

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;
- (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 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;
- (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;
- (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.

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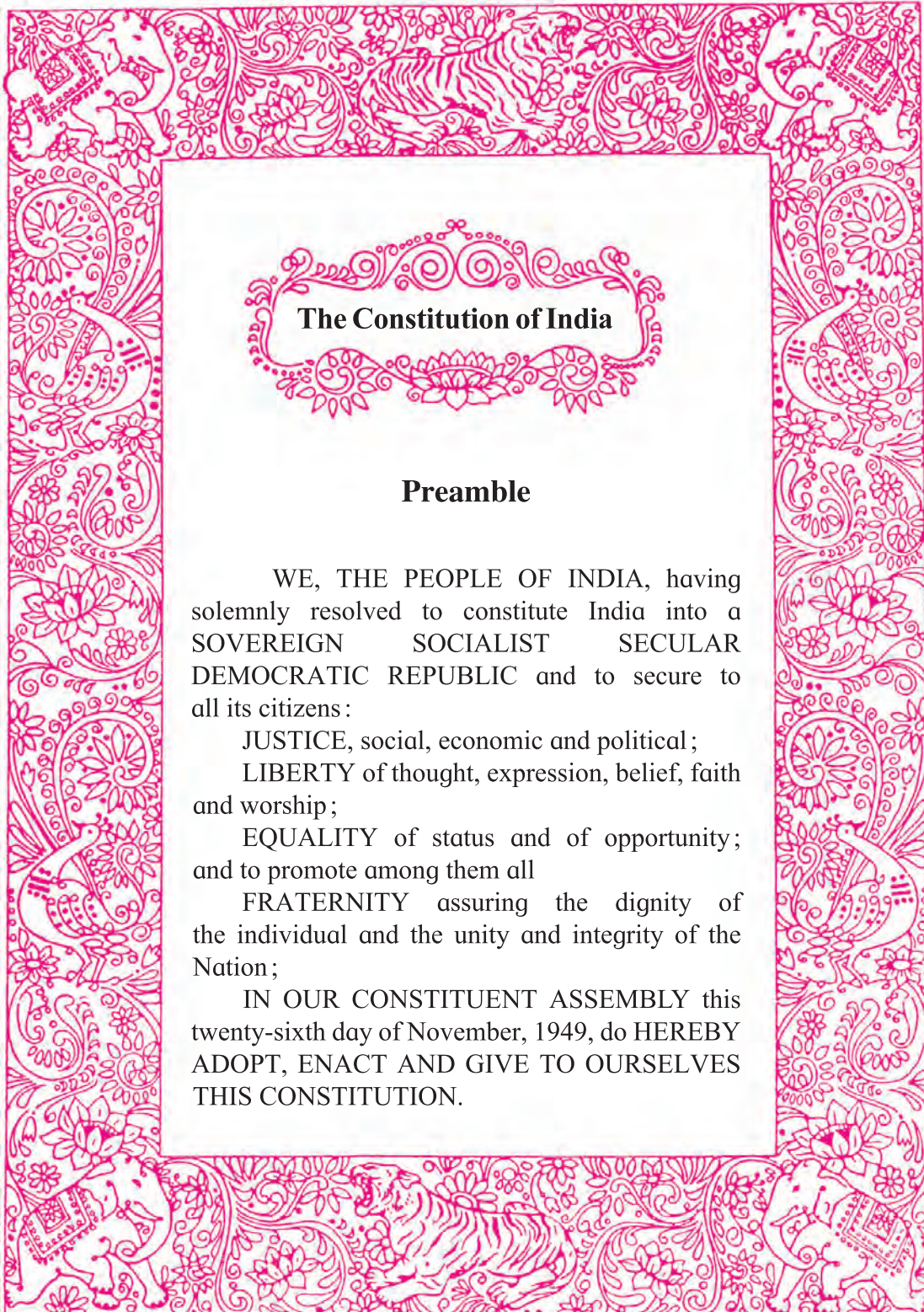
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The Constitution of India

Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a 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 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.

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 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.

Preface

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)

Director

Maharashtra State Bureau of Textbook
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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

1.1 Walk a little slower ...	2
1.2 The Fun they Had.....	5
1.3 'Hope' is the thing with feathers –	14
1.4 The Story of Tea.....	17
1.5 The Necklace.....	23

UNIT TWO

2.1 Comparisons.....	33
2.2 Helen Keller and Anne Sullivan	36
2.3 Mark Twain.....	42
2.4 Please Listen !.....	50
2.5 A Play	54

UNIT THREE

3.1 Coromandel Fishers	65
3.2 The Fall of Troy	68
3.3 To a Butterfly	77
3.4 Think Before You Speak !	80
3.5 Great Scientists.....	88

UNIT FOUR

4.1 What is Success?	95
4.2 Reading Works of Art.....	98
4.3 Silver	104
4.4 The Tempest.....	106
4.5 The Last Lesson	116

Language Study 123

Let's Begin!

UNIT 1

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.
- 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.)

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

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.

(a)

I would like to talk to

my mother about swimming lessons.

my father about

my teacher about

my best friend about

my grandparents about

my neighbours about

(b)

I would like to learn to

..... from my best friend

..... from my grandmother

..... from my teacher

..... from my neighbour

play chess from my cousin

(c)

I hesitate to talk to my

..... about my studies

..... about the way he/she talks to my friends

..... about what I would like to do in future

..... about how I want to spend my holidays

..... about my favourite movies

..... about the things I want to buy

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.