

# WORDS AND EXPRESSIONS 1

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WORKBOOK IN ENGLISH  
FOR  
CLASS IX



976

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी  
NCERT

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

ISBN 978-93-5292-061-7

**First Edition**

May 2018      Vaishakha 1940

**Reprinted**

January 2019      Magha 1940

August 2019      Shravana 1941

**Revised Edition**

February 2023      Fhalguna 1944

PD 500T BS

© *National Council of Educational  
Research and Training, 2018, 2023*

₹ 120.00

*Printed on 80 GSM paper with NCERT  
watermark*

Published at the Publication Division  
by the Secretary, National Council of  
Educational Research and Training,  
Sri Aurobindo Marg, New Delhi 110016 and  
printed at Taj Printers, 69/6A Najafgarh  
Road Industrial Area, Near Kirti Nagar  
Metro Station, New Delhi - 110 015

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**Cover, Layout Design and Illustrations**

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## 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

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## 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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## 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 YouTube. 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.



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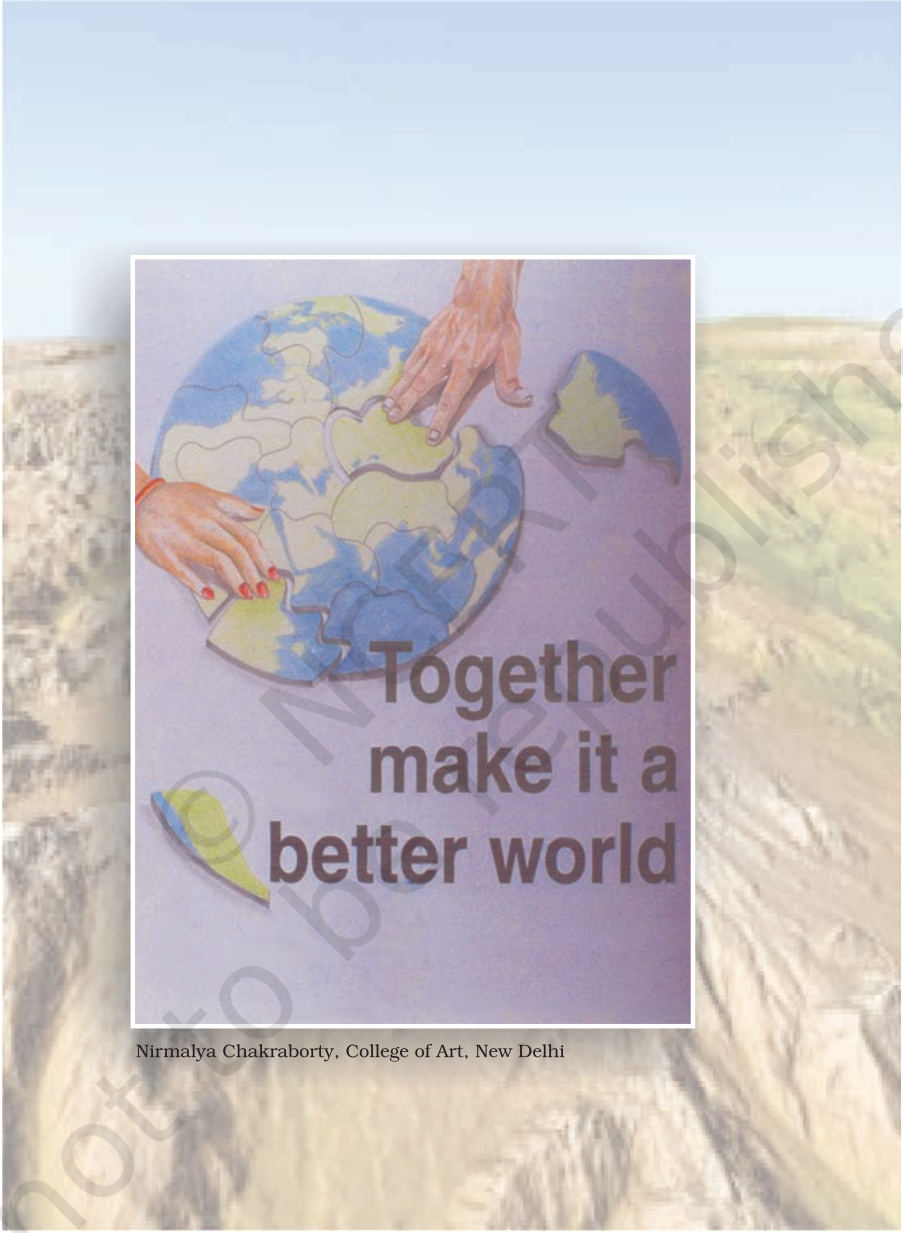
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## ACKNOWLEDGEMENTS

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.

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Their Chance !*

