

Main Course Book

A Textbook for English Course
(Communicative)

*Interact
in English*

CLASS

X



CENTRAL BOARD OF SECONDARY EDUCATION

Interact in English

MAIN COURSE BOOK

A Textbook for English Course
(Communicative)

Class-X



CENTRAL BOARD OF SECONDARY EDUCATION

'Shiksha Sadan', 17, Rouse Avenue, Institutional Area, New Delhi-110002

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भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक सम्पूर्ण¹ 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

²और राष्ट्र की एकता और अखंडता

सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० को एतद्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से "प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य" के स्थान पर प्रतिस्थापित।
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भाग 4 क

मूल कर्तव्य

51 क. मूल कर्तव्य - भारत के प्रत्येक नागरिक का यह कर्तव्य 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 परीक्षण करे;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणिमात्र 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।

1. संविधान (छयासीवां संशोधन) अधिनियम, 2002 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 the² 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.**

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) to provide opportunities for education to his/her child or, as the case may be, ward between age of 6 and 14 years.

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

Foreword

The English - Communicative Course was introduced by the CBSE at the secondary level in 1993-94. Though the course materials were renewed periodically in 1995, 1997 and 2003, a full-fledged and complete revision was undertaken only in 2009 when the Main Course Book, Work Book and Literature Reader for class IX were revised on the basis of feedback received from teachers, students and ELT professionals.

As a follow-up, the Main Course Book, Literature Reader and Work Book for class X have been revised in 2010 and the revised books have come into effect from the academic session 2013-14. The present book is a reprint of the revised edition.

As the students gradually gain proficiency in a language, the content has been designed to provide them a diverse panorama of writings. Texts have been chosen with a view to appeal to the changing interests of students. All the four language skills have been addressed in a systematic manner, providing ample scope for lively interaction on contemporary issues. The content would also help in inculcating in them empathy towards different cultures, time-periods and also, in turn, be responsible towards the world around them.

The activities embedded along with the content give students an opportunity to practice and fine tune the language skills learnt. It is suggested that the pedagogical practices adopted to transact the content must prompt the students to think, express and create.

The effort of the material developers and editorial board is acknowledged. Feedback/ suggestions for further improvement in this book are welcome.

Team CBSE

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We express our gratitude to the writers and publishers whose contributions have been included in this book. Copyright permission for use of this material has been applied for. However, information on copyright permission for some of the material could not be found. We would be grateful for information for the same. Appropriate acknowledgement will be made at the first opportunity.

UNIT 1: HEALTH AND MEDICINE

Introduction

- A. Do Indians Get Enough Sleep?
- B. Laughter-The Best Medicine
- C. Whopping Walter Hudson
- D. The World of Sports
- E. Nature's Medicines

UNIT 2: EDUCATION

Introduction

- A. My Struggle For An Education
- B. Educating The Girl Child
- C. Inclusive Education
- D. Vocational Education

UNIT 3: SCIENCE

Introduction

- A. Promise For The Future: Renewable Energy
- B. Plugging Into Future
- C. Space Travel
- D. Letters From The Planet Aurigae II

UNIT 4: ENVIRONMENT

Introduction

- A. Treading the Green Path- Towards Preservation
- B: Heroes of the Environment
- C: Let's Clean Up
- D. A Tale of Three Villages
- E: Geological Heritage

UNIT 5: TRAVEL AND TOURISM

Introduction

- A. Land of All Seasons
- B. Eco Tourism
- C. The Emerald Islands
- D. Promoting Tourism

UNIT 6: NATIONAL INTEGRATION

Introduction

- A. Unity in Diversity
- B. Challenges to National Integration
- C. Spirit of Unity
- D. Mile Sur Mera Tumhara

ANNEXURES

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| SECTION | In this UNIT you will develop your | | | | VOCABULARY |
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| | LISTENING SKILLS | SPEAKING SKILLS | READING SKILLS | WRITING SKILLS | |
| Introduction | | <ul style="list-style-type: none"> Group discussion on good health | | <ul style="list-style-type: none"> Listing factors contributing to good health | |
| (A) Do Indians get enough sleep? | <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 spoken discourse. | <ul style="list-style-type: none"> Learning to present your views in a group discussion Expressing opinion | <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"> Phrasal Verbs Understanding and using words related to health and sleep. |
| (B) Laughter the Best Medicine. | | <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"> 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 Subtitled paragraphs Writing an e-mail. | <ul style="list-style-type: none"> Words related to benefits of laughter yoga. |
| (C) Whopping Walter Hudson | | <ul style="list-style-type: none"> Taking active part in group discussion. | <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 | <ul style="list-style-type: none"> Word extension - using vocabulary related to eating and build. |

| SECTION | In this UNIT you will develop your | | | | |
|---------------------------------|------------------------------------|--|---|--|--|
| | LISTENING SKILLS | SPEAKING SKILLS | READING SKILLS | WRITING SKILLS | VOCABULARY |
| (D) The World of Sports. | | <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"> 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"> 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"> Making a power point presentation | <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"> Words related to herbal medicine and health. |