".
- If you have not use P/SGW before, expect a little noise and excitement at first! But students quickly get used to the new procedures, and soon settle down with minimum noise and fuss.

- **Managing**

  While students are actually doing the P/SGW activity, the teacher has an important role to play. It is vital to circulate round the class, listening in on P/SWG and helping/advising where necessary. Be careful, of course, not to "take over" the activity by intervening too strongly. (Students need the English practice, not you!) Sometimes it is advisable to just 'hover' at a distance while moving round the class, simply checking that students are actually doing the activity. Make sure that you distribute your attention evenly over the course of a term; and give particular help and attention to weaker students through formative activities

- **Conclusion**

  At the close of a P/SGW activity, bring the whole class together. You may wish to ask a pair or group to demonstrate at the front of the class. (Ask weaker pairs or groups to demonstrate, too. This can be a powerful confidence-builder.) Alternatively, you may find a brief class discussion profitable, in which students exchange experiences that have arisen from the activity itself, e.g. a problem they have encountered, a good idea someone came up with, something they did not understand. Be careful not to allow this conclusion phase to take too much time. 5 minutes is enough.

B.5 Some Questions and Answers about Pair Work and Small Group Work

For many teachers, the prospect of P/SGW with large numbers of students in a class is viewed with alarm. To help such teachers, the following are concerns commonly expressed, followed by responses that have been given by other teachers.

- **Teachers' Concerns about P/SGW**

  - It is difficult for the teacher to check whether all students are doing the activity, and (if so) whether they are producing correct and suitable English.

- More proficient pupils are held back by weaker pupils.
- Noise levels are high.
- It is not right for the teacher to withdraw from a position of "central control".
- P/SGW will be rejected by other teachers, parents and by the students themselves as time wasting and frivolous.

- **Responses to these concerns**
    - In traditional teacher-led classes, often individual students do not participate actively, but the teacher remains unaware of this if a sufficient number seem to be 'following the lesson'.

    - Noise is a necessary element of good language learning – as it is in a Music lesson. It is not so much noise itself that some teachers are concerned about, but the amount of noise. There is no easy answer to this question since a lot depends on the individual teacher's relationship with the class. Certainly a clear introduction to and demonstration of the task will ensure that P/SGW gets off to a good start, with no fuss and confusion and the challenge of the task itself should ensure that the students are busily engaged in English. It is for the teacher herself to make it quite clear to the class what amount of noise is acceptable, and to make sure that noise is kept to that level. If noise levels do get too high for comfort, the "noisy approach" (i.e. the teacher shouting to get less noise) is unlikely to work for any more than a short while. Instead, try the "quiet approach", i.e. train your students to recognize that when your hand is raised, they must raise theirs and be quieter. On occasions, you may have to speak to particularly noisy and excited groups. Please do not let the prospect of some degree of noise put you off P/SGW. If students are to learn to use English, then they must communicate with each other, not just you. And if they are to communicate, then there will be a certain amount of positive, beneficial noise. Welcome it as a sign that your students are growing in confidence and fluency in English.

    - It is perfectly true that in P/SGW the teacher cannot judge whether all students are producing correct and suitable English. (Of course, this is equally true of a teacher-led classroom where one student is speaking (to you), and all the others are silent.) But we need to accept that making mistakes in language is not only normal, but is actually necessary if a learner is to make progress. Advice on what to do about students' mistakes when speaking in P/SGW is given in Section C.6.

- P/SGW encourages all students, even the shy ones, to participate actively. Because they feel they are not "on slow" in front of the whole class, they feel free to experiment with the language, trying out newly-acquired forms.

- Much research in psycholinguistics in recent years has indicated that peer interaction of this kind in language classes is frequently highly successful. Not all students, even those in the same class, have precisely the same stock of knowledge and understanding of the language. Students can pool ides and often perform a task better together than they can along. As they become more familiar with P/SGW, they learn to handle activities in a mature manner, sensitively correcting each other's work. In fact, research shows that appropriate error correction in well-graded activities is just as likely to occur between students as by the teacher in a teacher-led mode.

- If a good student is paired with a less able one, the former is likely to assume the role of a 'teacher'. This experience is often fruitful for both. The less able student has a 'personal tutor', and the good student also improves: having to explain something in simple terms is often an excellent learning experience in itself.

- If a task is well-constructed and the students appropriately prepared, the activity is often 'peer pressure' to induce reluctant group members to participate.

It is recognized that some people well distrust the approach, perhaps even accusing the teacher of evading her responsibilities. However, P/SGW is an attempt to encourage students to accept some of the responsibility for learning themselves. The only truly successful students are the ones who can do this. If the technique is handled well, it will soon become evident that the teacher is working just as hard as she does in a teacher-led mode. P/SGW is one of a number of different techniques which a teacher can employ to accommodate students with different learning styles and for activities with different goals.

Acknowledgement