

Beehive

Textbook in English for Class IX



0959



एन सी ई आर टी



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NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
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FOREWORD



THE National Curriculum Framework (NCF), 2005, recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home and community. The syllabi and textbooks developed on the basis of NCF signify an attempt to implement this basic idea. They also attempt to discourage rote learning and the maintenance of sharp boundaries between different subject areas. We hope these measures will take us significantly further in the direction of a child-centred system of education outlined in the National Policy of Education (1986).

The success of this effort depends on the steps that school principals and teachers will take to encourage children to reflect on their own learning and to pursue imaginative activities and questions. We must recognise that, given space, time and freedom, children generate new knowledge by engaging with the information passed on to them by adults. Treating the prescribed textbook as the sole basis of examination is one of the key reasons why other resources and sites of learning are ignored. Inculcating creativity and initiative is possible if we perceive and treat children as participants in learning, not as receivers of a fixed body of knowledge.

These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table is as necessary as rigour in implementing the annual calendar so that the required number of teaching days are actually devoted to teaching. The methods used for teaching and evaluation will also determine how effective this textbook proves for making children's life at school a happy experience, rather than a source of stress or boredom. Syllabus designers have tried to address the problem of curricular burden by restructuring and reorienting knowledge at different stages with greater consideration for child psychology and the time available for teaching. The textbook attempts to enhance this endeavour by giving higher priority and space to opportunities for contemplation and wondering, discussion in small groups, and activities requiring hands-on experience.

The National Council of Educational Research and Training (NCERT) appreciates the hard work done by the textbook development committee responsible for this book. We wish to thank the Chairperson of the advisory group in languages, Professor Namwar Singh and the Chief Advisor for this book, Professor R. Amritavalli for guiding the work of this committee. Several teachers contributed to the development of this textbook; we are

grateful to their principals for making this possible. We are indebted to the institutions and organisations which have generously permitted us to draw upon their resources, materials and personnel. We are especially grateful to the members of the National Monitoring Committee, appointed by the Department of Secondary and Higher Education, Ministry of Human Resource Development under the Chairpersonship of Professor Mrinal Miri and Professor G.P. Deshpande for their valuable time and contribution. As an organisation committed to systemic reform and continuous improvement in the quality of its products, NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinements.

New Delhi
20 December 2005

Director
National Council of Educational
Research and Training

RATIONALISATION OF CONTENT IN THE TEXTBOOKS

In view of the COVID-19 pandemic, it is imperative to reduce content load on students. The National Education Policy 2020, also emphasises reducing the content load and providing opportunities for experiential learning with creative mindset. In this background, the NCERT has undertaken the exercise to rationalise the textbooks across all classes. Learning Outcomes already developed by the NCERT across classes have been taken into consideration in this exercise.

Contents of the textbooks have been rationalised in view of the following:

- Content based on genres of literature in the textbooks and supplementary readers at different stages of school education
- Content that is meant for achieving Learning Outcomes for developing language proficiency and is accessible at different stages
- For reducing the curriculum load and examination stress in view of the prevailing condition of the Pandemic
- Content, which is easily accessible to students without much interventions from teachers and can be learned by children through self-learning or peer-learning
- Content, which is irrelevant in the present context

This present edition, is a reformatted version after carrying out the changes given above.

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Contents

FOREWORD *iii*

RATIONALISATION OF CONTENT IN THE TEXTBOOKS *v*

NOTES FOR THE TEACHER *1*

Units 1–3

1. The Fun They Had *5*

Isaac Asimov

The Road Not Taken *15*

Robert Frost

2. The Sound of Music *17*

I. EVELYN GLENNIE: *Deborah Cowley*

II. BISMILLAH KHAN

Wind *30*

Subramania Bharati

3. The Little Girl *32*

Katherine Mansfield

Rain on the Roof *41*

Coates Kinney

NOTES FOR THE TEACHER *43*

Units 4–6

4. A Truly Beautiful Mind *46*

The Lake Isle of Innisfree *54*


William Butler Yeats

5. The Snake and the Mirror *56*

Vaikom Muhammad Basheer

A Legend of the Northland *65*

Phoebe Cary

- 
6. My Childhood 68
A. P. J. Abdul Kalam
No Men Are Foreign 80
James Kirkup

NOTES FOR THE TEACHER 82
Units 7-9

7. Reach for the Top 84
I. SANTOSH YADAV
II. MARIA SHARAPOVA

On Killing a Tree 95
Gieve Patel

8. Kathmandu 98
Vikram Seth



A Slumber Did My Spirit Seal 107
William Wordsworth

9. If I Were You 109
Douglas James
- 



Notes for the Teacher



Beehive, a textbook in English for Class IX, is based on the new syllabus in English which was prepared as a follow-up to the National Curriculum Framework, 2005. The curriculum calls for an approach that is rich in comprehensible input and adopts a language-across-the-curriculum, multilingual perspective. This reader aims at helping the child to read for meaning, and to learn to communicate in English with confidence and accuracy.

- ✦ Care has been taken to give a central place to the learner in the process of teaching and learning. Learner-friendly language has been used in the instructions, and the exercises and activities are addressed to the child. In this process the teacher is a facilitator or a co-learner.
- ✦ A rich variety of reading material has been provided to include the literary, cultural and sociological dimensions of texts. The themes range from childhood and adolescence, to disability, talent and achievement, to music, science, and contemporary social and environmental concerns. The range is as inclusive as possible, keeping in view the interest and cognitive development of the learners. The book draws on different genres such as story, biography and autobiography; science fiction; humour; travelogue; and the one-act play.
- ✦ The number of poems has been increased to help learners explore this great source of language, derive the joy of learning through poetry, and understand the music of words. An attempt has been made to include different types of poems such as the lyric, the ballad and the humorous poem.
- ✦ The poems have been chosen for their simplicity and suitability in terms of language and thought. We need not talk about the poet or the background to the poem, unless the poem seems to demand it. Nor should we attempt to exhaust all the possibilities of a poem; we should encourage the students to begin to see some of the possibilities. They should be guided to apprehend the poem through the visual, the auditory, the tactile, the intellectual, or the emotional channels, and to understand the suggestiveness of the images.
- ✦ An attempt has been made to help the learner develop the skill of predicting and anticipating what follows. Every good reader should guess what is coming next. The task 'Before You Read' given at the beginning

of each unit is designed for this purpose. Learners should be encouraged to participate in this activity.

- ✱ The section 'Thinking about the Text' attempts to move from surface level understanding of the text to critical thinking. The comprehension exercises given here try to help the learners infer meaning. There are a few questions which ask for the readers' judgment; they aim to bring out the learners' deeper understanding of the text.
- ✱ In the section 'Thinking about Language':
 - Vocabulary enrichment has been attempted through a variety of tasks on the usage of words closely related in meaning, matching words to meanings, word building (including phrasal verbs), and reference to the dictionary. An activity on the use of the index has been included.
 - Attention has been drawn to grammar-in-context that emerges out of the reading text, e.g. the use of the tenses and voice, reported speech, conditional and subordinate clauses or phrases, and adverbs.
- ✱ The communicative skills have been exercised by tasks on Speaking and Writing. The Speaking tasks call for learners to work in pairs or groups, (for example) to present an argument, express a viewpoint, express contrasts, seek or give an opinion, introduce a speaker, tell a story, enact or read out a play in parts, etc.
- ✱ There are a variety of writing tasks: help writing newspaper report, an article for a school magazine, argumentative writing, narration, description, and picture interpretation.
- ✱ A small attempt has been made to relate speech and writing by pointing out similarities and differences. Opportunities for writing in groups and pairs are provided to get into the task.
- ✱ We have introduced the old exercise of dictation again but from a completely different perspective. Dictation has been introduced in its current, updated form as a variety of activities designed to integrate the language skills of listening, prior reading, language processing and recall, and writing, including the appropriate use of punctuation in meaningful contexts.
- ✱ Some exercises also allow scope for the learners' languages to support one another's by asking for reflection on relevant words, or poems or stories in other languages; and attempt (preliminary as they may be) to attend to the process of translation. Activities have been suggested to bring out the relatedness of the learners' school subjects.

Units 1–3

1. THE FUN THEY HAD

- * This story takes us to the world of the future where computers will play a major role. Let the children talk freely about how they imagine the schools of the future that their own children might go to. You might want to explain the ideas of ‘virtual reality’ and ‘virtual classroom’. The term ‘virtual reality’ refers to a reality created by computer software, and a ‘virtual classroom’ is not a real classroom but one where learning is through computer software or the Internet. The children may know what a robot is, and be able to guess what a robotic teacher would be.
- * In this unit students are required to present their arguments in a debate. The following points could be explained before the task.
 - A debate is a contest between two speakers or two groups of speakers to show skill and ability in arguing.
 - A proposition, a question or a problem is required for this purpose, which can be spoken for or against.
 - To participate in a debate, one must prepare for it. So, one must prepare an outline of the main points in the order in which one is going to argue.
 - The time limit is about four to five minutes.
 - The speaker addresses the audience.
 - Every topic/subject has its own vocabulary. These must be learnt.
 - The speaker addresses the chair (Mr President/Madam), ‘submits’ an argument, ‘appeals’ for sympathetic understanding and support, ‘questions’ the opponent’s views, and ‘concludes’ an argument.

2. THE SOUND OF MUSIC

- * These biographical pieces tell us of people who have achieved success and recognition through determination, hard work and courage. The children may be asked to think of potential barriers to success, and of people who have overcome them. The second part of the unit encourages students to think about the rich heritage of Indian music, and our musical instruments. The portraits of musicians given in the beginning may be supplemented by others that the children can be asked to bring to class.
- * A comprehension exercise in Part II encourages children to find words in the text that express attitudes (positive, negative or neutral) to events, places, etc. Encourage the children to compare and discuss their answers.
- * Dictionary entries give us different kinds of information about words. Children need help in using the dictionary to find specific kinds of information.

- ✱ This unit has an exercise that asks students to consult a dictionary and find out which adjective can be used before a noun, which can be used after a verb, and which can be used in both ways. You may add some adjectives to those suggested. Encourage the children also to find more adjectives of the kinds mentioned. Students may wish to consult (in addition to the *Oxford Advanced Learner's Dictionary*), the *Longman Dictionary of Contemporary English*, the *Collins Cobuild Advanced Learner's English Dictionary*, and the *Word Master* (Orient Longman), or any good dictionary of their choice.
- ✱ The Speaking exercise asks the students to imagine introducing a celebrity guest to an audience. It can be made an authentic activity if students are given a couple of minutes during the morning assembly to speak to their fellow-pupils about such a person. This would give them practice in facing an audience, and encourage them to prepare seriously, by: (i) noting down the important points about the person to be introduced, (ii) using appropriate phrases to introduce the person (students should be allowed to think what phrases they want to use).
- ✱ The Writing Task is an exercise in comparison. Hard work is a trait common to Evelyn Glennie (Part I, para 5) and Bismillah Khan (Part II, para 5). Help children identify the paragraphs that tell us about the two musicians' goals. After they read and understand these parts of the text, they can organise the ideas in two paragraphs, one on each musician.

3. THE LITTLE GIRL

- ✱ The aim in this unit is to first read through the story at one go, not worrying about difficult words or difficult language. Students can read the story for homework and come to class; or the teacher can read out the story in class; or the students can read out parts of the story in the class, one after the other. Let them retell the story again, if necessary, in parts.
- ✱ The dictionary exercise in this unit shows how a very small common word can be used in different ways. Students might be interested in thinking about how they use words in their own language to express these meanings. They may also think of other words like *same*, *small*, *give* and *take* to convey different kinds of meaning. Encourage them to consult a dictionary.
- ✱ This is a story about the changing attitude of a girl child towards her father. The Speaking and Writing exercises encourage the students to think about the relationship between children and parents. The students should be encouraged to say or write what they think, and not what the teacher thinks they should say or write. The aim is not to arrive at a 'correct' answer, but to let every child voice an opinion and express her/his ideas. It is hoped that children will find the topic of personal relevance. This will help their ideas and language to flow freely.