

WORDS AND EXPRESSIONS 1

WORKBOOK IN ENGLISH
FOR
CLASS IX

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

First Edition

May 2018 Vaishakha 1940

PD 400T SU

© **National Council of Educational
Research and Training, 2018**

₹ **110.00**

Printed on 80 GSM paper

Published at the Publication Division
by the Secretary, National Council of
Educational Research and Training,
Sri Aurobindo Marg, New Delhi 110 016
and printed at Public Print (Delhi) Service,
C-80, Okhla Industrial Area Phase-I,
New Delhi 110 020

ISBN 978-93-5292-061-7

ALL RIGHTS RESERVED

- ❑ No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior permission of the publisher.
- ❑ This book is sold subject to the condition that it shall not, by way of trade, be lent, re-sold, hired out or otherwise disposed of without the publisher's consent, in any form of binding or cover other than that in which it is published.
- ❑ The correct price of this publication is the price printed on this page. Any revised price indicated by a rubber stamp or by a sticker or by any other means is incorrect and should be unacceptable.

**OFFICES OF THE PUBLICATION
DIVISION, NCERT**

NCERT Campus
Sri Aurobindo Marg
New Delhi 110 016

Phone : 011-26562708

108, 100 Feet Road
Hosdakere Halli Extension
Banashankari III Stage
Bengaluru 560 085

Phone : 080-26725740

Navjivan Trust Building
P.O. Navjivan
Ahmedabad 380 014

Phone : 079-27541446

CWC Campus
Opp. Dhankal Bus Stop
Panihati
Kolkata 700 114

Phone : 033-25530454

CWC Complex
Maligaon
Guwahati 781 021

Phone : 0361-2674869

Publication Team

Head, Publication Division : *M. Siraj Anwar*

Chief Editor : *Shveta Uppal*

Chief Business Manager : *Gautam Ganguly*

Chief Production Officer : *Arun Chitkara*

Production Officer : *Abdul Naim*

Cover, Layout Design and Illustrations

Blue Fish Designs

FOREWORD

Teaching and learning of language in school education should be based on the insight that language learning is a natural process which should be enhanced in school for academic and overall achievement of the learners. It is extremely important that learner-centric methodologies of language learning should be promoted for eliciting critical responses, and developing sensitivity to social issues.

The focus of language learning is on developing skills of language and communicative competence. Language learning progresses naturally with exposure to and use of language in meaningful situations. In this context, importance has been attributed in the *National Curriculum Framework-2005*, to methods of teaching which are process based. These give opportunities to learners for engaging with texts and equip them for self-assessment.

English has been one of the languages which is being learnt in schools. It is therefore recommended that English be learnt along with the language of the learners since it leads to transference of skills from the child's own language to the second language (English).

We, at NCERT make an endeavour to provide engaging, relevant and authentic resources. This supplements and complements language acquisition, and provide opportunities for learners to associate experiences with everyday life.

NCERT had developed two books, *Beehive* and *Moments* for Class IX, based on the *National Curriculum Framework- 2005*. The workbook, *Words and Expressions 1* is a sequential continuation of these. It has been developed taking into account the feedback on these books and needs of learners and teachers.

The workbook has taken into account the skills that are critical for overall development of the learners, such as the skills of collaboration, creativity and imagination, critical thinking and problem solving, communication and compassion.

We hope this workbook will serve as an effective instrument for learners and teachers for adding quality to the teaching and learning processes. We are indebted to the institutions and organisations which have generously permitted us to draw upon their resources and materials. All the publications of NCERT are regularly revised on the basis of the feedback from students, parents, teachers and teacher educators.

New Delhi
May 2018

HRUSHIKESH SENAPATY
Director, NCERT

© NCERT
not to be republished



ABOUT THE WORKBOOK

Words and Expressions 1, a sequence to the textbook in English for Class IX, *Beehive*, is a self-study material. The main purpose of this workbook is to give learners exposure to further their skills in language in the context of their textbook. The passages and activities given here will enable them to handle English for performing important language functions and help them develop critical thinking on contemporary concerns. Grammar activities are presented in everyday contexts. The book is expected to serve as a basis for revisiting language learning.

The 11 units in this workbook are not designed in isolation. The chapters of the textbook and the units are to be taught in a coordinated manner. The units correspond to each lesson in the textbook. Each unit starts with an ice-breaker — ‘Let’s begin’ followed by Comprehension passages, Vocabulary tasks, Grammar exercises, Editing, Listening, Speaking and Writing activities. All units end with Project reiterating the learning through elaborate activities. The sections focus on a particular language skill.

‘Let’s begin’ asks questions making the students think and discuss. They are asked to collect information, read various written texts and e-texts, watch and listen to online resources from Internet services like You-Tube. They are required to work in groups of two or four, jot down points, develop speech, debate etc. and then to speak before the whole class. This follows integrated process of reading with comprehension, reflection, writing and expressing thoughts.

The unseen comprehension passages are chosen based on the themes of the corresponding chapters. It has prose passages as well as poems. The familiarity of the context has been taken care of while selecting the passages. An attempt has been made to expose the learners to a variety of texts, comprehend the meaning of words in context, understand the theme, and answer factual and thought-provoking questions. Learners are also given opportunities to interpret poems, acquainted with beautiful expressions, phrases, and understand the expressions of the images. Some questions have been given to infer meaning, and some are to inspire learners to think critically and bring out learners’ deeper understanding of the text.

A variety of tasks and exercises are placed strategically to build vocabulary in the given context. Even though difficult words are glossed in the margins, the learners are encouraged to use the dictionary as often as required. The intention is to help them learn new words and their usages as well as new meanings of familiar words in different contexts.

Written and spoken compositions are preceded by discussions in peer groups. The themes of the composition include ICT and advanced technology; contemporary issues like gender, environment; adolescent issues; social issues which are relevant to the age group and appropriate to the present time. This is to enable the learners to see the world, and develop necessary skills and face the challenges of the present as well as future.

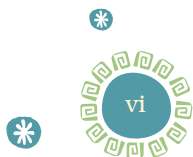
Grammar activities are given with usage in focus, not the formal explication of grammatical concepts. The listening and speaking activities give the students enough opportunities to develop listening comprehension and to use English in real life situations. It is reiterated that basic language skills are developed simultaneously, not in isolation, but in an integrated manner.

The nuance of the workbook is that, it is directly addressed to the students; the language used is simple, so that there is less dependence on the teachers.

The Project activities given at the end of each unit are expected to be engaging, cross-curricular and interdisciplinary. These help generate interest to explore, analyse and then present thoughts orally or in writing.

The activities are simple and stress-free, enabling the learners to complete them confidently. Self-learning is encouraged. The pair or group work will give students an opportunity to look at the work of their peers and make each of them feel both responsible as well as independent. Every learner has a unique learning style. The group work may help them understand their challenges, evaluate themselves *vis-à-vis* their peers and find a best way to overcome them. The teachers can scaffold if there is a need. Some Fun Facts are given in a box throughout the workbook, with a hope that the learner would have a lasting impression of the correct usage. Teachers must remember that Fun Facts are to be taken in light spirit and are non-evaluative.

It is hoped that the learners will find this workbook enjoyable and rewarding. It is learner-centered and activity-based. The readers are welcome to comment and suggest on any aspect of the *Words and Expressions 1* towards its refinement.



WORKBOOK DEVELOPMENT COMMITTEE

CHAIRPERSON

Sandhya Rani Sahoo, *Professor*, Department of Education in Languages,
NCERT, New Delhi

MEMBERS

Dolly Dhawan, *PGT* (English), G.D. Salwan Public School, Rajendra Nagar,
New Delhi

Jyoti Jenna, *PGT* (English), D.M. School, RIE (NCERT), Bhubaneswar

Keerthi Sahni, *TGT* (English), Sanskriti School, Chanakyapuri, New Delhi

Mamta Saluja, *Lecturer* in English, Rajkiya Pratibha Vikas Vidyalaya, BT
Block, Shalimar Bagh, Delhi

Meenakshi Khar, *Associate Professor*, Department of Education in
Languages, NCERT, New Delhi

R. Meganathan, *Associate Professor*, Department of Education in Languages,
NCERT, New Delhi

Rashmi Mishra, *Principal*, DAV Public School, MCL, Anand Vihar, Burla,
Sambalpur, Odisha

Sonia Makheeja, *Lecturer* in English, Sarvodaya Kanya Vidyalaya, Rajouri
Garden Extn, New Delhi

Varada M. Nikalje, *Associate Professor*, Department of Elementary
Education, NCERT, New Delhi

MEMBER CONVENER

Kirti Kapur, *Professor*, Department of Curriculum Studies, NCERT, New Delhi



Nirmalya Chakraborty, College of Art, New Delhi



ACKNOWLEDGEMENTS

The National Council of Educational Research and Training is grateful to Shyamaleema Deka, *Assistant Commissioner*, Navodaya Vidyalaya Samiti, Regional Office, Shillong; Kalyani Samantray, *Professor*, PG Department of English, Utkal University, Bhubaneswar; Jyoti Kohli, *Associate Professor*, M.V. College of Education, University of Delhi; Anju Sahgal Gupta, *Professor of English*, IGNOU, School of Humanities, New Delhi; Subodh Kumar Jha, *Associate Professor*, Department of English, S.N Sinha College, Jehanabad M.V., Bodh Gaya, Bihar; Sona Seth, *Assistant Commissioner*, Kendriya Vidyalaya Sangathan, New Delhi; Praggya M. Singh, *Deputy Secretary*, CBSE, New Delhi for going through the manuscript and making valuable suggestions.

The Council is also thankful to the members of the Review Committee—Saroj Yadav, *Professor and Chairperson, Dean, Academics*, NCERT; Sandhya Singh, *Professor and Head*, Department of Education in Languages (DEL); K.C. Tripathi, *Professor*, DEL; Sunita Farkya, *Professor*, Department of Education in Science and Mathematics (DESM); Ranjana Arora, *Professor and Head*, Department of Curriculum Studies (DCS); Lalchand Ram, *Professor*, DEL; and Shveta Uppal, *Chief Editor*, Publication Division for going through the manuscript, providing feedback towards the improvement and finalisation of this workbook.

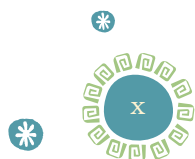
Special thanks are also due to Madhavi Ratnaparkhi, *Assistant Editor (Contractual)*, for carefully editing the manuscript and making it interesting. Gratitude is expressed to the Publication Division, NCERT, for their support. NCERT gratefully acknowledges the contributions made by Haridarshan Lodhi and Rekha, *DTP Operators*, for patiently incorporating the corrections and doing a flawless layout.

The Council expresses its gratitude to the writers and publishers who have accorded permission to reproduce the following materials in this workbook.

1. 'Que Sera Sera' (Song) (Pages 48–49)—https://archive.org/details/78_whatever-will-be-will-be-que-sera-sera_doris-day-frank-devol-and-his-orchestra_gbia0026697a
2. Excerpt 'Leander Paes' (Pages 111–112)—<https://www.jhs.ac.in/pdf/Cbse-qp/Grade-9/English/5.pdf>
3. Excerpt 'Himalayan Goats Tahr' (Pages 129–130), Winfried Hoerr, *Snippets*(Online) — Living in Amazement–The Evolution–Path/ Snippetsevolution-path.com
4. Excerpt from *Tourism, Principles, Practices, Philosophies* (Page 141), by Charles R. Goeldner and J.R. Brent Ritchie—John Wiley & Sons Inc., Hoboken, New Jersey, USA
5. Two excerpts 'Self-driving Cars' and 'Drones and Flying Cars' (Pages 1–2)—'11 reasons to be excited about the future of technology' by Chris Dixon, 19 August 2016, Business Insider India, Times Internet Limited, Gurgaon, Haryana

6. Extract from *The Banyan Tree* (Page 128), by Ruskin Bond, Dehradun
7. Excerpt 'Sharadindu Bandyopadhyay' (Pages 155–156)—<http://www.dailyasianage.com/news/109713/a-we-known-literary-figure-of-bengal>
8. 'Horticulture show in Gurugram' (News item) (Pages 145–146)—*Hindustan Times*, New Delhi
9. 'Humanoid Robot, Sophia back in India' (News item) (Pages 5–6)—*Hindustan Times*, 21 February 2018, Hyderabad
10. Excerpt 'Gangtok' (Page 106) from 'A Sikkimese Dialogue', by Sugato Tripathy, *Shubh Yatra*, February 2018, Vol. 6, Issue 1, MaXposure Media Group, New Delhi
11. Excerpt 'Varkala' (Pages 101–102) from 'Kerala's Best Kept Secret', by Karishma Kripalani—*The Dialogue*, February 2018, CMYK Printech Ltd., New Delhi
12. Excerpt from *To Kill a Mocking Bird* (Pages 38–39), by Harper Lee—HarperCollins Publishers, Noida, U.P.
13. 'Interview with a Detective' (Pages 152–154)—<https://thrillist.com.../private-detective-interview-questions-you-ve-always-want>, Group Nine Media, Inc., New York, USA
14. Two excerpts from *Tuesdays with Morrie*, by Mitch Albom (Pages 14–15)—Hachette Digital, An Imprint of Little, Brown Book Group, London, UK
15. 'Poem at Thirty-nine', by Alice Walker (Pages 41–42)—alicewalkergarden.com
16. Picture on Page 79—<http://www.ndtv.com/india-news/national-bravery-awards-2018-meet-the-18-bravehearts-of-india-1802479>
17. Indra Nooyi's speech at Rashtrapati Bhawan on 14 December 2013 (Pages 84–85)—25 Greatest Living Legends by NDTV, New Delhi
18. Malala Yousafzai's speech at the UN General Assembly (Pages 92–93)—Independent Digital News & Media, London, UK
19. 'When Einstein wrote to Gandhi' (Pages 56–57)—National Gandhi Museum, New Delhi

Sincere efforts have been made to procure permission from all those individuals, agencies and institutes from where any text, visual or reference has been used in this workbook. However, in case any credits have been missed out inadvertently, the Council deeply regrets the same and will rectify it immediately on being informed.



CONTENTS

<i>Foreword</i>	<i>iii</i>
<i>About the Workbook</i>	<i>v</i>
Unit 1	1
Unit 2	21
Unit 3	38
Unit 4	54
Unit 5	67
Unit 6	80
Unit 7	96
Unit 8	111
Unit 9	127
Unit 10	140
Unit 11	152

Do You Know

According to the 86th Constitutional Amendment Act, 2002, free and compulsory education for all children in 6-14 year age group is now a Fundamental Right under Article 21-A of the Constitution.

EDUCATION IS NEITHER A PRIVILEGE NOR FAVOUR BUT A BASIC HUMAN RIGHT TO WHICH ALL GIRLS AND WOMEN ARE ENTITLED

*Give Girls
Their Chance !*

