MY ENGLISH COURSEBOOK

STANDARD NINE



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;
- 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 and 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;
- 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;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

The Coordination Committee formed by GR No. Abhyas - 2116/(Pra.Kra.43/16) SD - 4 Dated 25.4.2016 has given approval to prescribe this textbook in its meeting held on 3.3.2017

MY ENGLISH COURSEBOOK

STANDARD NINE





Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune.



The digital textbook can be obtained through DIKSHA APP on a smartphone by using the Q. R. Code given on title page of the textbook and useful audio-visual teaching-learning material of the relevant lesson will be available through the Q. R. Code given in each lesson of this textbook.

First Edition: 2017 Third Reprint: 2021 © Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune - 411 004.

The Maharashtra State Bureau of Textbook Production and Curriculum Research reserves all rights relating to the book. No part of this book should be reproduced without the written permission of the Director, Maharashtra State Bureau of Textbook Production and Curriculum Research, 'Balbharati', Senapati Bapat Marg, Pune 411004.

English Language Committee:

Dr Prabha Sampath, Chairman

Dr Manjushree Sardeshpande, Member

Dr Rohit Kawale, Member

Dr Muktaja Mathkari, Member

Dr Shruti Chaudhary, Member

Shri. Shridhar Nagargoje, Member

Shri. Nilesh Kedare, Member

Smt. Dhanavanti Hardikar.

Member-Secretary

Cover: Abha Bhagwat

Illustrations: Anupriya Joshi

Ashna Advani

Co-ordination:

Dhanavanti Hardikar Academic Secretary for Languages Santosh J. Pawar

Assistant Special Officer, English

English Language Study Group:

Shri. Akhil Bhosale

Dr Jyotimani Rocque

Smt. Manjusha Sagrolikar

Shri. Nilkantheshwar Patil

Shri. Pundalik Kaviraj

Smt. Renu Dhotre

Smt. Saraswathi Suram

Shri. Sharad Pandhare

Smt. Smita Pore

Shri. Amol Kamble

Shri. Anil Petkar

Shri. Ashok Gaikwad

Shri. Mohan Bapat

Shri, Balkrishna Shinde

Shri. Bhuvnesh Kumbhar

Shri. Dagdu Garkar

Shri. Gajendra Mugale

Dr Juee Kulkarni

Shri. Mahesh Dudhankar

Shri. Nadeem Khan

Shri. Rajiv Sangpal

Shri. Raju Korde

Shri. Rakesh Jadhav

Shri. Santosh Gaikwad

Smt. Yogita Patil

Invitee:

Smt. Samannaz Irani

Production:

Sachchitanand Aphale Chief Production Officer

Rajendra Chinderkar Production Officer

Rajendra Pandloskar Asst. Production Officer

Paper:

70 GSM Creamwove

Typesetting:

DTP Section (Languages) Textbook Bureau, Pune.

Printer:

M/s. Digital Print System and Solutions Pvt. Ltd., Ahmednagar

Print Order No. :

N/PB/2021-22/1.00

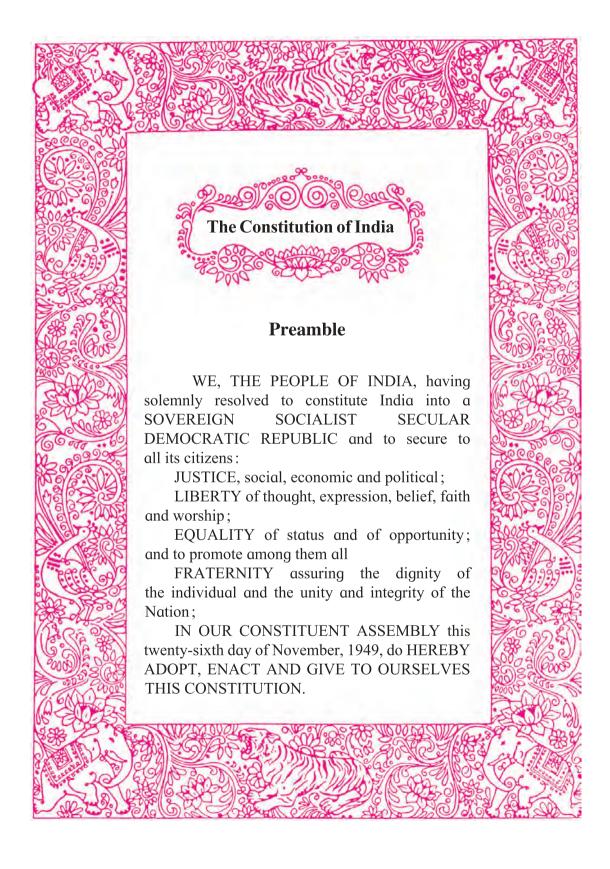
Publisher:

Vivek Uttam Gosavi

Controller

Maharashtra State Textbook Bureau, Prabhadevi, Mumbai - 400 025.





NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē, gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya jaya jaya, jaya hē.

PLEDGE

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.

To my country and my people, I pledge my devotion. In their well-being and prosperity alone lies my happiness.

Dear Students,

Welcome to Std IX. We are happy to place this 'My English Coursebook' in your hands.

English has been a part of your studies since Std I. Now you can read and understand simple English passages. You can now use English in familiar everyday situations. You can use English to express your thoughts and ideas in writing. You can handle different forms of writing. In Std IX, you will practise all this some more, and also learn to study on your own, to think independently, and to express yourself more effectively. You will also get acquainted with the beauty of English language and literature.

Our main aim is to help you use English with confidence. We want you to be able to ask questions, gain knowledge and new skills, be creative and to spend your free time joyfully. That is why, we want you to take part in all the activities and exercises in the 'Warming up!' and 'English Workshop' sections without feeling shy. Talk to your teacher freely about the problems and difficulties you face while studying this textbook. Many of the activities are designed to show you ways of thinking and learning on your own. The more you use them, the better you will learn.

We will be happy if you share your feelings about the contents of this book with us. We hope you enjoy studying it throughout the year.

Wish you all the best in your studies!

Pune

Date : 28 April, 2017

Akshayya Tritiya Indian Solar Year :

8 Vaishakh 1939

(Dr Sunil Magar)

r Sunii Maga Director

Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune.

For Teachers -

- 1. Please take into account the various competencies specified on the following page alongside. They indicate the areas of language developments and the stages which the students are expected to reach by the end of Std IX. You can plan your classroom interaction and assessment of students in the light of these specific goals.
- 2. The coursebook is designed to help the students in many ways -
 - **2.1 To learn to use the English language effectively:** To learn to communicate their own ideas, thoughts and feelings in English clearly, in an appropriate manner.
 - **2.2 To enjoy and appreciate literature in English:** The textbook includes a few extracts from classics of English and world literature to enable students to appreciate literary pieces and human values.
 - **2.3** To use English as a medium of studying other subjects: To use English to seek knowledge in other areas of study like science, geography, and even art and craft; learning to properly organise and present the information or knowledge one gets through English; learning to identify the difficulties in one's understanding and then to make efforts to overcome them; 'personalise' learning by making notes for reference, to analyse and evaluate the information, and so on. Many activities in the textbook focus on these 'study skills'. They will enable the students to use English throughout their life as an effective medium of learning.
 - **2.4 Learning about language:** At this stage, students may now be ready to consciously try to understand how the language works, and to use the knowledge to correct and improve their own work. The Language Study section given at the end should be used as a ready reference in the classroom and not for mechanical drilling. Show the students how they can use it on their own.
- 3. Please go through the entire book before you start teaching it. A variety of activities and games are provided here in the 'Warming up!' and 'English Workshop' sections. These activities and games can be used again and again according to the needs and interests of your class.
- 4. Most of the games and activities in the book involve open-ended questions. Please give the students enough time and opportunity to respond to these using their own ideas. Do not use readymade (or 'teacher made') answers. This is especially important for activities that involve analytical and critical thinking.
- 5. An innovative teacher may come up with many parallel or extension activities but do take care to see that all tasks and activities given in the textbook are carried out first.

Statement of Competencies

Listening

- Listen attentively to an entire speech, story, poem, programme, etc.
- Predict the next part of a narration, conversation, description.
- Summarize a story, conversation, play, informative speech or debate.
- Think critically about the information being presented.
- Understand other people's points of view.
- Appreciate an effective presentation, understand what makes it effective.
- Note different styles of presentation (oral).
- Understand the meaning of rhetorical questions and ironical expressions.
- Tally/Verify the information/ experiences being presented with his/her own observations/ experiences/previous knowledge.
- Analyse the content/argument being presented.
- Form his/her opinions after analysing what is presented.
- Reflect on what is heard/presented.
- Understand English spoken in different parts of India irrespective of the variations.
- Note the pronunciation and usage of new words/expressions.

Speaking

- Read aloud a poem highlighting its rhyme and rhythm.
- Initiate a conversation in English (with friends, elders, etc.).
- Sustain a conversation.
- Contribute meaningfully to a conversation.
- Talk about one's opinions, points of view, present an argument.
- Explain a concept, problem.
- Describe real or imagined things, people, situations, emotions, etc. in detail.
- Use idiomatic expressions appropriately with ease and confidence.
- Sum up/paraphrase a given text.
- Discuss/talk about the characters, situations, plots, themes, etc. of a literary piece.
- Communicate displeasure, disagreement, difference of opinion politely but firmly.
- Communicate pleasure, appreciation, support politely.
- Compere a program.
- Make efforts to improve his/her own pronunciation and speech.
- Choose appropriate vocabulary/ expressions in various formal/informal situations.

Reading

- Read patiently till the end of the piece.
- Understand the overall structure of a literary piece: stanzas and refrain in a song, stanzas and rhyme scheme in a verse, the various threads in a story/play, etc.
- Understand the nature of the piece of writing informative, advertising, emotional (appealing), imaginative, persuasive, argumentative, etc.
- Appreciate precision, clarity, transparency in writing.
- Read carefully to understand a new concept/idea.
- Relate and evaluate the information against one's previous knowledge and develop further insight. (social media)
- Understand and appreciate wit and humour in writing.
- Judge/find the authenticity/source of a piece of writing. (social media)
- Learn new words, expressions and enrich his/her vocabulary through reading.
- Understand new constructions through reading.
- Develop respect for one's identity as an Indian.
- Understand and appreciate use of literary devices, figures of speech, etc.
- Understand/empathise with other points of view.
- Understand different interpretations of a literary piece.

Writing

- Attempt calligraphy and decorative writing.
- Write correctly. (Avoiding mistakes in spelling, grammar, etc.)
- Review and if necessary correct his/her own work as a matter of habit.
- Write formal letters in the expected format.
- Explain a concept/an idea in detail.
- Expand on a theme.
- Prepare a conversation/dialogue individually.
- Write an essay.
- Express one's own thoughts and ideas coherently and effectively.
- Express one's feelings/emotions using appropriate language.
- Compare and contrast : one's own experiences with those of others.
- Review a book/a film/a play, etc.
- Attempt using different styles of writing and different literary devices in creative writing.
- Use quotations, idiomatic expressions, etc. appropriately in writing.

Study Skills

- Make notes for personal references while listening/reading.
- Remember and recall necessary information (and the way it is organised) with the help of personal notes.
- Revise (increasingly larger) chunks of information mentally.
- Identify which learning strategies work best for oneself and use them.
- Use reference materials such as different dictionaries, encyclopedias, etc. effectively.
- Compile lists of useful words, expressions, idioms, definitions, formulas, etc.
- Translate different types of informative texts from mother tongue into English and English into mother tongue.
- Translate literary pieces from mother tongue into English and English into mother tongue.
- Identify and correct if necessary, the influence of mother tongue on his/her English.
- Prepare/compile bilingual glossaries, and other reference materials including graphics.
- Use resources from other languages while speaking/writing in English.
- Frame probing questions to find additional information, to find precise answers to one's query.

- Prepare questionnaires so as to compile data in a convenient form.
- Present information in a concise, lucid manner, and choose appropriate graphics to do so.
- Paraphrase a word/phrase.
- Use facilities like online applications, know how to make online payments, etc.
- Use the computer/internet for the purpose of translation/transcription.
- Prepare a presentation with the help of a computer.
- Appreciate and/or critically examine programmes, films, etc. available through mass media/internet etc.
- Use the computer/internet for the purpose of translation/transcription.

Language Study

- Parts of Speech: Finite verbs and infinitives Participles and gerunds Determiners
- Sentence Structure: Types of clauses Passive constructions
- Vocabulary and Word Building: Compound words – Changing word class
- Punctuation: Colon and Semi-colon
- Speech: Stress and Intonation
- **Figures of Speech:** Euphemism, Pun, Irony, Antithesis

Contents

UNIT ONE Let's Begin! 1.1 Walk a little slower ... 2 1.3 'Hope' is the thing with feathers – ________14 1.4 The Story of Tea 17 1.5 The Necklace 23 **UNIT TWO** 2.4 Please Listen! 2.5 A Play......54 **UNIT THREE** 3.1 Coromandel Fishers 65 3.2 The Fall of Troy 68 3.4 Think Before You Speak! 3.5 Great Scientists 88 **UNIT FOUR** 4.1 What is Success? 4.5 The Last Lesson 116

Language Study 123

Let's Begin!

Acrostics

Write your first name in capital letters. Arrange the letters one below the other.

Write an English word or phrase beginning with each letter in your name. Try to find words that are related to you or the meaning of your name.

England

Name

Global

Language

International

School subject

Higher education

List five words from your mother tongue for which you don't know the English words, but want to find them. See if your friends can give you those words. Find the remaining words with the help of your teacher/the internet/a good bilingual dictionary.

Sentences

Form pairs. Each person in the pair writes the names of two objects on his own. Then, work in pairs and try to form sentences, each of which has all the four words.

Know your Teacher

Interview your teacher using the following points –

- His/Her name
- The qualities he/she likes best in his/her students
- His/Her favourite English author/book/film, etc.
- His/Her favourite teacher in school or college, and the reasons why he/she liked that teacher.
- What your teacher would like you to focus on in Std IX.

Priorities

Hold a discussion in the classroom to decide your priorities for this year's work. Together with your classmates and teacher, number the following in order of priority. You may add more features to this list.

- pronunciation
- speaking
- listening to
 English programmes
 on radio and TV.

The teacher may allow students to use their mother tongue while discussing the priorities.

UNIT]

- searching something in English every day.
- learning rules of grammar
- learning rules of punctuation
- learning to correct your own work
- writing independently
- memorizing spellings
- copying words and lines from the board/books. (You may add to this list.)

Allow the students five minutes of open-ended chit-chat. The teacher should make sure that students use English for this 'chit-chat'.

We often need to communicate our thoughts and feelings to others. Sometimes we do that freely. Sometimes we are not able to do so because of various reasons. Let's review it in this activity.

Try to complete each sentence using a new idea. These are open ended questions. You and your friends need not write the same answers.

Allow the students enough time to talk about their thoughts and feelings. They may use their mother tongue in the course of the group discussion, but they should complete the sentences in English, using their own ideas and experiences.

1.1 Walk a little slower ...

Warming up!

Chit-Chat

Form pairs or groups of four. Use these questions to start a conversation with your friends.

- Are you a talkative person?
- Do you like to share your thoughts?
- What would you like to do after 10th?



My Thoughts

Form groups of 4-6. Discuss the following with your friends in the group and then complete the sentences.

