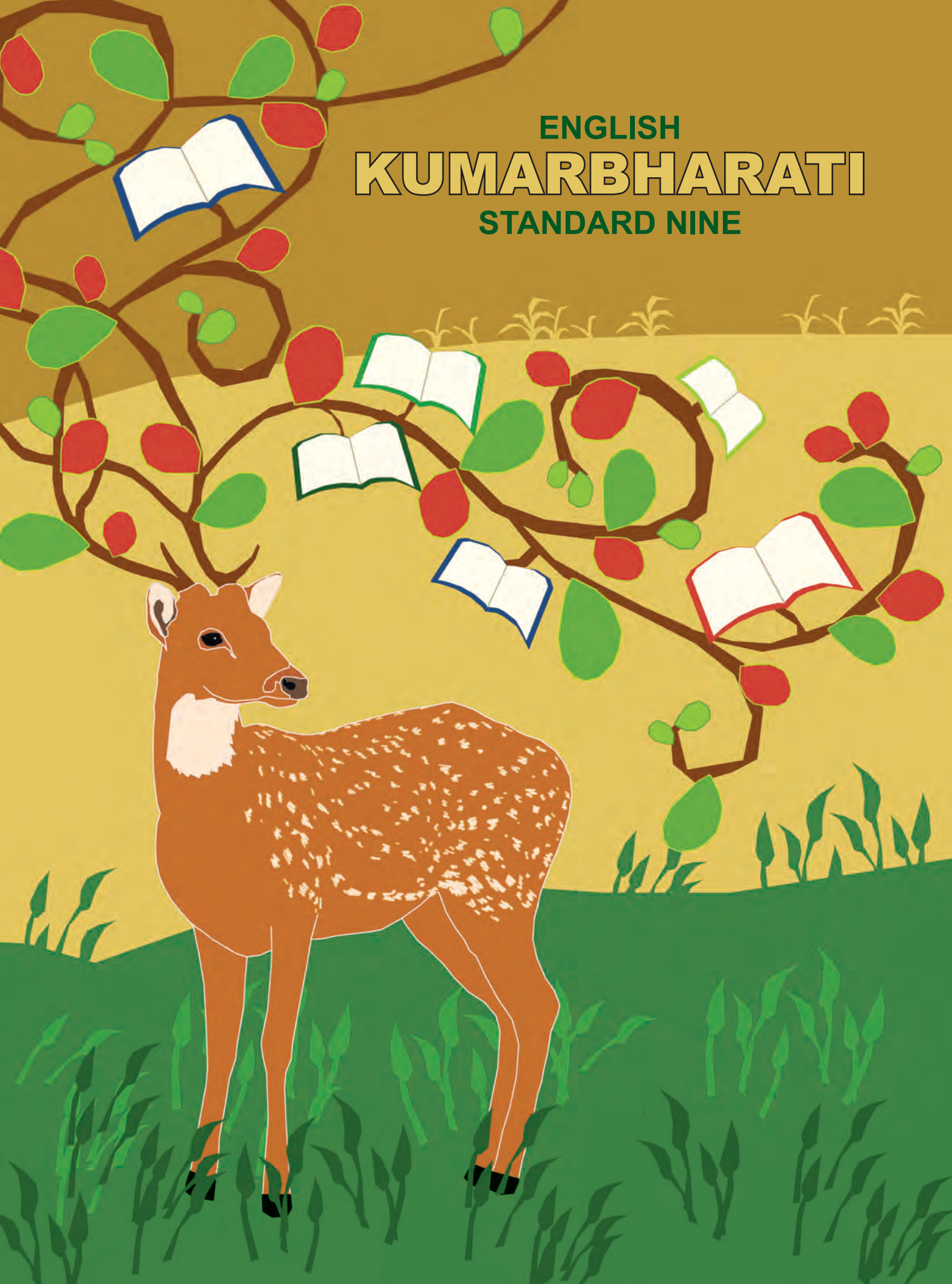


ENGLISH  
**KUMARBHARATI**  
STANDARD NINE



# 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.

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



**ENGLISH**  
**KUMARBHARATI**  
**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.

5296C4

First Edition : 2017  
Fourth 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 Sagrolkar  
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  
Dr 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 Chindarkar  
Production Officer  
Rajendra Pandloskar  
Asst. Production Officer

### Typesetting :

DTP Section (Languages)  
Textbook Bureau, Pune.

### Printer :

M/s. Mauli Printers, Kolhapur

### Print Order No. :

N/PB/2021-22/1.50

### Publisher :

Vivek Uttam Gosavi  
**Controller**  
Maharashtra State  
Textbook Bureau,  
Prabhadevi,  
Mumbai - 400 025.

### Paper :

70 GSM Creamwove



## 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,

A most hearty welcome to Std IX. We are happy to place this textbook '**English Kumarbharati**' in your hands.

English has been a part of your studies since Std I. So far, you have learnt to use English for communication in most situations. You have enjoyed some interesting stories and passages in the previous textbooks. You have completed many projects. You have read the works of many well-known authors. Now that you are in Std IX, you will do all this and also learn to use English with a better understanding of the language and the way it is used.

English is not just a subject in your curriculum. It is the medium through which you learn all other subjects. A good command over the language will make it easier for you to study other subjects, too. 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 with enthusiasm. 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  
Production and Curriculum Research, Pune.

## Statement of Competencies : First Language

The student should be able to -

### Listening

- Summarize a story, conversation, play, informative speech or debate.
- Think critically about the information being presented.
- Note the difficult/unfamiliar bits while listening so as to ask questions later.
- Analyse and evaluate the argument being presented.
- Appreciate different styles of presentation.
- Appreciate an effective presentation, understand the features that make it effective.
- Reflect on what is heard/presented.
- Understand different interpretations of a literary piece.

### Speaking

- Contribute meaningfully to conversations.
- Initiate a conversation in English (with friends, elders, etc.).
- Make efforts to improve his/her own pronunciation and speech.
- Demonstrate a process/activity clearly.
- Explain a concept or a problem.
- Present a report based on a survey, notes, information gathered from other sources.
- Use quotations, idioms, proverbs appropriately.
- Describe something in a certain way to achieve a certain effect.

- Talk about one's opinions or point of view.
- Communicate displeasure, disagreement, difference of opinion politely but firmly.
- Communicate pleasure, appreciation, support politely.
- Interpret lines from a literary piece.
- Advocate a cause.

### 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 writer's intention.
- Understand the literal as well as the suggested/ implied meaning.
- Understand and appreciate wit and humour in writing.
- Read carefully to understand a new concept/ idea.
- Read so as to compare/contrast different points of view.
- Relate and evaluate the information against one's previous knowledge and develop further insight.
- Judge/find the authenticity/source of a piece of writing.
- Relate a literary piece of writing to one's own experience.
- Appreciate precision, clarity, transparency in writing.
- Understand and appreciate use of literary devices, figures of speech, etc.

## Writing

- Write correctly. (Avoiding mistakes in spelling, grammar, etc.)
- Attempt calligraphy and decorative writing.
- 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 short.
- Express one's own thoughts and ideas coherently and effectively.
- Expand on a theme.
- Report an event/happening using an appropriate format – a news item, a personal observation (diary), etc.
- Attempt creative writing in different forms – stories, poems, skits, dialogues, cartoons, jokes, playlets, etc.
- Review a book/a film/a TV programme/a play, etc.
- Attempt using different styles of writing and different literary devices.
- Attempt using different techniques to make his/her writing more effective.

## Study Skills

- Paraphrase a word/phrase.
- Compile lists of useful words, expressions, idioms, definitions, formulas, etc.
- 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.

- 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.
- 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.
- Compile data in a convenient form.
- Present information in a concise, lucid manner, choose appropriate graphics to do so.
- 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.

## Language Study

- Parts of Speech:  
Determiners – articles, demonstratives, possessive, quantifiers, numerals
- Sentence Structure:  
Subject-verb agreement; transformation of sentence (voice), types of clause
- Vocabulary and word building:  
Compound words
- Punctuation:  
colon and semi-colon
- Speech:  
stress, intonation, rhyme
- Figures of speech:  
Euphemism, antithesis, irony, pun
- Idioms and proverbs

## Contents

|                                                  |     |
|--------------------------------------------------|-----|
| Let's Begin ! .....                              | 1   |
| <b>Unit One</b>                                  |     |
| 1.1 Life .....                                   | 2   |
| 1.2 A Synopsis - The Swiss Family Robinson ..... | 5   |
| 1.3 Have you ever seen ... ? .....               | 12  |
| 1.4 Have you thought of the verb 'have' ... ..   | 15  |
| 1.5 The Necklace .....                           | 17  |
| <b>Unit Two</b>                                  |     |
| 2.1 Invictus .....                               | 27  |
| 2.2 A True Story of Sea Turtles .....            | 30  |
| 2.3 Somebody's Mother .....                      | 36  |
| 2.4 The Fall of Troy .....                       | 39  |
| 2.5 Autumn .....                                 | 49  |
| 2.6 The Past in the Present .....                | 52  |
| <b>Unit Three</b>                                |     |
| 3.1 Silver .....                                 | 59  |
| 3.2 Reading Works of Art .....                   | 61  |
| 3.3 The Road Not Taken .....                     | 68  |
| 3.4 How the First Letter was Written .....       | 72  |
| <b>Unit Four</b>                                 |     |
| 4.1 Please Listen ! .....                        | 80  |
| 4.2 The Storyteller .....                        | 84  |
| 4.3 Intellectual Rubbish .....                   | 93  |
| 4.4 My Financial Career .....                    | 100 |
| 4.5 Tansen .....                                 | 105 |
| Language Study .....                             | 109 |

## Let's Begin!

### Know your Teacher

Interview your teacher.  
Use 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.

### The Bigger - the Better

Form groups of 10 students each, seated in a circle. Keep your paper and pen ready.

At the start, the group leader begins by writing **any 1** letter of the alphabet and passes the paper to the next student. The second one should add a second letter, but make sure it does not spell a complete word (an, be, is, etc) and pass it to the next. Each student should think and add a letter to help form a bigger and bigger word. The spelling of the word should not end when he/she adds a letter. If it does, he/she is **out**. Then start with a new letter.

The student left, after the rest in the group are out, is the winner.

Tip : The word excite can be stretched to exciting instead of having it end with 'e'.

### 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
- reading something in English every day
- learning rules of grammar
- learning rules of punctuation
- learning to correct your own work
- writing independently
- memorising spellings
- copying words and lines from the board/books

(You may add to this list.)

### En - trance

To empower ourselves in En..... , let us –

- en (*delight in*) .....
- en (*make best efforts*) to .....
- en (*improve*) our .....
- en (*ask to find out*) about .....
- en (*imagine*) .....
- en (*make richer*) our .....
- en (*gain knowledge and understanding*) ourselves!

enjoy, endeavour, enrich, enlighten, enhance, enquire, envisage, enrich, enlighten