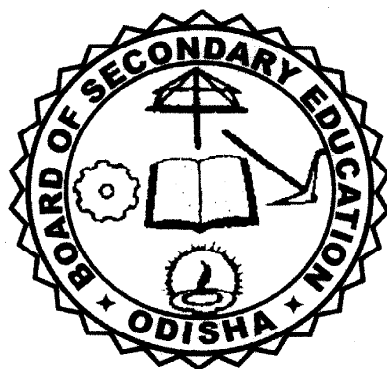


SKILLS OF COMMUNICATIVE ENGLISH

CLASS - IX



**BOARD OF SECONDARY EDUCATION
ODISHA**

Published by the **Board of Secondary Education, Odisha**
for Class-IX

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PREFACE

The advent of globalization has set a new trend in the realm of curriculum renewal throughout the world. Keeping this competitive environment in mind, India is pursuing a frontline educational policy to maintain its competitive edge in science and technology. In addition to this, English language teaching has acquired a renewed significance in various communicative contexts, especially in the social sector and the job markets.

Keeping these communicative contexts in mind, we have carefully pursued the major recommendations of the National Curriculum Framework of 2005 which reflect our approach to the specific needs of English language learners in the communicative contexts of the twenty-first century.

*The present text **Skills of Communicative English** comprises two parts : the detailed text in prose, poetry and functional grammar in the contexts of their subject-matter. In addition to this, the specific aspects of *listening, speaking, reading* and *writing* skills have been dealt in the exercises meticulously designed for the purpose of practical communicative contexts. For instance the model of project writing has been provided to cater to the present-day needs of our society.*

The second part of the text book contains the choicest selection of stories to provide for extensive reading to the learners at the secondary school level. The stories included in the text are interesting, amusing and learner-centred. Their engaging narratives and nuances of characters are meant to sharpen the literary sensibility of our students.

Thus, the linguistic and communicative needs of learners have been richly reflected in well-chosen prose and story materials. The poems have been selected to promote understanding and enjoyment and to stimulate the learners' interest in the uses of poetic language for literary flair, rhythm and thought content. In reality, attempts have been made to present a language-rich environment in which teachers can help creation of a context in which the pupil can sustain their interest in English language and literature.

It is significant that activity-based exercises, questions and vocabulary items included in the texts are of a varied nature to promote thinking and understanding. It is hoped that, the detailed and non-detailed texts presented here will be simple and challenging while maintaining the quality of material at class IX level, in our present-day competitive environment.

We are greatly indebted to all the teachers and learners of English who have graciously given their feedback during in-house discussion of specific language items included here. We welcome creative suggestions of practising teachers and their inputs on the basis of the guideline provided in the exercises and other inputs provided in these texts.

Editors

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FOREWORD

The Board has always played a leading role in redefining its part in implementing the educational objectives in the light of the National Curriculum Framework. This guideline has spurred us to put stress on curriculum renewal in the light of the changing needs of our state.

It is significant that Secondary Education is the backbone of our educational pyramid. Consequently, stress on the quality of education at this stage is the backbone of a rising society. Keeping this in mind, the present textbooks in English seek to ensure learners' acquisition of Communicative English Skills correctly and effectively so that they can internalize the various patterns of second language with reasonable comment on listening, speaking, reading and writing.

*The present book **Skills of Communicative English** has been written in an innovative way to suit to the needs of an age of technology on the threshold of global integration. In particular the topics in the detailed text for close reading and the stories for non-detailed study are eminently suited to the needs of the new generation of learners in our socio-cultural context.*

The Board would like to thank the authors and editors who have taken meticulous care of the tasks of providing suitable exercises, vocabulary items in activity mode. In reality our teachers will play a pivotal role in transacting the text intelligently and creatively. We hope, this book for class-IX will serve as a useful medium for strengthening the language acquisition skills of the learners.

We invite creative suggestions of the academics in the light of which we will take further steps for the improvement of the book.

President
Board of Secondary Education,
Odisha

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.

1. Subs. by the Constitution (Forty second Amendment) Act, 1976, Sec.2, for “Sovereign Democratic Republic” (w.e.f.3.1.1977)
2. Subs. by the constitution (Forty second Amendment) Act, 1976, Sec.2, for “Unity of the Nation” (w.e.f., 3.1.1977)

PART 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, 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.