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# Our World through **ENGLISH** CLASS X



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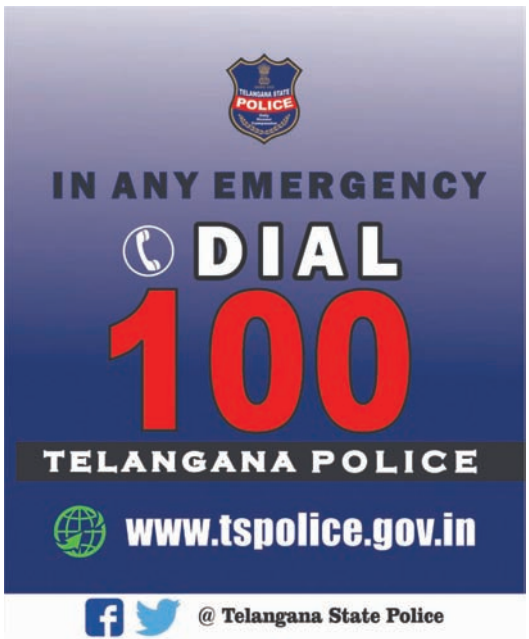
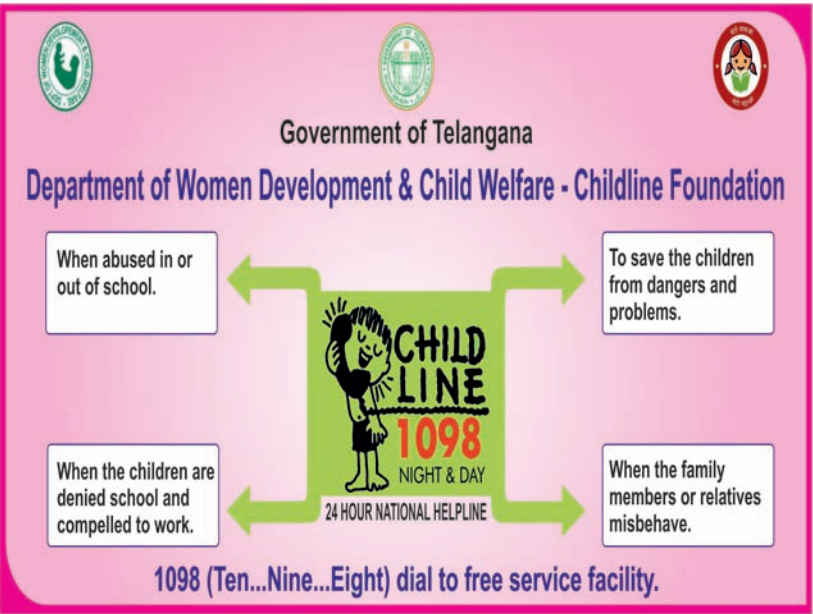
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3.	
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	OR
	Click on the search icon  and type the code printed below the QR code, in the search bar. (Q )
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11.	Click on any link to view the desired content
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3.	Enter the code printed below the QR code in the browser search bar (Q )
4.	A list of linked topics is displayed
5.	Click on any link to view the desired content



# ***Our World through English***

## **Class X**

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# Preface

The State Council of Educational Research and Training has developed the State Curriculum Framework - 2011 and Position Papers in tune with the National Curriculum Framework - 2005 and the Right to Education Act - 2009. Accordingly a new set of textbooks has been designed to be introduced in a phased manner. In the year 2012-13, the first of this series of textbooks was developed for classes I, II, III, VI, and VII. In the year 2013-14 for classes IV, V, VIII and IX and for class X textbook in 2014-15. Practicing teachers have been involved in the production of the textbooks along with the state level and national level experts.

Hitherto, English was introduced in Non-English Medium Schools in class III. The State Government introduced English for the first time in class I in 2011-12 in all Non-English Medium Schools also. In the year 2012-13, English has been introduced in class II in all Non-English Medium Schools. With this, all classes from I to X will have English as one of the subjects, irrespective of the medium of instruction. Therefore, in order to have parity among students of English and non-English medium, a common English textbook has been introduced in all media from June 2012. Moreover, since IT enabled learning, multilingualism, and language across the curriculum would greatly enhance the child's learning, it would not be a problem for the non-English medium child to learn English as effectively as the child in English medium does. This single textbook norm is already in practice in many states including Tamilnadu, Bihar, and Kerala. Further, students of all media have a common English Textbook at Intermediate level in our state.

This textbook, **“Our World through English”** class X, is an integrated one in the sense it has the Main Reader component, the Supplementary Reader component and the Workbook component interwoven into a single textbook. Hence, these components are found in each and every unit. The language skills listening, speaking, reading, and writing are integrated in the larger context of the themes as suggested in NCF - 2005. The activities are so designed as to ensure the holistic treatment of language.

Inclusion of Gender Sensitivity and Child Sexual Abuse in School Text Books published by School Education Department with support of UNICEF is taken up to ensure protection of children through various interventions like personal safety rules, gender sensitivity, child sexual abuse, self esteem and life skills. In these areas safety mechanisms and laws related to child protection are taken care of. Hence, the teachers must know about these things and bring awareness among all the stakeholders.

The main aim of teaching English is to help learners evolve themselves as independent users of English. I hope this textbook will help teachers and students achieve this by making the teaching-learning process effective.

I thank all the institutions and experts at the state and national level, the members of the Textbook Production and Development Committees, the staff members of the SCERT, T.S. Hyderabad and all others who have contributed directly or indirectly for the successful production of this textbook.

Any suggestions for the improvement of this book are welcome.

27-11-2013  
Hyderabad

**Director**  
SCERT., Hyderabad.

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The Council also thanks the following authors, copyright holders for permission to use stories, articles, and poems included in this book.

*Attitude Is Altitude from Daily Mail, Every Success Story Is also a Story of Great Failures by Shiv Khera, I will Do It by Sudha Murthy, The Journey by Yeshe Dorjee Thongchi, Another Woman by Ms. Imtiaz Dharker, Rendezvous with Ray from Frontline, Maya Bazaar from The Hindu, A tribute with the help of Dr. B. Syama Sundari, A abandoned by Dr. Suraya Nasim, Environment from www.gbmna.com , Or will the Dreamer Wake? by Medora Chevalier, My Childhood by APJ Abdul Kalam, Once upon a Time by Gabriel Okara and What Is My Name? by P. Satyavati..*

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## OUR NATIONAL ANTHEM

- *Rabindranath Tagore*

Jana-gana-mana-adhinayaka, jaya he

Bharata-bhagya-vidhata.

Punjab-Sindh-Gujarat-Maratha

Dravida-Utkala-Vanga

Vindhya-Himachala-Yamuna-Ganga

Uchchhala-Jaladhi-taranga.

Tava shubha name jage,

Tava shubha aasisha mage,

Gahe tava jaya gatha,

Jana-gana-mangala-dayaka jaya he

Bharata-bhagya-vidhata.

Jaya he, jaya he, jaya he,

Jaya jaya jaya, jaya he!

## PLEDGE

- *Pydimarri Venkata Subba Rao*

India is my country. All Indians are my brothers and sisters.

I love my country, and I am proud of its rich and varied heritage.

I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders respect,  
and treat everyone with courtesy. I shall be kind to animals.

To my country and my people, I pledge my devotion.

In their well-being and prosperity alone lies my happiness.

## Note to the students

### Dear Student,

- ◆ As you all know, your English textbook is student-friendly and interactive in nature.
- ◆ The new teaching methods and the activities given in the textbook demand your active participation.
- ◆ The questions the teacher asks at various stages of learning may have more than one answer;
- ◆ you are expected to express your ideas and thoughts freely.

### What you have to do

- ◆ You learn most of the things through interactions, discussions and sharing; better learning takes place when you participate in them actively.
- ◆ Try to understand the main ideas by guessing the meanings of words and sentences. You may use the glossary given at the end of the text or use a dictionary.
- ◆ Try to identify the features of the text (such as story, essay, poem, etc.) you are reading and share them with your classmates.
- ◆ While working in groups, take turns to share what you could understand, what you could not understand and the parts you liked the most.
- ◆ Think critically (offer multiple points of view) to answer the questions the teacher asks you.
- ◆ Your teacher will give you a possible writing task (conversation, description, narrative, etc.) after reading a part of the text. Brainstorm the task in the whole class and then attempt it individually and present it before the group /class.
- ◆ After getting further inputs/feedback from your teacher / group, work individually to improve your writing. Share your writing with your group to refine it.
- ◆ The project work and the study skills are as important as the other components in a unit.
- ◆ Most of the examination will be text independent. You will get unseen texts to answer writing tasks relating to language.
- ◆ At the end of each unit you will find a page meant for self assessment. You are expected to read the statements and respond to them.
- ◆ Since most of the examination will be text independent, the guides and question banks may not be of much use to you for your examinations.
- ◆ You can improve your language by interacting in English with your friends and teachers and by reading stories, newspapers, etc. and by listening to and watching, English programmes on TV.
- ◆ If you are not able to express your ideas in English, you can share them in your mother tongue. Later, collectively decide how to say it in English.

**Wish you happy learning!**