

9

MAIN COURSE BOOK

A Textbook for English Course
(Communicative)



CENTRAL BOARD OF SECONDARY EDUCATION

Interact in English

Main Course Book

A Textbook for English Course
(Communicative)

Class IX



CENTRAL BOARD OF SECONDARY EDUCATION

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भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक सम्पूर्ण ¹प्रभुत्व-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

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

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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, राष्ट्र ध्वज और राष्ट्रगान का आदर करे;
- (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाला 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 सामाजिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परिक्षण करे;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणी मात्र 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 से सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाईयों 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 लिए शिक्षा के अवसर प्रदान करे।

1. संविधान (छयासीवां संशोधन) अधिनियम, 2002 की धारा 4 द्वारा प्रतिस्थापित।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolve 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 the ²unity 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 Amendent) Act. 1976, sec. 2 for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)

2. Subs, by the Constitution (Forty-Second Amendent) 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 51 A

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 national constantly rises to higher levels of endeavour and achievement;
- ¹(k) who is parent or guardian 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 Sec. 04 (Eighty-Six Amendment) Act, 2002

Foreword

The English Communicative Curriculum was implemented in Class - IX in the academic session 1993- 94. The books were revised in 1995, 1997 and 2003 as a result of the feedback received from students, teachers and ELT professionals.

The Board received feedback from teachers teaching in various school systems i.e., independent schools, Kendriya Vidyalaya Sangathan and Navodaya Vidyalaya Samiti in large numbers which suggested that a change was already overdue. Accordingly, the book was revised in 2009.

The book has been designed to develop the student's communicative competence in English. The extracts selected have been taken with the purpose of making students think on their own and inculcating in them the life skills necessary for facing the challenges of the present as well as the future. The present book includes a few more activities to enable students to explore communicative aspects in more depth.

Teachers may adopt appropriate pedagogical practices to enhance the creativity of students. It must also be noted that language is not just a functional tool; it is rather a medium through which students interact with the world around them. Therefore, students should be encouraged to think on their own and express their ideas using their experiences, knowledge and imagination, rather than being text or teacher-dependent.

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

Team CBSE

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- http://www.hyd-masti.com/2009/03/tale_to_understand_characteristics_of.htm
- 'Sound of the Shell' listening input adapted from Lord of the Flies by William Golding, OUP 219 Anna Salai, Chennai 600600
- 'Ordeal in the Ocean' adapted from The Other Russia by Norman Stone and Michael Glenny, Faber 1990
- The Final Flight adapted from U.S. Centennial of Flight Commission - Amelia Earhart-Keri Rume http://www.centennialoflight.gov/essay/Explorer_Record_Setters_and_Daredevils/Earhart/Ex29.htm
- Last Flight by Amelia Earhart (arranged by George Palmer Putman from Correspondence, 1988, Crown Publishers ISBN 0-517-56794-6 www.ellensplace.net/ae_lift.html)
- The Indian Rhinoceros adapted from an article on http://www.en.wikipedia.org/wiki/Indian_Rhinoceros
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- Bermuda Triangle adapted from articles on http://www.associatedcontent.com/article/1803340/air_France_plane_missing_near_bermuda.html?ca=62 <http://www.bermuda-triangle.org/html/introduction.html>
- The Tragedy of Birlstone adapted from The Valley of Fear by Arthur Conan Doyle <http://www.classicreader.com/book/1470/3/>
- UFO report form from The World of the Unknown by Ted Wilding-White, MacDonald and Co.
- The Invisible Man adapted from H.G. Wells by Renu Anand from New Expressions, Tata McGraw-Hill ISBN-13: 978-0-07-068002-9
- Stories of Shravan Kumar and Narendra Kumar adapted from "India's Children", Illustrated Weekly of India, 13 August 1989.
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- Hockey - en.wikipedia.org/wiki/Hockey
- Football - en.wikipedia.org/wiki/Association_football
- Interview with Koneru - latestchess.com/showinterview
- Harry Potter - conversation between Hagrid and Harry Potter adapted from Harry Potter and the Philosopher's Stone by J.K. Rowling.

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Note to Readers

Main Course Book (MCB) encourages and emphasizes self-directed education, creativity and discovery rather than rote memorization. The students are encouraged to incorporate their own interests into projects, within a set of broad guidelines. Leaning into student-led learning, the book offers educators an opportunity to learn alongside their students as they grow in a nurturing, creative environment.

Competence in reading is the key to independent learning and has a direct effect on progress in all other areas of the curriculum. The vision is for the children to become fluent, frequent and lifelong readers. We want our children to be 'readers', not just children who can read.

Hence, the themes of each unit of the MCB, such as Adventure, People, and Sports, include passages that have been carefully chosen according to the age and interest level of the students. These offer an excellent resource, introducing the student to different kinds of texts that they should be familiar with. These reading extracts will help the students to learn the sub-skills of Reading.

The book demonstrates how to use a range of comprehension strategies along with the skill of making inter-text connections. The varied themes provide opportunities for the children to interact and collaborate. The focus is to encourage children to ask the 'why' questions and plan opportunities to interpret and respond to the text. It also subtly aims for the children to develop a wider and more interesting vocabulary.

The book offers to develop the learner's written expression of thought and provides opportunities to explore ideas. It demonstrates various writing forms/skills for example, in-class responses, journals, notebooks, reports, argumentative essays, articles and letters.

The MCB also has an exciting unit on creating student Radio and Video shows. As the students take a break from their daily school routine and begin

vacation, they can be initiated into creating Radio shows. As they explore the world of books, they can draw from their reading experiences from any of the genres given: mystery, horror, science fiction, comedy or fantasy.

This is an ideal opportunity to not only allow the students to explore their creativity, but also learn to collaborate, work in teams, and learn yet another way of utilising the language effectively to communicate at a broader level.

Main Course Book (MCB) is an invaluable resource that initiates a student into the world of Reading and Writing with clarity and purpose. Feedback is welcome for further improvement.

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