

A Teacher's Guide

for the Assistant Teachers of English
(U.P. Board)



Class - IX



समग्र शिक्षा
Samagra Shiksha

- Chief Patron** : Shri Deepak Kumar, I.A.S., Additional Chief Secretary (Secondary Education), U.P. Govt., Lucknow.
- Patron** : Smt. Kanchan Verma, I.A.S., Director General (School Education), and SPD, Education for All Project Board, U.P. Lucknow
- Direction** : Dr. Mahendra Dev, Director, (Secondary Education), U.P., Lucknow.
- Consultation** : Shri V.K. Pandey, A.S.P.D., R.M.S.A., U.P., Lucknow.
- Coordination** : Dr. Skand Shukla, Principal, ELTI, U.P., Prayagraj
- Writers** : Dr. Vishnu Pratap Singh, (Asst. Prof., Govt. P.G. College Sangipur, Pratapgarh), Dr. Pramendra Mahajan, (Lecturer Kendriya Vidyalaya, Old Cantt. Prayagraj), Shri Vishnu Dhyan Tripathi, (TGT, Kendriya Vidyalaya, Old Cantt. Prayagraj), Smt. Krishna Kumari (Lecturer ELTI, U.P., Prayagraj), Smt. Reshu Singh, (Lecturer ELTI, U.P., Prayagraj), Dr. Sandeep Kumar Dubey (Lecturer ELTI, U.P., Prayagraj), Mr. Kuldeep Pandey, (Lecturer ELTI, U.P., Prayagraj), Mr. Shavez Latif, (Lecturer, Diet Rampur), Shri Rashid Ali, (Lecturer, Diet Moradabad)
- Peer Review and Editing** : Smt. Indravati, (Asst. Prof. ELTI, U.P., Prayagraj), Shri Ramesh Kumar, Asst. Prof., ELTI, U.P., Prayagraj), Smt. Shama Parveen (Incharge Prof. ELTI, U.P., Prayagraj),
- Vetting** : Miss Muktamani, Retd. Associate Professor, E.L.T.I., U.P., Prayagraj,
- Design** : Mohd. Mohsin Kafeel Ansari, Computer Operator, E.L.T.I., U.P., Prayagraj, Ahmad Maaz Ansari

Preface

The U.P. Board of High School and Intermediate Examinations has recently prescribed the NCERT books for the English subject for secondary classes. The approach of NCERT books is quite different from the earlier books of U.P. Board. They feature a variety of genres – story, poetry, biography and autobiography; science fiction; humour; travelogue; the one – act play, the diary, the formal address, play and many more.

In view of the novelty of these books, the English teachers had voiced a need for some guidance to teach these books in class. Besides the content of these textbooks, there was no material for them to teach other sections prescribed in the syllabus like grammar and composition as well.

The above is the reason that on the directions of RMSA Directorate, the ELTI sought to develop and make available teacher-guides and assist our English teachers in teaching the various parts of the syllabi. The teacher-guides are four in number- one each for classes 9-12.

The teacher's guide is divided into two sections: Section – A and Section – B. Section – A is subdivided into prose, poetry and supplementary reader. Section – B is divided into Grammar and Composition. The Prose section contains learning outcomes, theme, summary, vocabulary, language items, suggestive activities, lines to ponder and inferential questions. The Poetry section includes learning outcomes, central idea, difficult words, rhyming words and inferential questions. The supplementary section includes theme, summary and comprehension questions.

The teacher-guides have special features like a detailed lesson plan (prose as well as poetry) for each class and indicative/short lesson plans for the rest. Detailed lesson plan of all the chapters have not been given because for one, our teacher are quite experienced, and secondly, this would have made these guide to bulky to handle.

These teacher-guides are in sync with the syllabus of U.P. Board and therefore, besides the Grammar section, Composition writing having different kinds of writing genres- essay writing, report writing, paragraph writing, letter and application writing etc. has also been put in the module.

The teacher-guides have been prepared by ELTI, U.P., Prayagraj academic staff with the assistance of experienced experts including a faculty of higher education, teachers from Kendriya Vidyalaya Sangathan, Diet Lecturers of English and a retired ELTI faculty member.

We have also provided a link at the end of the teacher-guides on which a question bank for all the four classes will be available for teachers.

Suggestions regarding the betterment of the teacher's guide are always welcome. Please feel free to contact us at - eltiallahabad@gmail.com / elti2006@rediffmail.com

April, 2025

Dr. Skand Shukla PES
Principal ELTI, U.P., Prayagraj

Contents

Section – A (Textbook)

Sl. Lesson	Writer Name	Page No.
1. The Fun They Had	Isaac Asimov	5-6
2. The Sound of Music		7-9
i. Evelyn Glennie	Deborah Cowley	
ii. Bismillah Khan		
3. The Little Girl	Katherine Mansfield	10-12
4. A Truly Beautiful Mind	A detailed lesson plan comprises 5 days	13-28
5. The Snake and the Mirror	Vaikon Muhammad Basheer	29-31
6. My Childhood	A.P.J. Abdul Kalam	32-34
7. Reach for the Top		35-37
i. Santosh Yadav		
ii. Mariya Sharapova		
8. Kathmandu	Vikram Seth	38-40
9. If I were You	Douglas James	41-43

Section –B (Poetry)

Sl. Lesson	Writer Name	Page No.
1. The Road Not Taken	Robert Frost	45
2. Wind	Subramania Bharti	46
3. Rain on the Roof	Coates Kinney	47
4. The Lake Isle of Innisfree	William Butler Yeats	48-55
5. A Legend of the Northland	Phoebe Cary	56
6. No Men Are Foreign	James Kirkup	57
7. On Killing a Tree	Gieve Patel	58
8. A Slumber Did My Spirit Seal	William Wordsworth	59

Section – C (Supplementary Reader)

Sl. Lesson	Writer Name	Page No.
1. The Lost Child	Mulk Raj Anand	61
2. The Adventures of Toto	Ruskin Bond	62
3. Iswaran the Storyteller	R.K. Laxman	63

4. In the Kindgom of Fools	Kannada Folktale (ed.) A.K. Ramanujan	64
5. The Happy Prince	Oscar Wilde	65
6. Weathering the Storm in Ersama	Harsh Mander	66
7. The Last Leaf	O. Henry	67
8. A House Is Not a Home	Zan Gaudio	68
9. The Beggar	Anton Chekhov	69

Section – D (Grammar)

1. Articles	71-72
2. Parts of Speech	73-80
(i) The Noun	
(ii) The Pronoun	
(iii) The Adjective	
(iv) The Verb	
(v) The Adverb	
(vi) The Preposition	
(vii) The Conjunction	
(viii) The Interjection	
3. The Sentence	81-82
4. Tenses, Forms and Usage	83-84
5. Active and Passive Voice	85-86
6. Direct and Indirect (Narration)	87-88
7. Punctuation Marks	90

Composition

1. Composition Writing (Paragraph Writing, Letter Writing, Story Writing, Essay, Writing, Article Writing, Report Writing, Translation, Unseen Passage)	92-101
2. Model Question Paper	102-108

Learning Outcomes

1. The learners read with understanding and communicate in English with confidence and accuracy and predict or anticipate what follows and what is coming next.
2. The learners write the answers of the questions given at the end of the chapter based on reading with comprehension.
3. The learners participate in debate, speech and discussion activities to present an argument and express a view point, express contrasts, seek and give an opinion.
4. The learners move from surface level of understanding of the text to critical thinking and discuss the things that they like best about their school and the things that they would like to change.

Theme

The main theme of Isaac Asimov's 'The Fun They Had' is the impact of technology on education and human interaction. The story explores how advanced technology, such as robotic teachers and computerized lessons, can change the educational experience. It raises questions about the benefits and drawbacks of relying heavily on technology for learning. The story also expresses the significance of human connection and emotional well-being in education. Margie's loneliness and curiosity about the old school system highlight the emotional aspects of learning that technology alone cannot fulfill. The story encourages readers to reflect on the balance between technological advancement and the need for human interaction and emotional support in education.

Summary

'The Fun They Had' is a short story set in the year 2157. It follows two children, Margie and Tommy, who discover an old book about schools from centuries ago. Unlike their own computerized education system, the book describes a time when children attended school together where they were taught by human teachers. Margie is particularly fascinated by the idea of children going to a school and learning together. She contrasts this with her own experience of learning alone at home with a mechanical teacher. The mechanical teacher is strict, assigns personalized lessons, and offers little room for interaction or fun. Tommy, who is slightly older, explains that in the past, school was a place where children went to learn together, play, and interact with each other. As the story ends, Margie reflects on the fun that children must have had in the old days, attending school with their friends and being taught by human teachers.

Vocabulary

1. **Crinkly** - Having many small lines or folds; wrinkled

Mohan is wearing a shirt that is full of crinkles. His shirt seems to be **crinkly**.

Note: You may form more sentences likewise, using all the difficult words which are listed below and the learners can also be involved in this task.

2. **Scornful** - Feeling or expressing contempt or disdain
3. **Sorrowfully** - With sadness; in a way that shows grief or regret
4. **Dismal** - Depressing, dreary, or gloomy
5. **Nonchalantly** - In a casually calm and relaxed manner

6. Regarded - Considered or thought of in a specified way

7. Dispute - A disagreement or argument

Language items

1. Use of different adverbs and adjectives

You may read the given sentence from the story:

*They had once taken Tommy's teacher away for nearly a month because the history sector had blanked out **completely**.*

The word **complete** is an adjective. When you add **-ly** to it, it becomes an adverb

Note: You may list some adverbs used in the story and the learners can be asked to find the sentences which have these adverbs. Later on, they may be guided to form more sentences using these adverbs and the root adjectives as well.

How to form negative conditional sentences by using 'if not or unless'

You may imagine that *Margie's mother told her, "You'll feel awful **if** you **don't** finish your history lesson."*

She could also say: "*You'll awful **unless** you finish your history lesson.*"

Unless means **if not**. Sentences with unless or if not are negative conditional sentences.

Note: You may write some negative conditional sentences on the board and ask the learners to rewrite these negative conditional sentences using **unless** or **if not**.

Suggestive activities

1. Role Play

Activity: You may have the learners role-play a scene from the story or create a new scene where Margie and Tommy discuss another aspect of their futuristic world. Alternatively, the learners can role-play a classroom discussion in a traditional school setting.

2. Debate

Activity: You may organize a debate on the topic 'Technology improving education?' The learners can be divided into for and against teams and prepare arguments based on evidence from the story and their own experiences.

Inferential questions

1. Why does Margie find the idea of a traditional school so fascinating?
2. What can you infer about the society in which Margie and Tommy live, based on the details provided about their education system?
3. What might be the significance of the title 'The Fun They Had'?
4. What can you infer about Margie's relationship with her mechanical teacher based on her reactions and thoughts throughout the story?
5. What are the main features of a mechanical and a human teacher according to the story?

Lines to ponder

1. 'Today Tommy found a real book!'
2. 'Margie was thinking about how the kids must have loved it in the old days.'
3. 'But my mother says a teacher has to be adjusted to fit the mind of each boy and girl. It teaches that each kid has to be taught differently.'
4. 'And all the kids learned the same things, so they could help one another with the homework and talk about it.'
5. 'She was thinking about the fun they had.'

The Sound of Music

Part I

Evelyn Glennie Listens to Sound without Hearing It

- Deborah Cowley

Learning Outcomes

1. The learners read the lesson confidently, recall and narrate the story and communicate thoughts, ideas, views and opinions verbally and non-verbally with others.
2. The learners extrapolate beyond the text and analyses how determination, perseverance and persistent efforts can lead to success in life.
3. The learners write the important points about the person to be introduced and uses appropriate phrase to introduce the person.
4. The learners discuss the life of Evelyn Glennie, a profoundly deaf musician, and how she overcame her disability to become a world-renowned percussionist.
5. The learners understand how the level of dedication and discipline required to master an art form, as exemplified by Bismillah Khan's lifelong commitment to the shehnai.

Theme

The theme of 'The Sound of Music' covering the stories of Evelyn Glennie and Bismillah Khan, revolves around the power of music, perseverance, and cultural heritage. Evelyn Glennie's story is a powerful testament to human resilience. Despite losing her hearing, Evelyn's determination to pursue her passion for music led her to become an internationally acclaimed percussionist. Her story highlights the importance of perseverance in overcoming challenges and achieving one's goals. Bismillah Khan's story emphasizes the importance of cultural heritage and the role of music in preserving and promoting it. His dedication to the shehnai and his love for India reflect a deep sense of patriotism and pride in one's cultural roots. The themes of both the parts collectively convey the profound impact of music and the human spirit's ability to triumph over obstacles, offering valuable lessons in perseverance, cultural pride, and artistic dedication.

Summary

'The Sound of Music' is divided into two parts, each focusing on the life and achievements of two remarkable musicians: Evelyn Glennie and Bismillah Khan.

The first part narrates the inspiring story of Evelyn Glennie, a Scottish percussionist who lost her hearing at a young age of eleven, but went on to achieve global acclaim as a musician. With the help of her percussion teacher, Ron Forbes, Evelyn learned to 'hear' music through vibrations. She placed her hands on the percussion instruments to feel the sound, using her body as a resonator. Evelyn's dedication and unique way of experiencing music led her to great success. She won many awards and performed in prestigious venues around the world,

becoming an inspiration to many. Her story is a testament to the power of determination and the ability to overcome physical limitations.

The second part highlights the life of Ustad Bismillah Khan, an Indian musician credited with popularizing the shehnai, a traditional Indian wind instrument. Bismillah Khan was born into a family of musicians. He received his initial training from his uncle, Ali Bux, a shehnai player at the Kashi Vishwanath Temple in Varanasi. He played the shehnai on the eve of India's independence in 1947, a historic moment that symbolized the country's cultural heritage. He was awarded numerous accolades, including the Bharat Ratna, India's highest civilian honor, for his contributions to Indian classical music. Despite his fame, Bismillah Khan remained humble and dedicated to his art. He preferred a simple life and continued to perform in temples and on the banks of the Ganges River. His music transcended cultural and national boundaries, earning him international recognition.

Vocabulary

1. Daunting- Seeming difficult to deal with in anticipation; intimidating.

Learning music seemed a **daunting** task for Evelyn initially.

Note: You may form more sentences likewise, using all the difficult words which are listed below and the learners can also be involved in this task.

2. Incentive - A thing that motivates or encourages someone to do something

3. Inspiration- The process of being mentally stimulated to do or feel something, especially something creative

4. Solitude- The state or situation of being alone

5. Migrated- Moved from one region or habitat to another

6. Revered- Deeply respected or admired

7. Illustrious- Well known, respected, and admired for past achievements

8. Authenticity- The quality of being genuine or real

Language items

1. Use of Infinitive (to+verb)

You may read the given sentences from the story:

1. Evelyn was determined ***to live*** a normal life.

2. Evelyn managed ***to conceal*** her growing deafness from friends and teachers.

The italicized words are infinitives. Infinitive is used to refer to one particular action and preceded by the proposition ***to***.

Example - to sing, to exercise, to live, to walk etc.

Let us see some more example:

A birds like ***to sing*** song in the morning.

We eat ***to live***.

She wanted ***to read*** story book.

Note: You may give some more such structures to the learners and they can be asked to complete the sentences based on the above example.

2. Use of adjectives after the verb to be and before a noun

Look at the adjective given in the following two sentences:

1. The sound of the shehnai is **auspicious**.
2. The **auspicious** sound of the shehnai is usually heard at marriages.

The adjective **auspicious** can occur after the verb be as in the first sentence or before a noun as in the second sentence. But there are some adjectives which can be used as complement of noun For example:

Ustad Faiyaz Khan was **overjoyed**.

We cannot say: 'the **overjoyed** man.'

Note: You may write some such adjectives from the story and ask the learners to note down.

Suggestive activities

1. Group Discussion

Activity: You may hold a class discussion on the impact of music on people's lives and how it helps people overcome barriers such disabilities. Meanwhile, the learners can also be asked to note down some important points about such people.

2. Poster Making

Activity: You may have the learners research the life of Evelyn Glennie and other famous musicians. They can be asked to present their findings through posters or presentations.

Inferential questions

1. Why do you think Evelyn Glennie was able to achieve success despite her hearing impairment?
2. What qualities and skills did Evelyn demonstrate that can be seen as key factors in her success?
3. How do you think Evelyn's parents and teachers influenced her journey?
4. What role did Bismillah Khan's family play in his musical development?
5. How did Bismillah Khan's music influence Indian culture and heritage?

Lines to ponder

1. 'If you work hard and know where you're going, you'll get there.'
2. 'She felt the vibrations of the music through every part of her body.'
3. 'She never looked back from that point onwards.'
4. 'Bismillah Khan's life is a perfect example of the rich cultural heritage of India.'
5. 'He was a devout Muslim, but his music transcended all barriers.'
6. 'When India gained independence on 15 August 1947, Bismillah Khan became the first Indian to greet the nation with his shehnai.'

3.

The Little Girl

- Katherine Mansfield

Learning Outcomes

1. The learner develops inter-personal skills and acts according to different situations and analyses how it is essential to empathize and know a person for a healthy relationship.
2. The learner writes character sketches of different characters of the story and recalls and narrates the story in own words.
3. The learner learns the importance of seeing things from others' perspectives, fostering empathy and compassion, particularly within family relationships.
4. The learner uses different adjectives to describe different emotions and identifies the verbs of reporting and practices the exercises based on the verbs of reporting.
5. The learner works in group and discuss about his/her experience with his/her family members and write paragraphs discussing different issues from their own experience with their parents.

Theme

The theme of 'The Little Girl' by Katherine Mansfield revolves around the complexities of family relationships, particularly between a young girl, Kezia, and her strict father. It explores how fear and misunderstandings can overshadow affection and how empathy and communication can transform these relationships. The story highlights the importance of seeing beyond initial impressions to understand the deeper emotions and intentions of loved ones, ultimately fostering a sense of love and mutual understanding within the family.

Summary

'The Little Girl' by Katherine Mansfield is a story about a young girl named Kezia who is initially frightened by her strict and authoritative father. Kezia views her father as a figure of fear due to his strict nature and the severe punishment he gives her for minor mistakes. Her perception of him changes one night when her mother is away and Kezia has a nightmare. Her father comforts her, and she realizes that he is not as intimidating as she thought. This experience allows Kezia to see a more vulnerable and loving side of her father, changing her feelings from fear to affection and understanding. The story highlights the theme of empathy, communication, and the evolving nature of parent-child relationships.

Vocabulary

1. **Nightmare** - A frightening or unpleasant dream

Kezia had a **nightmare** one day.

Note: You may form more sentences likewise, using all the difficult words which are listed below and the learners can also be involved in this task.

2. **Stammered** - Spoke with involuntary pauses or repetitions
3. **Laboriously** - Requiring considerable effort and time
4. **Grave** - Serious or solemn in manner or appearance
5. **Resolutely** - In a determined or unwavering manner
6. **Shuddered** - Trembled or shook with fear or discomfort
7. **Scraps** - Small pieces or fragments of something
8. **Hesitated** - Paused before saying or doing something, typically due to uncertainty
9. **Paddling** - Walking or wading through water
10. **Reluctantly** - Unwillingly; with hesitation or reluctance

Language items

1. Use of Synonyms

You may read the given sentence from the story:

There was a **glad** sense of relief when she heard the noise of the carriage growing fainter...

Here, **glad** means happy about something.

Glad, happy, pleased, delighted, thrilled, excited and overjoyed are **synonyms** (words or expressions that have the same or nearly the same meaning.) However, they express happiness in certain ways.

Complete the given sentence using an appropriate synonym given above. Clues are given in brackets.

She was _____ by the news of her brother's wedding. (very pleased)

Note: You may give some more such sentences to the learners and they can be asked to complete the sentences based on the above example.

2. Use of Verbs of Reporting

Look at the italicized words given in the following two sentences:

1. "What!" *screamed* Mother.
2. "Sit up," he *ordered*.

The italicized words are verbs of reporting. We quote or report what someone has said or thought by using a reporting verb. Every reporting clause contains a reporting verb. For example:

He promised to help in my project.

"How are you doing?" Seema asked.

We use verbs of reporting to advise, order, report statements, thoughts, intentions, questions, requests, apologies, manner of speaking and so on.

Note: You may write some more such sentences from the story and ask the learners to note down or identify verbs of reporting.

Suggestive activities

1. Art and Visualization

Activity: You may ask the learners to draw scenes from the story or create a comic strip that illustrates the main events. Meanwhile, the learners can also be asked to note down some important traits of the characters of the story.

2. Character Analysis

Activity: You may have the learners engage in an activity where they analyze the characters of Kezia and her father, discussing their traits and how they evolve throughout the story.

Inferential questions

1. Why does Kezia initially fear her father?
2. How does Kezia's perception of her father change throughout the story?
3. Why does Kezia's father seem so stern and unapproachable?
4. What role does Kezia's grandmother play in the story, and how does she influence Kezia's understanding of her father?
5. What does the father's reaction to Kezia's nightmare reveal about his character?

Lines to ponder

1. 'To the little girl he was a figure to be feared and avoided.'
2. "What did God make fathers for?" she sobbed.
3. 'Father! Let me fetch your slippers.'
4. 'But it was for your own good, my child.'
5. 'She crept close to him, snuggled her head under his arm, held tightly to his shirt.'

A Truly Beautiful Mind

Preparation

General Objectives

- to read the text aloud with proper stress, rhythm, intonation and pronunciation confidently.
- to read the text in sense group and comprehend it on their own.
- to answer in short and simple sentences in oral or in writing.
- to read the text silently with comprehension and interpret layers of meaning.

Learning Outcomes

The students will be able to-

- develop scientific temperament.
- develop curiosity to know different things.
- develop deep thinking about the things of surroundings and discuss them in classroom and at home.
- express their views innovatively.
- frame past indefinite tense using past form of the verb.

L.T.Ms.

- Blackboard, chalk and Duster
- Flash Cards and pictures, audio-visual aids.

Previous Knowledge

The students know about some scientists and their inventions like Dr. A.P.J. Abdul Kalam, Newton, Jagdish Chandra Bose etc.

Presentation

Introduction-

The teacher will start the session by asking questions based on students' previous knowledge and experiences.

- Q.1- Who is a great man?
- Q.2- Name any great man who contributed for the welfare of the society?
- Q.3- Name any great man in the field of Science?
- Q.4- Do you know the name of this scientist (The teacher will show a picture of Einstein and ask the question).

Statement of Aim

Now the teacher will state the aim of lesson;

We will know about the journey of the great scientist Albert Einstein through the chapter ‘A Truly Beautiful Mind’.

Text - Albert Einstein was born the school for good.

Silent Reading

The teacher will ask the student to read the text silently and underline the new and difficult words in the text.

Reading Aloud (book closed and book open)

The teacher will read the text with correct stress, rhythm, intonation and ask the students to listen the text carefully.

Exposition of difficult words-

The teacher will ask the students tell the difficult words they underlined. The teacher will explain the difficult words by using different devices or techniques (using blackboard).

Words	Meaning	Devices
Indication	sign or hint	Synonyms
Freak	freak is an adjective used for a person who thinks or behaves differently	Examples
Amateur	Amateur is a person who does anything only for his enjoyment not for any professional interest	one word substitution
Regimentation	Order or discipline	Synonyms
Stifled	suffocated or unable to take breath	through question and answer

Explanation

The teacher will explain the text in a very simple language by using question and answer, examples, situations, stories etc.

The Lesson- ‘**A Truly Beautiful Mind**’ is an biography of the great scientist Albert Einstein. Einstein was born on 14 March 1879 in the Germany city of ULM. His mother had no idea that his son would be a great scientist in future. On contrary she thought that Albert was some what different from others because he did not behave like others. His head was very big so his mother thought that he was an abnormal child.

Einstein could not speak at the age of two and half. When he started to speak he uttered everything twice. He did not know how he should behave with other children. The children of his age group did not want to play with him and called him **Brother Boring**. Because he did not play with them and used to play by himself. Einstein loved to play with mechanical toys so much that when he saw his new born sister. He could not see her feet as they were covered. He thought that it is a toy and asked where her wings were.

The teachers did not like him. Once his head master told his father that he could never get success in any profession. His parents took it by heart. His mother wanted that Einstein would learn to play violin. So he learnt to play it and later his skill was retained through out of his life.

Einstein was not a bad student. He went to High school and got good marks. His school was in Munich where his parents had moved when he was only 15 months old. Einstein did not like discipline of that school and traditional discussion of the teachers. He felt suffocated there so he left it at the age of 15.

Language Learning (Dealing with language items)

The teacher will explain structure of Past Indefinite tense

- His mother **thought** Albert was a freak.
- His head **seemed** much too large.
- He finally **did** learn to speak.
- He **uttered** everything twice.
- His Classmates **called** him “Brother Boring”.
- In all these sentences work is done in past. Therefore, the sentences in which the work is done in past are called Simple Past Tense/Past Indefinite Tense.
- In Affirmative sentences of Past Indefinite tense, the subject is followed by II form or past form of the verb.

Example- He **loved** mechanical toys. (Past form)

- In negative sentences, subject is followed by ‘**Did not**’ with first form of the verb (main verb)

Example- Einstein did not know what to do with other children.

In this way, the teacher will encourage the students to frame many other sentences by using *past form* and *did not*

Examples-

Suresh stole my pen from my bag.

Seema stood first in the classroom.

She did not work hard so she failed.

Silent Reading

The teacher will ask the student to read the text silently again. He will instruct the students to be ready for the comprehension questions after the silent reading will be over.

Evaluation

Comprehension Questions – using blackboard

The teacher will write the comprehension questions based on factual and inferential understanding on the blackboard and ask the students to answer them in oral or in writing.

Q.1. When and where was Einstein born?

Q.2. What did Albert’s mother think about him?

Q.3. Why did his playmates call him ‘*Brother Boring*’.

Q.4. Why did his mother want to make him learn violin?

Q.5. Where did he complete his high school?

Q.6. Why did Albert leave the school?

Reading aloud by the students-

The teacher will ask the student to read the lesson aloud one by one. The teacher will take care about the proper pronunciation and pauses. The teacher will correct them if they pronounce the word incorrect.

Assignment

Complete the following sentences choosing correct option-

1. His mother thought that Albert was –
 - a. A freak.
 - b. An intelligent boy.
 - c. Very ordinary boy
2. His playmates called him-
 - a. Brother interesting
 - b. Brother Boring.
 - c. Smart Brother
3. He went to high school in-
 - a. Milan
 - b. Munich
 - c. Zurich
4. Explain the reasons for the following-
 - a. why did Einstein leave the school in Munich?
 - b. How did Einstein become a gifted amateur violinist?

A Truly Beautiful Mind

Preparation

Learning Outcomes

The students will be able to-

- Know the journey of Einstein's academic life and discuss it in their peer group.
- To apply adjective clause in sentences while speaking and writing.

L.T.Ms.

- Blackboard, chalk and Duster
- Flash Cards and pictures, audio-visual aids.

Previous Knowledge

The students know about the early life of Einstein which the students learnt from the previous class.

Presentation

Introduction-

The teacher will ask some recapitulation questions (based on previous class) to connect the student with the further text.

- Q.1- Who was Einstein and where was he born?
- Q.2- What did his mother think about him?
- Q.3- How did he behave with other children?
- Q.4- What did his friends call him?
- Q.5- Which instrument did he like to play?

Statement of Aim

Now the teacher will state the aim of lesson;

In the further chunks of chapter, we will know about what happened with Einstein after leaving the school.

Text – “The previous year, Albert's parents bureau of theoretical physics.”

Silent Reading

The teacher will ask the students to read the text silently and underline the new and difficult words in the text.

Reading Aloud

The teacher will read the text with correct stress, rhythm, intonation and ask the students to listen the text carefully.

Exposition of difficult words-

The teacher will ask the students tell the difficult words they underlined. The teacher will explain the difficult words by using different devices or techniques (using blackboard).

Words	Meaning	Devices
Liberal	Tolerant Liberal is called to a person who respects and accepts different behaviours, opinions, or beliefs. Or To an institution where rules and policies are flexible and of progressive approach.	By using examples from surroundings
Allay	Friend He who stands in your need is your friend indeed.	Examples
Clever Creatures	A person who has high opinion of his own ability and knowledge.	one word substitution
Patent	A document which gives rights of invention to an inventor.	Synonyms

Explanation

The teacher will explain the text in a very simple language by using question and answer, situations, examples etc.

An year before, when Einstine left the school, his parents left him with relatives and moved to Milan, a city in Italy. He wanted to restart his studies so he discussed with relatives and parents and they agreed to him. He continued his studies in German speaking school in Switzerland where German language was the medium of communication. That school was better than the previous one as he was free to express his opinions or thoughts. No traditional rules or regulations could control his progressive thought there.

Einstein was good at studies. He was highly gifted in Mathematics. He was also good at Physics. After finishing his school he decided to study at a University of Zurich. Now, Einstein was a handsome boy with shaped beard.

Maths and science were not the only things that appealed him. Other than this, he also felt special interest in his fellow students named Mileva Meric. Mileva for him was smart girl having high opinion of her own knowledge and ability. She belonged to Serbia. She came to Switzerland for studies. The University of Zurich was only one that gave degrees to females. She was also a good physicist and mathematician. Einstein saw a true friend in her. She also like art, literature or music

that was considered against to philistines who opposed art and literature. They were of same interest and taste. So they shared their feelings and opinions with each other. Gradually they fell in love with each other. They used to express their feelings of love through letters. They not only used to express their feelings of love but also their ideas or opinions about science and inventions so their letter were the mixture of science and affection. For instance, once Einstein wrote that they would finally conclude their papers on the theory of relativity.

In 1900, Einstein had completed his graduation at the age of 21 but he remained jobless for sometimes so he worked as a teaching assistant and gave private tuitions. After passing sometime, he got a job as a technical expert in a patent office that gave him right to invent. He had to assist others in inventions there but secretly, he was making his own inventions. Einstein called his desk drawer *bureau of theoretical physics* because he considered it (desk drawer) the main office where he started working on his inventions.

Language Learning (Dealing with language items using blackboard)

The teacher will explain relative clauses (adjective clause) by discussing examples from the text book.

Relative Clause

Example-

- Germen speaking Switzerland in a city, *which was more liberal than Munich.*
- He also felt special interest in a fellow student Mileva Meric *whom he found to be a clever creature.*
- Letter survive *in which they put their affection into words.*

In these examples, the italicised portion in the sentences start with relative pronouns- who, whom, which and they provide information about the person or thing (Switzerland, Mileva and letters) for which they are used.

Therefore, we can say that in a sentence when a clause starts with who, whom, which and gives information about a person or thing, it is called Relative clause. Let us see some more examples-

- Yesterday I met a man *who was very old.*
- It is my mother for whom I left my job.
- Last year I visited the Taj Mahal which was built by the emperor, Shahjahan.

Silent Reading

The teacher will ask the student to read the text silently again. He will instruct the students to be ready for the comprehension questions after the silent reading.

Evaluation

Comprehension Questions – using blackboard

The teacher will write the comprehension questions based on factual and inferential understanding on the blackboard and ask the students to answer them in oral or in written in writing.

Q.1. What did he decide after finishing his schools?

Q.2. Who was the clever creature for Einstein?

Q.3. How did they express their feelings?

Q.4. When did Einstein became a graduate?

Q.5. When and where did Einstein secure a job as a technical expert?

Q.6. What did Einstein call his desk drawer at the patent office? Why?

Reading aloud by the students-

The teacher will ask the student to read the lesson aloud one by one. The teacher will take care about the proper pronunciation and pauses. The teacher will correct them if they pronounce the word incorrect.

Assignment

Complete the following sentences choosing correct option-

1. Einstein was highly gifted in -

- a. Physics.
- b. Chemistry
- c. Mathematics

2. Mileva Meric belong to -

- a. Switzerland
- b. Serbia
- c. Zurich

3. Einstein completed his graduation in-

- a. 1900
- b. 1898
- c. 1899

4. Answer the following questions in about 40 words

- a. Why did Einstein want to study in Switzerland rather than in Munich?
- b. What did Einstein express in his letter to Mileva?

A Truly Beautiful Mind

Learning Outcomes

The students will be able to-

- Understand the theory of relativity and discuss it their pear group.
- Know how the position of stars changes when there is a solar eclipse and discuss it in the classroom.

L.T.Ms.

- Blackboard, chalk and Duster
- Flash Cards and pictures, audio-visual aids.

Previous Knowledge

The students know about some scientists and their inventions like Dr. A.P.J. Abdul Kalam, Newton, Jagdish Chandra Bose etc.

Presentation

Introduction-

The teacher will ask some recapitulation questions (based on previous class) to connect the student with the further text.

Q.1- Where did Einstein decide to study after finishing school?

Q.2- Who was Mileva Maric?

Q.3- What do you mean by Palastines?

Q.4- How did Einstein express his affection for Mileva?

Q.5- How did Einstein develop his ideas to make his invention in the patent office?

Statement of Aim

Now the teacher will state the aim of lesson;

In the further chunk of chapter, we will know about the marriage life of Einstein and evaluation of his theories that made Einstein famous in all over the world.

Note: The teacher will consult a science teacher to describe the theory of relativity in detail in the classroom.

Text – “One of he famous paper a scientific revolution.”

Silent Reading

The teacher will ask the student to read the text silently and underline the new and difficult words in the text.

Reading Aloud

The teacher will read the text with correct stress, rhythm, intonation and ask the students to listen the text carefully.

Exposition of difficult words-

The teacher will ask the students tell the difficult words they underlined. The teacher will explain the difficult words by using different devices or techniques (using blackboard).

Words	Meaning	Devices
Absolute	Complete	Usage of sentences
Unraveling	Starting to fall	Examples
Bothered	Worried about something/displeased	Synonyms
Coincided	To happen at or near the same time (to be same and similar)	Examples
Proclaimed	To announce something publicly	Usage of sentences

Explanation

The teacher will explain the text in a very simple language by using examples, question-answer, situation, stories etc.

In 1905 Einstein published his one of the most famous papers on ‘Special Theory of Relativity’ according to which when two clocks come together after a journey and one of them has been travelling faster than other, they will not continue to show the same time. This was shown through worlds most famous formula $E=mc^2$. It describes the relationship between mass and energy.

Einstein failed to manage his professional and personal life. On one hand he was working on his inventions on the other hand his relation with Mileva was getting week. Einstein wanted to marry her but his mother disliked her as she was 3 years older than him. His mother wanted simple and domestic girl. She did not like an intelligent girl like Mileva. For his mother Mileva was a book just like his son. Einstein had to postpone his marriage for sometime.

In 1903 Einstein married Mileva Maric they had two sons but later on their marriage started faltering. Mileva’s ambitions were dying gradually and she had become unhappy house wife. This led to clash between them. Finally in 1919 they broke their marriage. Einstein married his cousin Elsa for the second time in the same year.

In 1915 he published another paper on General Theory of Relativity that made him famous in all over the world. This paper gave a new interpretation of gravity. Einstein had already calculated that there would be a solar eclipse due to that the fixed position of stars would change to some extent through sun’s gravitational field. This proclamation came true in 1919 when there was a solar eclipse which proved that Einstein General Theory of Relativity was absolutely correct. His theory was a scientific revolution in all over the world.

Language Learning (Dealing with language items using blackboard)

The teacher will discuss some vocabulary items as synonyms occurred in the text so that the students can enrich their vocabulary and use them appropriately

Synonyms

The words having nearly or the same meaning or sense like another words are called synonyms.

Example-

Accurate – correct, exact, right

Intellectual – cognitive, rational

Constant – persistent, continual

Published – print, produce

The teacher will encourage to learn different vocabulary with its synonyms by giving more and more exercises for practice.

Example-

Fill in the Blanks with words having same meaning for the italicized words in the sentences.

- A few years later, tha marriage *faltered*. (failed, broak, became, weak)
- Einstien was constantly at *odds* with people at the university. (on bad terms, in disagreement, unhappy)
- The newspapers *proclaimed* his work scientific revolution. (declared, praised, showed)

Silent Reading

The teacher will ask the student to read the text silently again. He will instruct the students to be ready for the comprehension questions after the silent reading.

Evaluation

Comprehension Questions – using blackboard

The teacher will write the comprehension questions based on factual and inferential understanding on the blackboard and ask the students to answer them in oral or in writing.

Q.1. When was Einstein's paper on Relativity published?

Q.2. How do you explain Relativity?

Q.3. How was the marriage life of Einstein?

Q.4. Why did Einstein's mother dislike Mileva?

Q.5. Why did stars change position when there is a solar eclipse?

Reading aloud by the students-

The teacher will ask the student to read the lesson aloud one by one. The teacher will take care about the proper pronunciation and pauses. The teacher will correct them if they pronounce the word incorrect.

Assignment

Complete the following sentences choosing correct option-

1. The formula which describes the relationship between Mass and Energy is-

- a. $E=mc^2$.
- b. $E=mv^2$.
- c. $E=mc$.

2. Einstein published his paper on General Theory of Relativity in-

- a. 1918
- b. 1919
- c. 1915

3. Einstein married Mileva-

- a. 1905
- b. 1903
- c. 1907

4. Here are some facts from Einstein's life. Rearrange them in chronological order-

- Einstein publishes his special theory of relativity.
- Einstein attends a high school in Munich.
- Einstein's family moves to Milan.
- Einstein joins a university in Zurich, where he meets Mileva.
- He provides a new interpretation of gravity.
- He works in a patent office as a technical expert.

5. Explain the married life of Einstein-

6. How did Einstein's theory become a scientific revolution?

A Truly Beautiful Mind

Preparation

Learning Outcomes

The students will be able to-

- Understand the ideology of the Nazis and Fasism.
- To comprehend the constructive and destructive aspects of science.

L.T.Ms.

- Blackboard, chalk and Duster
- Flash Cards and pictures, audio-visual aids.

Previous Knowledge

The students are well acquainted with Einstine childhood, his academic and professional life and his theory of Relativity.

Presentation

Introduction-

The teacher will ask some recapitulation questions (based on previous class) to connect the student with the further text.

- Q.1- What kind of boy was Einstein in his childhood?
- Q.2- Name the schools and University where Einstein studied?
- Q.3- Which theory caused a revolution in the field of Science?
- Q.4- Why did Einstein end his relationship from Maleva?

Statement of Aim

Now the teacher will state the aim of lesson;

In the further chunks of chapter, we will know about the concern of Einstein for the humankind

Note: The teacher will take help from the history teacher to describe the historical ruling powers of the Nazis and Fasism.

Text – “Einstein received the Nobel prize as a scientific genius”

Silent Reading

The teacher will ask the student to read the text silently and underline the new and difficult words in the text.

Reading Aloud

The teacher will read the text with correct stress, rhythm, intonation and ask the students to listen the text carefully.

Exposition of difficult words-

The teacher will ask the students tell the difficult words they underlined. The teacher will explain the difficult words by using different devices or techniques (using blackboard).

Words	Meaning	Devices
In an uproar	Very upset	Examples, demonstration
Massive	An official letter	Examples
Agitating	To make someone feel worried or angry	Demonstration
Decade	A period of 10 years	Examples
Democracy	A system in which the government of a country is elected by the people	One word substitution
Visionary	Having or marked by foresight and imagination	Examples

Explanation

The teacher will explain the text using examples questions, situations, stories etc.

Einstein was awarded with the Nobel prize in Physics for his discovery of the law of the Photoelectric effect in 1921 and he was received a lot of wishes from all over the world.

(The Nobel prize was started on the name of Swedish scientist Alfred Nobel in 1895. It is a greatest award in the field of science and literature.)

In 1933 when the Nazis came to power in Germany, (Nazis was a movement led by Adolf Hitler in Germany), Einstein left the city of Germany and settled in USA. After five years the process of Nuclear fission was made in Berlin. It was the process through which atomic bombs are made. This made Americans worry so they fled from Germany. At this time, the Fascism was in rule. Fascism was a dictatorial concept that was started from Italy in Europe. Benito Mussolini was the main leader of the Fascism. The scientist feared that the Nazis might misuse the atomic bombs.

Einstein, on request of his colleagues, wrote a letter to Franklin D Roosevelt on 2 August, 1939. He warned that if an atom bomb was exploded in a part of a country, it might destroyed the part completely along with its surrounding territories. That would cause a great loss of humanity. Einstein wanted peace for people. His words made an impact on Franklin D Roosevelt. Atomic bombs were made secretly in America and dropped on Japanese cities Hiroshima and Nagasaki in August 1945. Germany made atomic bombs for protection but Americans made it for destruction.

Einstein was distressed with this destruction. He wrote a letter to the United Nations officially in which he suggested to form a world government that would control the countries building atomic bombs and destructive weapons. But his words were ignored. For another decade Einstein involved himself in World Peace Campaigns. He joined politics. His agenda was to stop the countries which

were involved in collecting arms and developing atomic weapons. He campaigned for peace and democracy in the world.

He died in 1955 at the age of 76. He was a great visionary and world citizen that made him a scientific genius for which he was remembered in the world.

Language Learning (Dealing with language items using blackboard)

The teacher will discuss the structures of active and passive voice by giving examples from the text.

Example-

- He was *showered* with honours.
- Einstein was deeply *shaken* by the extent of the destruction.
- He was *celebrated* as a visionary and world citizen.

In these examples, the italicised words in the sentences are in past participle form (third form of the verb) and subject (Einstein) is the receiver of the actions (showered, shaken, celebrated).

In passive voice subject is the receiver of the action and in active voice subject is the doer of the action.

Rules for framing passive voice-

- ☞ Object is used in place of subject
- ☞ Helping verb (to be verbs) are used according to the subject.
- ☞ Third form of the verb is always used.
- ☞ Subject is used in place of object.
- ☞ Preposition 'by' is generally used before the objects.

Let us see more examples-

- The electric bulb was invented by Thomas Alva Edison.
- The breakfast was prepared by my brother yesterday.
- My friend was insulted in the school.

Silent Reading

The teacher will ask the student to read the text silently again. He will instruct the students to be ready for the comprehension questions after the silent reading.

Evaluation

Comprehension Questions – using blackboard

The teacher will write the comprehension questions based on factual and inferential understanding on the blackboard and ask the students to answer them in oral or in writing.

- Q.1. When did Einstein receive the Nobel prize ?
- Q.2. Where was the theory of nuclear fission discovered?
- Q.3. Why did Einstein write a letter to Franklin D Roosevelt?
- Q.4. What was the contribution of Einstein for the mankind?

Q.5. When did Einstein die?

Reading aloud by the students-

The teacher will ask the student to read the lesson aloud one by one. The teacher will take care about the proper pronunciation and pauses. The teacher will correct them if they pronounce the word incorrect.

Assignment

Write 'T' against the true statement and 'F' against the false statement-

1. Americans dropped atomic bomb in the Japanies cities of Hiroshima and Nagasaki in 1945. []
2. Einstein wrote a letter to Russian president Franklin D Roosevelt. []
3. Einstein died at the age of 77 in 1955- []
4. He was a great visionary and world citizen. []

Answer the following question in about 40 words-

1. Explain the letter which was written to the American President.
2. Why does the world remember Einstein as a world citizen?

Chapter -4.

Day-5

The teacher wil divide the class into 5 groups and distribute a topic to each group for discussion. The teacher will give them 10 minutes for discussion and 5 minutes for presentation. The representative of each group will present the topic.

Group -1 - Einstein early education and university life.

Group -2 - Einstein's personal and professional life.

Group -3 - Einstein's general theory of relativity.

Group -4 - Einstein's letter to Frankline D Roosevelt.

Group -5 - Einstein as a world citizen and scientific genius.

The teacher will note the important points of the presentations. He/she will explain the main points and consolidate the chapter.

Assessment-

- Answer the following questions in about 60-80 words.
 - Explain the important events of Einstein's life.
 - Why do is the world remember him as a world's citizen?

5.

The Snake and the Mirror

-Vaikom Muhammad Basheer

Learning Outcomes

1. The learner reads the given story with comprehension and learns how to create vivid imagery and set a scene effectively.
2. The learner writes the answers to the questions given at the end of the lesson based on the reading comprehension and learns the ways how to narrate a frightening incident in a humorous way.
3. The learner carries out the writing task based on a sketch from a photograph that tells a story and practices the exercises based on reported speech/reported questions.
4. The learners have a glimpse into the cultural context of rural India, helping them understand different settings and lifestyles, broadening their worldview
5. The learner learns to question and interpret the underlying themes and messages in a literary work.

Theme

The main theme of 'The Snake and the Mirror' is human vanity and the sudden realization of life's true priorities when faced with a life-threatening situation. The story vividly illustrates how an unexpected encounter with danger can strip away superficial concerns, prompting self-reflection and a reassessment of what truly matters. Through the protagonist's experience, the narrative highlights the often comical yet profound contrast between self-absorption and humbling reality. Overall, the story uses a blend of humor and tension to explore deeper themes of vanity, fear, and self-realization, providing a thought-provoking narrative that encourages readers to reflect on their own lives and priorities.

Summary

'The Snake and the Mirror' by Vaikom Muhammad Basheer is a short story that humorously narrates the experience of a homeopathic doctor who encounters a snake in his room. The story begins with the doctor, a bachelor living in a small, poorly furnished rented room. One hot summer night, he returns home after dinner and sits on a chair, admiring himself in a mirror and fantasizing about his future, including dreams of marrying a rich, beautiful woman. As he is absorbed in his daydreams, a snake falls from the roof and lands on his shoulder, coiling itself around his arm. Paralyzed with fear, the doctor remains completely still, realizing that any sudden movement could provoke the snake to bite him. As he waits in terror, his earlier thoughts about his appearance and future seem trivial. Eventually, the snake shifts its

focus to its own reflection in the mirror and slithers off the doctor's arm, allowing him to escape. The doctor runs out of his house and spends the rest of the night at a friend's house. When he returns the next day, he finds that his room has been ransacked by thieves, but he is relieved to have survived the encounter with the snake. The story concludes with the doctor acknowledging the irony of his situation and the lessons he learned about vanity and the unpredictability of life.

Vocabulary

1. Meagre: Lacking in quantity or quality; inadequate

His **meagre** earnings barely covered his expenses

Note: You may form more sentences likewise, using all the difficult words which are listed below and the learners can also be involved in this task.

2. Ransacked: Go hurriedly through a place stealing things and causing damage

3. Solitary: Done or existing alone; without companions

4. Exclaim: Cry out suddenly in surprise, strong emotion, or pain

5. Commotion: A state of confused and noisy disturbance

6. Peril: Serious and immediate danger

7. Reflection: Serious thought or consideration

8. Trivial: Of little value or importance

Language items

1. Descriptive Adjectives

a. **Example:** 'Meagre' as in 'meagre earnings'

b. **Activity:** You may ask the learners to identify other adjectives in the story and create sentences

1. using them.

2. Adverbs of Manner

a. **Example:** 'Quickly' as in 'I quickly turned and saw a snake.'

b. **Activity:** You may encourage the learners to Find more adverbs in the story and use them in

1. new sentences.

3. Complex Sentences

a. **Example:** I was turning to take another look at my face in the mirror when I heard a dull thud.

b. **Activity:** You may ask the learners to break down complex sentences into simpler ones and

1. then combine them again.

4. Suggestive activities

5. Creative Writing

- a. **Activity:** You may ask the learners to write an alternative ending to the story or a diary entry
 - 1. from the protagonist's perspective after the incident.

6. Character Analysis

- a. **Activity:** You may ask the learners to create character profiles for the protagonist, including his
 - 1. traits, motivations, and how he changes throughout the story.

7. Vocabulary Building

- a. **Activity:** You may encourage the learners to create a list of difficult words and expressions
 - 1. from the story. Conduct activities like word matching, sentence creation, or
 - 2. flashcards to reinforce understanding.

Inferential questions

1. What does the protagonist's reaction to the snake reveal about his character and personal fears?
2. What can be inferred about the protagonist's social and economic status from the description of his room and living conditions?
3. How does the protagonist's experience with the snake change his perspective on life and his own ambitions?
4. Why does the protagonist feel relieved to leave the house after the snake encounter, and what does this reveal about his state of mind?
5. How does the story's ending, with the room being ransacked, contribute to the overall theme and message of the narrative?

Lines to ponder

1. 'One feels tempted to look into a mirror when it is near one.'
2. 'I was turning to take another look at my face in the mirror when I heard a dull thud as if a rubber tube had fallen to the ground... It was a snake.'
3. 'I was alone in the room. There was no one to help me.'
4. 'I forgot my danger and smiled feebly at myself.'
5. 'The wind god seemed to have taken time off.'
6. 'I realized that the snake was looking into the mirror. I was no mere image cut out of paper. I was a doctor.'

6.

My Childhood

- A.P.J. Abdul Kalam

Learning Outcomes

1. The learner reads the lesson confidently and expands vocabulary and analyses characters and situations.
2. The learner learns about Kalam's modest upbringing in Rameswaram, Tamil Nadu, highlighting the simplicity and humility of his early life.
3. The learner realizes the importance of the coexistence and mutual respect among different religions in the community, promoting the value of religious tolerance and harmony.
4. The learner is able to find out the geographical location and the language spoken at that time by different communities.
5. The learner develops critical thinking how life and society in the deep South changed and developed over the years.

Theme

'My Childhood' by A.P.J. Abdul Kalam is a chapter in his autobiography 'Wings of Fire'. The main theme of this chapter is the transformative power of education and the importance of hard work and perseverance in overcoming obstacles. The chapter underscores how a humble background and financial limitations can be transcended through dedication, support from family and mentors, and an unwavering commitment to learning and personal growth. It also highlights the value of religious harmony, unity, and moral integrity, demonstrating how these principles can shape a person's character and success.

Summary

'My Childhood' by A.P.J. Abdul Kalam is an autobiographical account detailing his early life in Rameswaram, Tamil Nadu. Born into a humble family, Kalam describes the simplicity of his upbringing and the strong moral values imparted by his parents. His father, Jainulabdeen, was an Imam, and his mother, Ashiamma, was a kind-hearted homemaker. Despite their modest means, they ensured that Kalam and his siblings received a good education. Kalam recounts his close-knit community, where people of different religions lived harmoniously. He particularly highlights the bond between his family and their Hindu neighbours, exemplifying religious tolerance and unity. His early education was marked by the influence of dedicated teachers, like Sivasubramania Iyer, who encouraged his curiosity and passion for learning. Through hard work and determination, Kalam overcame financial challenges to pursue higher education. The chapter concludes with Kalam's reflections on the impact of his upbringing,

education, and the values instilled in him by his family and mentors, which laid the foundation for his future achievements.

Vocabulary

1. **Austere:** Strict, simple, and without luxury

My **austere** father used to avoid all inessential comforts and luxuries.

Note: You may form more sentences likewise, using all the difficult words which are listed below and the learners can also be involved in this task.

2. **Inborn:** Existing from birth; innate

3. **Orthodox:** Adhering to traditional and established beliefs, especially in religion

4. **Secular:** Not connected with religious or spiritual matters

5. **Inculcate:** To instill an idea, attitude, or habit by persistent instruction

6. **Conducive:** Making a certain situation or outcome likely or possible

7. **Reverberate:** To be repeated several times as an echo

8. **Perseverance:** Persistence in doing something despite difficulty or delay in achieving success

9. **Frugality:** The quality of being economical with money or food; thriftiness

10. **Empathy:** The ability to understand and share the feelings of another

Language items

1. **Use of Past Tense**

In his autobiographical account, A.P.J. Abdul Kalam uses the past tense to recount childhood experiences.

Example: I was born into a middle-class Tamil family in the island town of Rameswaram.

Note: The learners can be encouraged to write about their childhood experiences using the past tense.

2. **Use of Direct and Indirect Speech**

Direct Speech: Quoting someone's exact words

Example: My father said, "When you are in trouble, you should come to me."

Indirect Speech: Reporting what someone said without quoting their exact words

Example: My father told me that I should come to him when I was in trouble.

Note: You may ask the learners to point out examples of direct speech used in dialogues. The

learners can also be encouraged to practice converting direct speech into indirect speech

and vice versa.

Suggestive activities

1. Word Maps

Activity: You may ask the learners to create word maps for difficult vocabulary words from

- i. the text. Each word map should include the word, its definition, a sentence using
- ii. the word, synonyms, antonyms, and an illustration.

2. Group Discussion

Activity: You may ask the learners to organize a discussion on themes such as the importance of education, religious harmony, and perseverance. Encourage students to share their own experiences and opinions.

Inferential questions

1. How did Kalam's upbringing influence his character and values later in life?
2. Why do you think Kalam's father was highly respected in their community?
3. What role did Kalam's teachers play in shaping his future?
4. Why did Kalam feel a sense of security despite the austere conditions of his childhood?
5. How did the environment of Rameswaram contribute to Kalam's early education and growth?
6. How did Kalam's experiences in his childhood prepare him for his future challenges and successes?

Lines to ponder

1. 'I was born into a middle-class Tamil family in the island town of Rameswaram.'
2. 'My austere father used to avoid all inessential comforts and luxuries.'
3. 'I had three close friends in my childhood—Ramanadha Sastry, Aravindan, and Sivaprakasan.'
4. 'I have throughout my life tried to emulate my father in my own world of science and technology.'
5. 'My father's sense of rationality and practicality influenced me profoundly.'
6. 'My mother's faith in goodness and deep kindness left an indelible impression on me.'
7. 'I was a short boy with rather undistinguished looks, born to tall and handsome parents.'

7.

Reach for the Top

Part I

Santosh Yadav

Learning Outcomes

1. The learner reads the lesson confidently and analyses characters and situations and is able to compare and contrast the challenges and achievements of great persons.
2. The learner reads literary texts for enjoyment/pleasure and compares, interprets and appreciates characters, themes, plots and incidents and gives his opinion.
3. The learner is able to write a description of a person's character by drawing his attention to person's background likes and dislikes humanity and contribution to society.
4. The learner learns how determination and perseverance can help individuals overcome obstacles and achieve their goals.
5. The learner explores that success can be achieved in various fields, whether in sports, academics, or other areas, through hard work and dedication.

Theme

The theme of 'Reach for the Top' revolves around the spirit of perseverance, determination, and the relentless pursuit of one's dreams. It highlights how individuals can overcome significant challenges and obstacles through hard work, dedication, and an unwavering commitment to their goals. The stories of Santosh Yadav, a pioneering female mountaineer, and Maria Sharapova, a world-renowned tennis player, illustrate that success is attainable regardless of one's background or initial circumstances. Both individuals faced numerous hardships but remained focused on their aspirations, demonstrating that resilience and a positive mindset are crucial for achieving greatness.

Summary

'Reach for the Top' is an inspiring lesson about the achievements of two remarkable women—Santosh Yadav and Maria Sharapova—who overcame societal and personal challenges to reach the pinnacle of success in their fields. Santosh Yadav, the first woman to climb Mount Everest twice, defied gender norms and pursued her passion for mountaineering. Her determination and hard work helped her overcome societal opposition and set a world record. Maria Sharapova, a world-famous tennis player, faced early hardships, including separation from her family and rigorous training. Through sheer grit and mental toughness, she won the Wimbledon title at the age of just 17, becoming a global tennis icon. The stories of both women Santosh Yadav and Maria Sharapova highlight the importance of perseverance, hard work, and breaking barriers to achieve success.

Vocabulary

1. **Scorn:** A feeling of contempt or disdain

She faced **scorn** from her community for her unconventional choices.

Note: You may form more sentences likewise, using all the difficult words which are listed below and the learners can also be involved in this task.

2. **Inborn:** Naturally present from birth
3. **Envisaged:** Imagined or predicted
4. **Rebellion:** An act of violent or open resistance to an established government or ruler
5. **Contemplated:** Thought deeply about
6. **Slogging:** Working hard over a period of time
7. **Grit:** Courage and resolve; strength of character
8. **Endorsements:** The act of giving one's public approval or support to someone or something

Language items

1. **Use of Present Perfect Tense**

Example: Maria Sharapova has become a global tennis star.

Activity: You may explain the use of Present Perfect Tense to the learners. It is used to describe actions that have relevance to the present. You may write some more such sentences from the story and ask the learners to note the use of Present Perfect Tense.

2. **Use of Modals**

Look at the italicized words given in the following two sentences:

She *could* climb mountains effortlessly.

One *must* be determined to succeed.

The italicized words are modals. We use modal verbs to express ability, possibility, and necessity.

Note: You may write some more such sentences from the story and ask the learners to note down the use of different modal verbs.

Suggestive activities

1. **Pre-reading Discussion**

Activity: You may discuss what the learners know about mountaineering and professional tennis. The learners can be asked questions like 'What challenges do you think mountaineer and tennis player face? This will help the learners to activate their prior knowledge and set the context.

2. Timeline Creation

Activity: The learners can be asked to create a timeline of Santosh Yadav's or Maria Sharapova's journey, highlighting major milestones. This will help the learners to enhance understanding of the sequence of events.

Inferential questions

1. Why do you think Santosh Yadav's parents initially opposed her mountaineering aspirations?
2. How did Santosh Yadav's background and upbringing influence her determination to succeed?
3. What impact do you think Santosh Yadav's achievements have on other women in her community and around the world?
4. What challenges did Maria Sharapova face when she moved to the United States?
5. How did Maria Sharapova's determination and work ethic differentiate her from other tennis players?
6. What message do you think Maria Sharapova's story conveys to young aspiring athletes?

Lines to ponder

1. 'From the very beginning, I was quite determined that if I chose a correct and a rational path, the others around me had to change, not me.'
2. 'The only woman in the world who has scaled Mt. Everest twice.'
3. 'In spite of opposition from her family and others in society, she enrolled herself in a course at the Nehru Institute of Mountaineering.'
4. 'I learned how to take care of myself. I never thought I was away from home.'
5. 'It was the most important weapon in my arsenal of strength.'
6. 'My father was working as much as he could to keep my tennis-training going.'

8.

Kathmandu

- Vikram Seth

Learning Outcomes

1. The learners read silently with comprehension to enhance their reading skills and enjoy the chapter based on travelogue.
2. The learners can understand the importance of Kathmandu, the capital of Nepal and a place of pilgrimage and many other heritages of India.
3. The learners gain insights into the rich cultural heritage and religious significance of Kathmandu, the capital of Nepal and learn about the diverse traditions and practices of the region.
4. The learners understand the elements of travel writing, including how to convey personal experiences, observations and write short paragraphs about any pilgrimage place of India.
5. The learners learn to observe their surroundings carefully and note details that contribute to a comprehensive understanding of a place or event.

Theme

The main theme of Kathmandu by Vikram Seth revolves around the exploration and appreciation of cultural and religious diversity. Through his vivid descriptions of Kathmandu's bustling streets, ancient temples, and the everyday life of its inhabitants, Seth highlights the coexistence of different traditions and the vibrant atmosphere of the city. The narrative captures the essence of Kathmandu's cultural heritage, showcasing its temples, rituals, and local customs. It also emphasizes the religious plurality of Kathmandu, describing both Hindu and Buddhist sites and practices. By focusing on these aspects, the story paints a comprehensive picture of Kathmandu, encouraging readers to appreciate and reflect on the complexities of cultural and religious coexistence.

Summary

The narrative begins with Vikram Seth's exploration of two significant religious sites: the Pashupatinath Temple, a sacred Hindu site, and the Boudhanath Stupa, an important Buddhist shrine. At the Pashupatinath Temple, the writer observes the rituals performed by worshippers and the general hustle and bustle around the temple. He notes the sacred and chaotic atmosphere, contrasting it with the serene and orderly environment at the Boudhanath Stupa, where Buddhist monks and pilgrims quietly circumambulate the stupa. He also provides a detailed account of his walk through the streets of Kathmandu, describing the vibrant marketplace filled with shops, vendors, and a variety of goods. He captures the sensory experiences of the city, including the sights, sounds, and smells that make Kathmandu unique. He also touches upon the impact of modernization and tourism on the city's traditional way of

life. The chapter concludes with the writer's departure from Kathmandu, leaving readers with a sense of the city's dynamic and multifaceted character and its rich cultural tapestry.

Vocabulary

1. Circumambulate: To walk all the way around something, typically as part of a ritual

Buddhist monks and pilgrims quietly **circumambulate** the stupa.

Note: You may form more sentences likewise, using all the difficult words which are listed below and the learners can also be involved in this task.

2. Stupa: A dome-shaped structure erected as a Buddhist shrine

3. Hustle and bustle: A phrase describing busy and frenetic activity

4. Pilgrims: People who travel to a holy place for religious reasons

5. Rituals: A series of actions or type of behavior regularly and invariably followed by someone, often in a religious context

6. Vibrant: Full of energy and life

7. Multifaceted: Having many aspects or sides.

8. Juxtaposition: The fact of two things being seen or placed close together with contrasting effect

9. Sensory: Relating to sensation or the physical senses; transmitted or perceived by the senses

10. Cultural tapestry: A rich and diverse mixture of cultures, traditions, and customs.

Language items

1. Descriptive Writing

You may teach the learners how to use adjectives and adverbs to create vivid descriptions.

Example: The narrow, winding streets are filled with brightly colored clothes.

Activity: You may ask the learners to identify other adjectives and adverbs in the story and create sentences using them.

2. Figures of Speech

The learners can be taught how to compare using 'like' or 'as' and make direct comparisons.

Simile: Making comparison using 'like' or 'as'

Example: '...eyes glazed like a lizard's.'

Metaphor: Making direct comparisons

Example: 'The chaos of the Pashupatinath temple.'

Activity: You may encourage the learners to find more expressions of Simile and Metaphor in the story and create new sentences using such expressions.

Suggestive activities

3. Descriptive Writing Exercise

You may ask the learners to write a descriptive paragraph about a place they have visited. Encourage them to use sensory details and vivid adjectives.

Activity: Describe a marketplace in your town/city.

4. Compare and Contrast

You may ask the learners to compare and contrast the descriptions of the Pashupatinath Temple and the Boudhanath Stupa.

Activity: Create a comparison chart to compare the two religious sites.

Inferential questions

1. Why does Vikram Seth describe the Pashupatinath Temple as chaotic and the Boudhanath Stupa as serene?
2. How do the sensory details Seth uses enhance the reader's experience of Kathmandu? Can you find examples where these details make you feel like you are there?
3. What is the significance of the religious diversity described by Seth in Kathmandu?
4. What role do the detailed descriptions of marketplaces and streets play in the narrative?
5. What emotions does Seth experience during his visit to Kathmandu, and how are these emotions conveyed through his writing?

Lines to ponder

1. 'A small shrine half protrudes from the stone platform on the river bank.'
2. 'From time to time there is a sharp ringing of a bell, the murmur of mantras, the shuffling of feet.'
3. 'The chaos of the Pashupatinath temple contrasts with the tranquility of the Boudhanath stupa.'
4. 'Eyes glazed like a lizard's.'
5. 'I get a cheap room in the center of town.'
6. 'The fragrance of incense fills the air.'
7. 'Modernization and tourism have changed Kathmandu, but its essence remains intact.'

9.

If I Were You

- Douglas James

Learning Outcomes

1. The learner develops inter-personal or intrapersonal skills and acts according to different situations and uses skills of dialogues in debate, practices and other activities.
2. The learner develops critical thinking by evaluating the decisions made by characters and their consequences in the play.
3. The learner examines the structure of the play, including the exposition, rising action, climax, and resolution.
4. The learner understands the use of dramatic irony, tension, and suspense in the narrative.
5. The learner makes use of collocations and idioms in speech or writing and understands some examples of wit and irony.

Theme

The main theme of 'If I Were You' by Douglas James is the triumph of intelligence and quick thinking over brute force and criminal intent. The play portrays how Gerrard, the protagonist, uses his wit and presence of mind to outsmart an intruder who plans to kill him and assume his identity. This theme highlights the idea that mental acuity and calmness in dangerous and stressful situations can be powerful tools for overcoming threats and challenges. Additionally, the play touches on theme of deception and the idea that appearances can be misleading.

Summary

'If I Were You' is a one-act play by Douglas James that revolves around a dramatic encounter between Gerrard, a playwright, and an intruder who plans to kill him and take on his identity. Gerrard lives alone in a cottage. One day, while he is preparing to leave, an intruder breaks in, holding him at gunpoint. The intruder reveals his plan to murder Gerrard and assume his identity, as he is a criminal on the run and believes Gerrard's identity will provide him with a safe cover. Gerrard, however, remains remarkably calm and composed. Using his wit and quick thinking, he engages the intruder in conversation, subtly gathering information about him. Gerrard then creates a story, claiming that he is also a criminal who is about to be implicated in a serious crime and that taking his identity would only bring more trouble to the intruder. He suggests that both of them could escape together, leading the intruder to lower his guard. At the opportune moment, Gerrard manages to trap the intruder in a cupboard and calls

the police, who come to arrest him. The play ends with Gerrard's cleverness and presence of mind saving him from a potentially deadly and dangerous situation.

Vocabulary

1. **Intruder:** A person who enters a place without permission, typically with the intent to commit a crime
 - i. The **intruder** reveals his plan to murder the protagonist.
Note: You may form more sentences likewise, using all the difficult words which are listed below and the learners can also be involved in this task.
2. **Disarm:** To take away weapons or to make someone feel less hostile or aggressive
3. **Implication:** The conclusion that can be drawn from something although it is not explicitly stated.
4. **Nonchalantly:** In a calm and relaxed manner, showing no signs of anxiety or interest
5. **Deception:** The act of deceiving someone by concealing or misrepresenting the truth
6. **Bluff:** An attempt to deceive someone into believing that one can or will do something
7. **Demeanor:** The way a person behaves towards others; outward behavior or bearing
8. **Foiled:** Prevented from succeeding
 2. **Craftiness:** The quality of being clever at achieving one's aims by indirect or deceitful methods
 3. **Composure:** The state or feeling of being calm and in control of oneself

Language items

1. Use of Conditional Sentences

- i. You may discuss the use of conditional sentences in the class and focus on the second condition which is used to discuss hypothetical situations.
 1. **Example:** 'If I were you, I would be cautious.' (to describe Gerrard's advice and hypothetical scenarios in the play)
 2. **Note:** The learners can be encouraged to write some conditional sentences using hypothetical situations.

2. Reported Speech

You may involve the learners in an activity to **practice converting direct speech into reported or indirect speech.**

Example: The intruder said, "I'm going to kill you." (**Direct Speech**)

The intruder said he was going to kill Gerrard. (**Indirect Speech**)

Note: You may ask the learners to point out examples of direct speech used in dialogues. The learners can also be encouraged to practice converting direct speech into indirect speech and vice versa.

Suggestive activities

5. Role-Play

Activity: You may encourage the learners to role-play different scenes from the play. One learner can play Gerrard, while another plays the intruder. This helps in understanding the characters' emotions and motivations and this will enhance comprehension and speaking skills of the learners.

6. Character Profiles

Activity: You may ask the learners to create detailed profiles for Gerrard and the intruder, including their background, motivations, and character traits. This will help them develop analytical skills and a deeper understanding of character development.

Inferential questions

1. Why does Gerrard remain calm when confronted by the intruder?
2. How does Gerrard's calmness contribute to the outcome of the play?
3. What can we infer about Gerrard's character from his responses and actions during the intruder's visit?
4. Why might the intruder have chosen Gerrard as his target, and what does this reveal about the intruder's character?
5. What does the play imply about the nature of deception and how it can be used to one's advantage?
6. How does Gerrard's ability to use his knowledge and surroundings help him outsmart the intruder?

Lines to ponder

1. "I'm not going to be a fool and let you trick me. I'm here to kill you."
2. "I'm not afraid of you. You're just a petty thief with a gun."
3. "If you're so clever, you'll be able to think of something better than this."
4. "I'm not interested in your plays. I'm interested in your identity."
5. "I'm not who you think I am. I've got a plan, and I need your help to make it work."
6. "You're going to stay here until the police arrive. They'll be very interested in what you have to say."

Beehive

Poetry Textbook in English for Class IX

Contents

Section –B (Poetry)

Sl. Lesson	Writer Name	Page No.
1. The Road Not Taken	Robert Frost	45
2. Wind	Subramania Bharti	46
3. Rain on the Roof	Coates Kinney	47
4. The Lake Isle of Innisfree	William Butler Yeats	48-55
5. A Legend of the Northland	Phoebe Cary	56
6. No Men Are Foreign	James Kurkup	57
7. On Killing a Tree	Gieve Patel	58
8. A Slumber Did My Spirit Seal	William Wordsworth	59

1.

The Road Not Taken

- Robert Frost

Learning Outcomes

The learners-

1. recite the poem with proper tone and intonation, and identify significant literary elements such as, figurative languages, imagery, simile, intention, point of view and rhyming words.
2. develop the inference skills and infer the road as a symbol of choice in their life and grasp how choices define the path of life.
3. recognize the consequences and significance of the decisions they make in their life.
4. reflect on the feelings of regret and acceptance that come with making decisions.

Central Idea

The central idea of Robert Frost's poem 'The Road Not Taken' revolves around the theme of choices and their consequences. The poem reflects on the significance of decisions made in life and how they shape one's future. The narrator stands at a fork in the road and must choose between two paths, symbolizing life's decisions. The choice of the road 'less traveled by' suggests a desire for individualism and the courage to make unconventional decisions. Ultimately, the poem highlights the inevitability of choices and their impact on one's life journey.

Difficult Words/Expressions

1. **Diverged:** Separated or branched off in different directions
2. **Yellow wood:** A forest with yellow leaves, typically indicating autumn
3. **Trodden:** Walked on or along
4. **Undergrowth:** Dense growth of shrubs and other plants beneath the trees in a forest
5. **Claim:** A right or title to something
6. **Wanted wear:** Needed to be walked on or used, implying it was less traveled

Inferential Questions

2. Why does the narrator choose the road 'less traveled by'?
3. What might the roads symbolize in the context of the poem?
4. How does the narrator feel about his choice at the end of the poem?
5. What does the narrator mean by saying, 'I doubted if I should ever come back'?
6. What is the significance of the poem's title 'The Road Not Taken'?

2.

Wind

-Subramaniya Bharati

Learning Outcomes

1. The learners identify significant literary elements such as figurative languages, imagery, personification, simile, intention and point of view and rhyming scheme.
2. The learners enjoy the music of words and derive the joy of learning through poetry.
3. The learners get self-motivation and can have the ability to take life lessons from literature.
4. The learners read aloud and recite the poem with proper stress and intonation.
5. The learners learn the skill to be strong in mind and body and face the challenges of life bravely and with courage.

Central Idea

The central idea of the poem 'Wind' by Subramania Bharati, as translated from Tamil by A.K. Ramanujan revolves around the symbolism and metaphorical representation of the wind as a powerful force of nature and as a metaphor for life itself. The poem inspires us to face the challenges thrown at us with grit and firm determination. We should be strong enough to face all the hardships of life with courage. The wind symbolizes problems and obstacles that we all face and go through at some point of time in our life and the wind gives us strength to face these problems and obstacles. Through this poem, the poet inspires us to be strong in mind and body and face the challenges of life bravely and with courage.

Difficult Words/Expressions

1. **Scatter:** Throw in random directions
2. **Poking fun:** Making fun of someone, tease
3. **Weaklings:** Someone who is weak physically or emotionally
4. **Frail:** Weak, easily broken/damaged
5. **Crumbling:** Falling apart, into pieces
6. **Steadfast:** Resolutely or dutifully firm and unwavering
7. **Flourish:** Thrive, prosper in a vigorous way

Inferential Questions

1. What is the central theme of the poem 'Wind'? How is this theme developed throughout the poem?
2. Give specific examples of how the wind is portrayed as having human-like qualities.
3. How is the poet's attitude towards the wind changes or remains consistent?
4. Why do you think the poet chose to describe the wind as a destroyer and a creator?
5. How does the dual portrayal of the wind contribute to the poem's central theme?

3.

Rain on the Roof

- Coates Kinney

Learning Outcomes

1. The learner recites the poem confidently with proper line break, rhyme, patterns, punctuation and pauses, and grasps the central idea of the poem and identifies the poetic devices to enrich the vocabulary.
2. The learner analyses the soothing and healing power of rain.
3. The learner explores how natural phenomena can connect people to their memories and past experiences, fostering a sense of comfort and familiarity.
4. The learner learns to appreciate the use of rain as a symbol of renewal and reflection, allowing him/her to explore the deeper meanings and the themes beyond the text.

Central Idea

The central idea of the poem 'Rain on the Roof' by Coates Kinney revolves around the soothing and reflective power of rain. The poem explores how the sound of rain falling on the roof creates a tranquil and comforting atmosphere, evoking a sense of peace and nostalgia. It highlights the rain's ability to inspire introspection and a connection to past memories, illustrating how nature can provide solace and a deeper emotional experience. The poem uses the imagery of rain to emphasize the calming effect it has on the human spirit.

Difficult Words/Expressions

1. **Patter** - The light, rapid, and repetitive sound of rain falling
2. **Tinkle**- short, light ringing sound
3. **Shingles** - Rectangular wooden tiles used on roofs
4. **Woof** – Weft, the threads woven across the loom
5. **Ere**- Old poetic word for 'before'
6. **Refrain**- A repeated part of a song or a poem; here, the sound of the rain of praise

Inferential Questions

1. How does the poet's description of the rain create a sense of calmness in the poem?
2. What emotions do you think the poet feels when listening to the rain?
3. How does the rain in the poem serve as a backdrop for the poet's thoughts and memories?
4. Why might the poet find the sound of rain on the roof to be comforting?
5. Reflect on how the rain helps the poet think about past experiences or personal feelings.

The Lake Isle of Innisfree

- William butler Yeats

Day - 1

Preparation

General Objectives

The students will be able to –

- recite the poem with correct stress, rhythm and intonation using appropriate facial gestures and emotions.
- recite the poem in sense group using proper pauses with the sense of meaning.
- enjoy the poem and appreciate its beauty critically.
- comprehend the poem and explain the theme in their own words.

Learning Outcomes

The students will be able to-

- develop a sense of understanding to live in nature's surrounding.
- develop observation, perception and imagination towards nature and discuss it the classroom.
- comprehend difficult words and phrases and use them in speaking and writing.

L.T.Ms.

- Blackboard, chalk and Duster
- Flash Cards and pictures, posters of natural scenaries, audio-visual aids.

Previous Knowledge

Students are familiar with different objects of Nature as river, mountains, vallies, forest, lakes etc.

Presentation

Introduction-

The teacher will start the session by asking questions based on students' previous knowledge and experiences.

- Q.1- What makes our surrounding beautiful?
- Q.2- Name the different objects of Nature?
- Q.3- What does nature give you?
- Q.4- How do you feel when you are in Nature's surroundings?
- Q.5- Do you know any poet who has written on the beauty of nature?

Statement of Aim

Now the teacher will state the aim of lesson;

Today we will know about the poet's desire to go to the Nature which gives him peace and tranquility through the well known verse *The lake Isle Innisfree*.

Stanga- I will arise bee loud glad.

Silent Reading

The teacher will ask the student to read the poem silently and underline the new and difficult words.

Model Recitation

The teacher will recite the poem with correct stress, rhythm, intonation and ask the students to listen the text carefully. (The teacher will recite the whole poem first then he will deal with the particular satnza).

Exposition of difficult words-

The teacher will ask the students tell the difficult words they underlined. The teacher will explain the difficult words by using different devices or techniques (using blackboard).

Words	Meaning	Devices
Lake	A large area of water that is surrounded by a land. (the lake where the poet wants to go is laugh lake located in innsfree Island).	Showing pictures of lake
Wattles	Twisted sticks used in building fences or walls.	By showing sticks
Be loud glade	The loud buzzing of bees in an open space.	Through demonstration

Explanation

The teacher will explain the stanga in a very simple language using examples and question and answer method.

The theme of the poem is Nature verses civilization. Here Nature is always a thing for happiness, joy on contrary Civilization brings only hurriedness, and discontentment, which destroys the peace that nature provides.

In this stanza the poet W.B. Yeats expresses his longing for peace and tranquility. He has been tired of meterialistic life that is full of noise and discontentment. He wants to return to nature. He wishes to go to Innsfree, a small Island with full of nature in Irland where he spent his childhood. There he wants to build a small cabin of clay and sticks having nine rose of beans. A beehive that buzzes the sound of bees would also be there. This will give him mental peace and relax that will help him to compose beautiful poetry.

Silent Reading

The teacher will ask the student to read the stanza silently again. He/she will instruct the students to be ready for the comprehension questions after the silent reading.

Evaluation

Comprehension Questions – using blackboard

The teacher will write the comprehension questions based on factual and inferential understanding on the blackboard and ask the students to answer them in oral or in writing.

Q.1. Where is Innisfree located?

Q.2. Why does the poet want to go to innisfree?

Q.3. How does he make a small cabin there?

Q.4. What are the words that make a rhyme in the stanza?

Chorus Reading by the students-

The teacher will ask the student to recite the poem aloud one by one. The teacher will take care about the proper pronunciation and pauses. The teacher will correct them if they pronounce the word incorrect.

Note: The teacher will also sing the whole poem with whole class.

Assignment

Complete the following stanza-

1. I will arise and And go to ,
And a small there, of clay and wattles made:
..... will have there, a hive for the ,
And live alone in the

- Teacher will ask the students to learn the stanza by heart at home.

The Lake Isle of Innisfree

-William butler Yeats

Day - 2

Peparation

Learning Outcomes

The students will be able to-

- know the different forms of nature at midnight, noon and evening and discuss them in the classroom.
- develop observation, perception and imagination towards nature and discuss it in the classroom.
- comprehend difficult words and phrases and use them in speaking and writing.

L.T.Ms.

- Blackboard, chalk and Duster
- Flash Cards and pictures, posters of natural scenaries, audio-visual aids.

Previous Knowledge

The students know about the poet's wish to go to Innisfree - the home of nature where the poet gets peace and calm.

Presentation

Introduction-

The teacher will start the session by asking questions based on students' previous knowledge and experiences.

- Q.1- Where is Innisfree located?
- Q.2- Where does W.B. Yeats wish to go?
- Q.3- How does he want to spend his life there?
- Q.4- What do you understand by *bee loud glad*?

Statement of Aim

Now the teacher will state the aim of lesson;

Today we will know about how beautifully the poet describes the Nature that prevails peace every where.

Stanga- And I shall have the linnet's wings.

Silent Reading

The teacher will ask the student to read the poem silently and underline the new and difficult words.

Model Recitaion

The teacher will recite the poem with correct stress, rhythm, intonation and ask the students to listen the text carefully. (The teacher will recite the whole poem first then he will take a stanza to teach).

Exposition of difficult words-

The teacher will ask the students tell the difficult words they underlined. The teacher will explain the difficult words by using different devices or techniques (using blackboard).

Words	Meaning	Devices
Dropping	To let something fall	Showing pictures of lake
Veils	To lower often as a sign of respect	By showing sticks
Glimmer	A weak light that is not steady	Through demonstration

Explanation

The teacher will explain the stanza using questions, examples, situations, demonstration, discussion etc.

Here in this stanza, W.B. Yeats thinks that Nature is full of peace. As morning arrives, peace prevails everywhere slowly. Singing of cricket increases the sweetness of peace. It seems that it greets morning. On the Island, at midnight, lights flicker beautifully, at noon lights glow with a purple shine and at evening the linnet bird sings beautifully.

Singing of cricket and linnet birds and charming scenes at midnight, at noon and at evening attract the poet and inspire to live in the Island.

Silent Reading

The teacher will ask the student to read the stanza silently again. He/she will instruct the students to be ready for the comprehension questions after the silent reading.

Evaluation

Comprehension Questions – using blackboard (Appreciation questions)

The teacher will write the comprehension questions based on factual and inferential understanding on the blackboard and ask the students to answer them in oral or in writing.

Q.1. Why does the poet want to go to the Island?

Q.2. Why do you mean by the line- *'peace comes dropping slow dropping from the veils of the morning'*?

Q.3. What does the phrase *'evening full of linnet's wings'* mean?

Q.4. What inspire the poet to live in the Island?

Critical Appreciation-

The figure of speech as Personification Metaphor and Onomatopoeia are used in this poem beautifully.

Example-

For **peace** comes dropping. (personification)

Noon purple glow. (metapher)

Dropping from the veils of the morning to where the cricket sings. (Onomatopoeia)

Note: The teacher will give the definition of the figure of speech by giving examples and ask the students to find them in the poem.

Chorus Reading by the students-

The teacher will ask the student to recite the poem aloud one by one. The teacher will take care about the proper pronunciation and pauses. The teacher will correct them if they pronounce the word incorrect.

Note: The teacher will also sing the whole poem with whole class.

Assignment

Complete the following lines by choosing correct option-

- 1- The poet will build in Innisfree.
 - a. A small cabin
 - b. A house
 - c. A small garden
- 2- The poet hears the song of
 - a. A cuckoo
 - b. A cricket
 - c. A nightangle
- 3- The poet wanted to go to Innisfree to
 - a. To meet his friend
 - b. To have some peace
 - c. To meet his beloved

Answer the following questions in brief-

1. What did the poet observe in nature?
2. How does peace come at morning time according to the poet?

The Lake Isle of Innisfree

-William butler Yeats

Day - 3

Preparation

Learning Outcomes

The students will be able to-

- appreciate the beauty of nature and enhance their imagination.
- understand the use of figure of speech – Onomatopoeia and discuss it with the reference of the poem.
- explain how nature is alive pleasant and full of piece.
- write the central Idea of the poem.

L.T.Ms.

- Blackboard, chalk and Duster
- Flash Cards and pictures, posters of natural scenaries, audio-visual aids.

Previous Knowledge

The students are familiar with the theme of the poem – Nature verses Civilization

Presentation

Introduction-

The teacher will start the session by asking questions based on students' previous knowledge and experiences.

Q.1- Where does the poet want to go?

Q.2- What will he find in the nature?

Q.3- Which bird is sings at evening?

Q.4- When does cricket sing?

Q.5- How do buzzing bees songs of cricket and linnet bird appeal the poet to live in the lap of Natural?

Statement of Aim

Now the teacher will state the aim of lesson;

Today we will know about how the waves of sea produces a melodious sounds that he can hear from the city where lives.

Stanza- I will arise deep heart's core.

Silent Reading

The teacher will ask the student to read the poem silently and underline the new and difficult words.

Reading Aloud

The teacher will recite the poem with correct stress, rhythm, intonation and ask the students to listen the text carefully. (The teacher will recite the whole poem first then he will take a stanza to teach).

Exposition of difficult words-

The teacher will ask the students tell the difficult words they underlined. The teacher will explain the difficult words by using different devices or techniques (using blackboard).

Words	Meaning	Devices
Lapping	To his something gently producing beautiful sound	Showing pictures of lake
Pavment gray	Its phrase stands in contrast to the colourful Isle of Innisfree. It sybolises the dullness of city life and compares with the beauty of nature.	Through pictures or examples

Explanation

In this stanza, the poet determines to go Innsfree. He says that he will go there forever. He always hears the voice of water lapping on the shore. This voice soothes his ears and attracts him towards itself. He is standing on the road side made of gray pebbles where he hears the noisy voice of the city. Here, grey pavements are symbolized as sadness, stress, restlessness and monotony of the city but the voice of lapping waves of water calls him by creating melodious sounds that the poet can hear from the core of his heart.

Silent Reading

The teacher will ask the student to read the stanza silently again. He/she will instruct the students to be ready for the comprehension questions after the silent reading.

Evaluation

Comprehension Questions – using blackboard (Appreciation questions)

The teacher will write the comprehension questions based on factual and inferential understanding on the blackboard and ask the students to answer them in oral or in writing.

Q.1. Which kind of sound does the poet hear?

Q.2. What does the poet hear in his heart's core even when he is far away from Innisfree?

Q.3. What do you understand by the phrase pavements gray?

Reading aloud by the students (Chorus Reading)-

The teacher will ask the students to recite the poem aloud. The teacher will take care about the proper pronunciation and pauses. The teacher will correct them if they pronounce the word incorrect.

Note: The teacher will also sing the whole poem with whole class.

Assignment

1. Write a central Idea of the poem.
2. Describe the following phrases used in the poem to describe what the poet sees and hears at Innisfree.
 - a. *bee loud glad*
 - b. *Evenings full of linnet's wings.*
 - c. *Lake water lapping with the low sounds.*

5.

A Legend of the North Land

-Phoebe Cary

Learning Outcomes

1. The learner recites the poem confidently, grasps the central idea of the poem and identifies the poetic devices to enrich the vocabulary.
2. The learner recites sentences with rhyming words such as few - through, done-one etc.
3. The learner gets a moral lesson about selfishness and greed and is able to analyse the importance of charity, generosity, kindness and helping others.
4. The learner thinks about the welfare of needy and develops the feeling that happiness lies in sharing things.

Central Idea

The central idea of the poem 'A Legend of the Northland' by Phoebe Cary revolves around the moral lesson that selfishness and greed lead to negative consequences. The poem narrates the story of a stingy old woman who refuses to give even a small portion of her cake to a hungry Saint Peter. As a punishment for her lack of generosity, she is transformed into a woodpecker, destined to search for food in the bark of trees. Through this legend, the poem emphasizes the virtues of kindness, selflessness, and the importance of sharing with those in need.

Difficult Words/Expressions

1. **Harness:** Straps and fittings by which a horse or other animal is fastened to a car or plow and is controlled by its driver
2. **Shingled:** Covered with shingles (thin pieces of wood used to cover roofs)
3. **Tethers:** Ropes or chains used to tie animals to a fixed object
4. **Provoke:** To cause a reaction, especially anger or irritation
5. **Vexed:** Annoyed, frustrated, or worried
6. **Morsel:** A small piece or amount of food
7. **Woodpecker:** A type of bird that pecks wood to find insects or create holes
8. **Legends:** Traditional stories sometimes regarded as historical but not authenticated
9. **Scanty:** Small or insufficient in quantity or amount

Inferential Questions

1. Why do you think the old woman refused to share her cake with Saint Peter?
2. Why do you think the poet chose to tell this story in the form of a legend?
3. What lesson does the poet want the readers to learn from the actions of Saint Peter and the old woman?
4. How might the story have been different if the old woman had shared her cake with Saint Peter?

6.

No Men Are Foreign

- James Kirkup

Learning Outcomes

1. The learner recites the poem confidently with rhyme, patterns, punctuation and pauses.
2. The learner is able to understand the idea that all human beings are fundamentally the same, regardless of nationality, race, or religion and this inculcates a sense of universal brotherhood and unity among students.
3. The learner grasps the central idea of the poem and identifies the poetic devices to enrich the vocabulary.
4. The learner develops the cosmopolitan feeling about the entire world beyond race, colour, religion and nationality.

Central Idea

The central idea of the poem 'No Men Are Foreign' by James Kirkup revolves around that all human beings are fundamentally the same, regardless of their nationality, race, or culture. The poem emphasizes the shared humanity that connects everyone, highlighting that divisions based on differences are artificial and harmful. The poet argues that when we harm others, we harm ourselves because we are all part of the same global family. The poem promotes the ideals of peace, unity, and brotherhood, urging people to reject war, hatred, and prejudice in favor of understanding and compassion.

Difficult Words/Expressions

1. **Condemn:** To express strong disapproval of something; to sentence someone to a particular punishment, especially death
2. **Defile:** To spoil, desecrate, or ruin something sacred or pure
3. **Harvests:** The process or period of gathering crops
4. **Outrage:** A strong feeling of shock and anger; an act that causes such feelings
5. **Ploughshares:** The blades of plows used in farming; symbolize peace and productive work, as opposed to weapons of war
6. **Wage:** To carry on or engage in a conflict, battle, or war

Inferential Questions

1. Why does the poet emphasize that no men are foreign and no countries strange?
2. What does the poet mean by 'defile the earth' in the context of war and conflict?
3. How does the poet use the idea of 'harvests' to convey a message of shared humanity?
4. What is the poet suggesting about the relationship between hatred and self-destruction?

7.

On Killing a Tree

-Gieve Patel

Learning Outcomes

1. The learner recites the poem confidently with proper pitch, stress, pauses and intonation and
2. The learner is familiar with the rhyme scheme of the poem and understand the figure of speech such as, personification, simile, etc.
3. The learner understands how a tree starts its journey and how it ends, and develops a sense to protect trees after reading the poem.
4. The learner understands the deep connection between nature and life, fostering a sense of environmental responsibility and the importance of protecting trees and the natural world.

Central Idea

The central idea of the poem 'On Killing a Tree' by Gieve Patel is the resilience of nature and the deep-rooted connection between life and the natural world. The poem illustrates that destroying a tree is not a simple or quick task; it requires deliberate and sustained effort because of the tree's strong roots and life force. This struggle to kill the tree symbolizes the inherent power and vitality of nature, which resists human attempts at destruction. The poem also serves as a critique of deforestation and the casual way in which humans often destroy nature, urging readers to reflect on the value of life in all its forms and the consequences of harming the environment.

Difficult Words/Expressions

1. **Jab:** Sudden rough blow
2. **Leprous hide:** Discoloured bark
3. **Hack:** Cut roughly by striking heavy
4. **Anchoring earth:** Trees are held securely with the help of the roots in the earth
5. **Snapped out:** Chopped out
6. **Scorching and choking:** The drying up of the tree after being uprooted

Inferential Questions

1. How does the poem convey the idea that killing a tree requires more effort than it might seem at first?
2. What is the significance of the tree's 'roots' in the poem? How do they contribute to the overall message?
3. Why do you think the poet describes the act of killing a tree as a process rather than a single event?
4. How does the imagery used in the poem reflect the poet's views on the relationship between humans and nature?

8.

A Slumber Did My Spirit Seal

- William Wordsworth

Learning Outcomes

1. The learner recites the poem aloud with proper tone and intonation and identifies significant literary elements such as figurative language, symbols, intention and point of view and rhyming scheme.
2. The learner understands the theme of the poem and connection of Lucy with nature, suggesting that the essence of a person continues to exist in the natural world even after they are gone.
3. The learner develops critical thinking about the relationship between nature and human life, emphasizing the ways in which the natural world can influence and reflect personal and philosophical ideas.

Central Idea

The central idea of William Wordsworth's poem 'A Slumber Did My Spirit Seal' is the enduring connection between nature and the human experience of death. The poem explores how the speaker, initially unaware or indifferent to the impact of death due to a state of emotional numbness, comes to understand that the essence of the deceased continues to exist within the natural world. The poem reflects on the permanence of nature and its role in preserving the memory and presence of those who have passed away. This realization underscores the theme that life, in a broader sense, persists through nature even after physical death.

Difficult Words/Expressions

1. **Slumber:** Sleep or a state of inactivity; in the poem, it refers to a figurative state of emotional numbness or ignorance
2. **Spirit:** The non-physical part of a person, often associated with emotions, consciousness, or soul
3. **Seal:** To close or make something secure; in the poem, it metaphorically means to render something fixed or closed off
4. **Earthly years:** The years or time human experience while living on earth
5. **Diurnal:** daily, earth's daily rotation on its axis

Inferential Questions

1. What is the speaker's state of mind at the beginning of the poem?
2. In what ways does the poem convey a sense of peace and acceptance towards the concept of death?
3. What does the speaker realize about the deceased after her death?
4. What is the significance of the poem's title, 'A Slumber Did My Spirit Seal'?

Moments

Supplementary Reader in English for Class IX

Contents

Section – C

Sl. Lesson	Writer Name	Page No.
1. The Lost Child	Mulk Raj Anand	61
2. The Adventures of Toto	Ruskin Bond	62
3. Iswaran the Storyteller	R.K. Laxman	63
4. In the Kindgom of Fools	Kannada Folktale (ed.) A.K. Ramanujan	64
5. The Happy Prince	Oscar Wilde	65
6. Weathering the Storm in Ersama	Harsh Mander	66
7. The Last Leaf	O. Henry	67
8. A House Is Not a Home	Zan Gaudio	68
9. The Beggar	Anton Chekhov	69

1.

The Lost Child

- Mulk Raj Anand

Theme

‘The Lost Child’ by Mulk Raj Anand is a poignant short story that explores the theme of the deep bond between the child and his parents. It highlights how the presence and protection of parents are vital for a child's sense of security and happiness. Initially, the child is captivated by toys, sweets, and other attractions at the fair, reflecting his material desires. However, when the child is lost, his longing for his parents overshadows all his other desires. This shift underscores the idea that emotional connections are far more important than material desires. The story also touches on the theme of compassion through the stranger who tries to comfort the lost child.

Summary

‘The Lost Child’ by Mulk Raj Anand is a touching short story that narrates the experience of a child who gets separated from his parents at a village fair. The little boy is excitedly exploring a village fair with his parents. He is captivated by toys, sweets, garlands, balloons, and a snake charmer. Each time he asks his parents to buy him something, they gently refuse. As they proceed through the fair, the boy is mesmerized by the various activities and eventually stops to watch a roundabout. Suddenly he realizes that his parents are no longer with him. Lost and terrified, he searches for them, crying out for his mother and father. He no longer cares for the toys or sweets; all he wants is to find his parents. A kind-hearted stranger notices the boy's distress and tries to comfort him, offering to buy him toys and sweets. However, the child refuses everything, only wants to be reunited with his parents. The story ends on a touching note, emphasizing the theme of parental love, security, and the emotional turmoil of a lost child.

Comprehension Questions

1. What are some of the things that the child wants to buy at the fair?
2. How do the parents respond to the child's requests for toys and sweets?
3. At what point does the child realize he is lost?
4. What is the child's reaction upon realizing he is lost?
5. How does the stranger try to comfort the lost child?
6. What is the main theme of ‘The Lost Child’?
7. How does the child's attitude toward the attractions at the fair change after he gets lost?

2.

The Adventures of Toto

- Ruskin Bond

Theme

The theme of 'The Adventures of Toto' by Ruskin Bond centers around the mischievous and adventurous nature of Toto, a pet monkey, and his interactions with the narrator's entire family. The story highlights Toto's natural curiosity and playful spirit of animals, drawing parallels with the innocence and adventurous nature of children. The narrative depicts the close relationship between humans and animals, expressing how pets become integral parts of a family. Each member of the narrator's family, especially his grandfather puts sincere efforts to take care of Toto. This act of kindness on the part of the grandfather highlights the theme of empathy and compassion towards animals.

Summary

'The Adventures of Toto' by Ruskin Bond is a humorous and engaging story about a mischievous monkey named Toto, who is brought home by the narrator's grandfather. Toto is a clever and playful animal, often getting into trouble with his mischievous acts. He causes chaos in the household. He tears up wallpaper and throws a plate at the grandmother. Despite his troublesome behavior, Toto is endearing, and the family members grow fond of him. The grandfather initially buys Toto from a tonga driver and is determined to give him a good home. While travelling to Saharanpur from Dehra Dun, the grandfather had to have a tough argument with the ticket-collector in the train. However, as Toto continues to cause problems, the family realizes that keeping him is more challenging than they anticipated. Eventually, Toto's mischievousness proves too much for the household to handle, and the grandfather decides to return him to the tonga driver. The story ends with Toto being taken back, leaving behind loving and humorous memories of his adventures.

Comprehension Questions

1. Why did the narrator's grandfather decide to bring Toto home?
2. How did Toto cause trouble in the household? Give specific examples.
3. What measures did the family members take to try and control Toto's behavior?
4. Why did the grandfather decide to return Toto to the tonga driver?
5. How did the family feel when Toto was finally taken back?
6. What lessons about human-animal relationships can be drawn from Toto's adventures?

3.

Iswaran the Storyteller

- R.K. Lakshman

Theme

The theme of 'Iswaran the Storyteller' by R.K. Laxman revolves around the art of storytelling and its effects. The story showcases how Iswaran, the cook, uses his storytelling prowess to enchant and entertain others, blending real-life experiences with imaginative embellishments. It explores how storytelling can entertain, amuse, and sometimes even create a sense of wonder or fear. The narrative also touches on the themes of the suspension of disbelief and the influence of oral tradition on people's lives.

Summary

'Iswaran the Storyteller' is a short story by R.K. Laxman featuring a cook named Iswaran, who is known for his extraordinary storytelling skills. He works for a government officer and captivates everyone with his imaginative tales. Iswaran's stories range from thrilling encounters with ghosts and wild animals to fantastical adventures. He recounts an incident involving a ghost in a haunted house, describing how he bravely confronted it with a clever trick involving a lump of tamarind. Another tale includes his encounter with a rogue elephant that wreaked havoc in his village. The story illustrates Iswaran's ability to blend fact with fiction, making his stories both entertaining and captivating. His storytelling ability impresses everyone, but it also leads to humorous situations where his listeners become overly engrossed in his fantastical accounts. The story highlights the charm and impact of storytelling, showing how it can turn ordinary life into a series of engaging and memorable events.

Comprehension Questions

1. Who is Iswaran, and what is his role in the story?
2. How does Iswaran entertain his listeners with his stories?
3. Describe one of the stories Iswaran tells. What elements make it engaging?
4. What is the reaction of the government officer towards Iswaran's storytelling?
5. Why is Iswaran's storytelling considered remarkable by his listeners?

4.

In the Kingdom of Fools

- Kanada Folk tale (ed.) A.K. Ramanujan

Theme

The theme of 'In the Kingdom of Fools' by A.K. Ramanujan centers around the consequences of irrationality and foolishness. The story illustrates how a society ruled by foolish leaders, who make absurd and illogical decisions, can descend into chaos. It emphasizes the importance of wisdom, intelligence, and common sense in governance and in everyday life. The tale also explores how greed and gullibility can lead to downfall, as seen when the foolish king and minister fall for the guru's trick and ultimately meet their end. The story serves as a cautionary tale, warning against the dangers of foolishness and the value of wise leadership.

Summary

The story 'In the Kingdom of Fools' is about a kingdom ruled by a foolish king and his equally foolish minister. In their kingdom, everything is upside down; people work at night and sleep during the day. Additionally, all goods in the market, regardless of their actual value, cost the same—one duddu. One day, a guru and his disciple visit the kingdom. The guru quickly realizes that it is dangerous to stay in a place where foolishness prevails, so he decides to leave. However, the disciple, lured by the cheap food, chooses to stay. Soon, a strange event occurs—a thief trying to break into a house is accidentally killed when the wall collapses on him. The thief's brother goes to the king and demands justice. The foolish king and his minister, in their absurd way of dispensing justice, decide that the rich merchant, whose wall had killed the thief, should be executed. However, since the merchant is too thin to fit the stake, they look for someone else to take his place and find the disciple, who has become fat from eating cheap food. As the disciple is about to be executed, he prays to his guru for help. The guru arrives and uses his wisdom to trick the king and the minister into believing that whoever is executed on the stake will be reborn as the next king. Greedy for power, the king and minister decide to execute themselves, leading to their death. After their death, the people of the kingdom ask the guru to be their new king. The guru, however, suggests that his disciple should take over, and the disciple becomes the new king. Under his rule, the kingdom is governed wisely and no longer suffers from the foolishness of its previous rulers.

Comprehension Questions

1. Why was the kingdom described as the 'Kingdom of Fools'?
2. What strange things did the guru and his disciple notice when they first arrived in the kingdom?
3. Why did the guru want to leave the kingdom, and why did the disciple choose to stay?
4. What was the outcome of the thief's death, and how did the king and his minister handle the situation?
5. How did the guru save his disciple from execution?
6. What happened to the kingdom after the king and his minister died?

5.

The Happy Prince

- Oscar Wilde

Theme

The main theme of Oscar Wilde's 'The Happy Prince' revolves around selfless love and compassion. The story also depicts the contrast between outward appearances and true value. The story highlights the importance of empathy, charity, and the sacrifices made to help others. Through the actions of the Happy Prince and the Swallow, Wilde emphasizes that true happiness comes from giving to those in need and caring for others, rather than from wealth or material possessions. The story also critiques the indifference of society toward the suffering of the poor.

Summary

'The Happy Prince' by Oscar Wilde is a poignant story about a beautiful statue of a prince, covered in gold and adorned with precious stones. The statue stands high above a city, and while the Prince was alive, he lived in luxury and was unaware of the suffering outside his palace. However, after his death, his statue is placed where he can see all the misery and poverty in the city. Moved by the suffering he observes, the Happy Prince wishes to help those in need. A swallow, who is on its way to Egypt, meets the statue and agrees to stay temporarily to assist the Prince in his mission. The Happy Prince asks the swallow to take the gold leaf and jewels from his statue and distribute them to the poor, the sick, and the needy. As the swallow carries out the Prince's requests, the statue gradually becomes dull and shabby, losing all its external beauty. The swallow, too, grows weaker as winter approaches, but it remains loyal to the Prince, refusing to leave him. In the end, the swallow dies from the cold, and the statue of the Happy Prince, now stripped of its wealth, is deemed worthless by the city authorities and is melted down. However, the Prince's broken heart, made of lead, does not melt. It is discarded along with the swallow's body. In heaven, God praises the Happy Prince and the swallow for their selfless acts of love and compassion, declaring that they will live forever in paradise for their good deeds. The story underscores the values of sacrifice, kindness, and the true meaning of happiness, which lies not in wealth or beauty, but in the love and care for others.

Comprehension Questions

1. How does the Happy Prince become aware of the suffering in the city?
2. What reasons does the Swallow give for staying with the Happy Prince instead of flying to Egypt?
3. How do the people of the city react to the changes in the Happy Prince's appearance?
4. What happens to the Happy Prince's statue at the end of the story?
5. Why do you think the author chose a swallow to be the Prince's companion?
6. What is the ultimate message or moral of the story 'The Happy Prince'?

6.

Weathering the storm in Ersama

- Harsh Mander

Theme

The main theme of Harsh Mander's 'Weathering the Storm in Ersama' is the resilience of the human spirit in the face of tragedy and the importance of solidarity and compassion during times of crisis. The story illustrates how a community devastated by a natural disaster can come together to rebuild and support one another. It showcases the strength that comes from unity and the selfless acts of individuals who work tirelessly to help others in need. It also reflects on the impact of such events on the human condition, emphasizing empathy, leadership, and the determination to overcome hardship.

Summary

'Weathering the Storm in Ersama' by Harsh Mander is a poignant story that recounts the devastating impact of a super cyclone on the coastal town of Ersama in Orissa, India. The story centers around Prashant, a young man who experiences the disaster first hand and becomes a beacon of hope for his community. Prashant visits his friend's village, Ersama, just before the cyclone hits. The cyclone unleashes its fury, causing widespread destruction and death. Prashant, along with others, takes refuge on the roof of a house, enduring days of hunger, fear, and uncertainty as the flood water rises. The scene is one of utter devastation, with houses, trees, and people swept away by the powerful storm. When the storm finally subsides, Prashant returns to his village, only to find it in ruins and many of his family members missing. Despite his personal grief, Prashant decides to help his community recover. He organizes the survivors, especially the orphaned children and widows, and leads them in efforts to rebuild their lives. Prashant's leadership and determination inspire others, and together they create a makeshift shelter, distribute food, and care for the vulnerable. The story ends on a hopeful note, emphasizing the resilience of the human spirit in the face of unimaginable adversity. Prashant's selfless actions and the collective efforts of the community demonstrate the power of compassion, solidarity, and leadership in overcoming tragedy.

Comprehension Questions

1. Why does Prashant visit Ersama, and what happens shortly after his arrival?
2. Describe the conditions that Prashant and others face during the cyclone. How do they survive?
3. How does Prashant react to the devastation in his village? What motivates him to take action?
4. How does Prashant assist the orphaned children and widows in the aftermath of the cyclone?
5. What role does community support play in the recovery efforts led by Prashant?
6. What challenges does Prashant face as he tries to rebuild his village, and how does he overcome them?

7.

The Last Leaf

-O Henry

Theme

The main theme of O. Henry's 'The Last Leaf' is the power of hope and sacrifice in overcoming despair. The story explores how hope can be a vital force in the face of illness and how the selfless act of one person can inspire another to cling to life. The story also touches on the themes of friendship, the role of art in life, and the human need for connection and support during difficult times. Through the character of Behrman and his ultimate sacrifice, O. Henry emphasizes that love and care for others can lead to acts of profound generosity.

Summary

'The Last Leaf' by O. Henry is about two young women, Sue and Johnsy, who are artists living together in a small apartment in New York City. Johnsy falls gravely ill with pneumonia, and as her condition worsens, she becomes despondent and loses hope of recovery. Johnsy becomes convinced that she will die when the last leaf falls from a vine outside her window. She fixates on the falling leaves as a sign that her own life is ending. Sue, deeply worried about her friend, tries to comfort Johnsy but finds it difficult to lift her spirits. The story introduces Behrman, an elderly artist who lives in the same building. Behrman has been working on a masterpiece for years but has not yet started it. Upon learning of Johnsy's belief about the falling leaves, Behrman is deeply moved. Determined to help, he decides to paint a leaf on the wall outside Johnsy's window. On a stormy night, Behrman sneaks out to paint a leaf on the wall, knowing that it will not be an easy task. The next morning, Johnsy sees the painted leaf still clinging to the vine despite the storm. Encouraged by this symbol of perseverance, she regains hope and begins to recover. Unfortunately, Behrman contracts pneumonia from his exposure to the cold and dies shortly afterward. It is revealed that the leaf Johnsy saw was Behrman's final act of love and sacrifice. His selfless gesture gave Johnsy the strength to fight for her life, and his own life was given for this cause. The story concludes with a poignant reflection on the power of hope and the impact of selfless acts on others' lives.

Comprehension Questions

3. What illness does Johnsy suffer from, and how does it affect her outlook on life?
4. How does Sue try to support Johnsy during her illness?
5. Who is Behrman, and what is his relationship with Sue and Johnsy?
6. What action does Behrman take to help Johnsy, and why is it significant?
7. What is Johnsy's reaction to the painted leaf? How does it influence her recovery?
8. What is revealed about Behrman's sacrifice at the end of the story?

8.

A House is not a Home

-Zan Gaudio

Theme

The main theme of 'A House Is Not a Home' by Zan Gaudio is the idea that a home is more than just a physical structure; it's a place filled with warmth, love, and personal connections. The story highlights the emotional significance of home through the experiences of a young boy who loses his house in a fire. It emphasizes that true comfort and belonging come from the relationships and memories shared within a home, not just the building itself. The boy finds solace in the support of his friends and community, realizing that a house alone cannot provide the true sense of home and belonging that comes from the people and memories within it.

Summary

'A House Is Not a Home' by Zan Gaudio is a touching story about a young boy's emotional journey as he adjusts to a new house and school. The boy narrates his experience of moving to a new home, which, despite being larger and more modern, feels foreign and unwelcoming. He struggles with the transition, feeling that the new house lacks the warmth and familiarity of his old home. His sense of displacement is compounded by his difficulties at the new school, where he finds it hard to make friends and feels isolated. The story reaches a critical point when the boy's family faces a house fire, which destroys many of their belongings and leaves them with nothing. The fire destroys not just the physical structure but also the comfort and security he once felt. He and his mother are forced to move into a new, unfamiliar house that lacks the warmth and personal touch of their old home. The boy struggles with his new environment and feels disconnected and lost. Eventually, he finds solace in the support of his friends and community, realizing that a house alone cannot provide the true sense of home and belonging that comes from the people and memories within it. A month later, when the boy visited his old house, a woman approached him and brought a cat along with her. He was overjoyed seeing his pet and grabbed her out of the woman's arms and was filled with gratitude for the woman for taking his cat back to him. His friends also hugged him and his cat and jumped around merrily.

Comprehension Questions

1. What challenges does the narrator face at his new school?
2. How does the narrator's feeling of displacement affect his adjustment to the new environment?
3. What event further exacerbates the narrator's sense of loss and alienation?
4. What role does the narrator's mother play in helping him adjust to the new house?
5. How does the narrator's perception of the new house change by the end of the story?

9.

The Beggar

-Anton Chekhov

Theme

The theme of Anton Chekhov's 'The Beggar' revolves around the complexities of human nature and the possibility of change. The story highlights the importance of empathy and understanding others' situations and how societal judgments can be superficial and how personal transformation is possible, as everyone has a past and the potential for redemption. It also reflects on the impact of socio-economic changes and the stark differences between social classes, as seen in the beggar's fall from a noble life to begging. Chekhov uses this story to encourage readers to reflect on their attitudes towards others and to consider the broader implications of kindness and judgment.

Summary

In the story 'The Beggar' by Anton Chekhov, a well-dressed man, Sergei, a lawyer by profession, encountered a beggar on the street. The beggar, Lushkoff, asked for money. Sergei was initially reluctant to help him, believing the beggar to be dishonest, but later on, gave him work. Sergei asked him to cut wood at his house. He asked the cook to show him the shed where wood was kept. The beggar was under the influence of alcohol. He could barely stand on his feet. Still the cook, Olga told Sergei that the wood had been chopped. Sergei was glad that the man worked and paid him for chopping the wood. He asked him to come on the first day of every month for it. When Sergei shifted his house, he employed the beggar in transporting the articles. The beggar had changed and Sergei felt satisfied that his efforts had paid in reforming a drunkard. As he could read and write, Sergei offered him better work and shook hands with him. After that day, Lushkoff, the beggar was never seen. After two years, Sergei spotted Lushkoff at the ticket counter outside a theatre. Lushkoff was well dressed and was buying a ticket of the gallery area. Sergei was glad to see him and called him. Lushkoff was now working as a notary and earned 35 Roubles a month. He thanked Sergei for helping him and for his kindness. Lushkoff told Sergei that it was not for him but for his cook, Olga that he was a changed man. She would scold him, cry for him and chopped the wood for him. Her behaviour transformed Lushkoff. With this, he went to the theatre. The story ends with the lawyer pondering the complexities of human nature and the impact of his actions.

Comprehension Questions

1. What was the lawyer's initial reaction when he met the beggar?
2. How did the beggar justify his need for money?
3. What is the background of the beggar, as revealed in his conversation with the lawyer?
4. How did the lawyer's attitude towards the beggar change during their interaction?
5. What did the beggar do with the money he received from the lawyer?
6. What lesson about human nature and empathy can be drawn from the story?

Grammar and Composition

Contents

1. Articles	71-72
2. Parts of Speech	73-80
(i) The Noun	
(ii) The Pronoun	
(iii) The Adjective	
(iv) The Verb	
(v) The Adverb	
(vi) The Preposition	
(vii) The Conjunction	
(viii) The Interjection	
3. The Sentence	81-82
4. Tenses, Forms and Usage	83-84
5. Active and Passive Voice	85-86
6. Direct and Indirect (Narration)	87-88
7. Punctuation Marks	90

Composition

9. Composition Writing	92-101
(Paragraph Writing, Letter Writing, Story Writing, Essay, Writing, Article Writing, Report Writing, Translation, Unseen Passage)	

1. Articles

Points to be noticed-

1. The teacher must deal with grammar topics occurring in the text while teaching the textbook so that the different topics of grammar can be revised repeatedly and the learners can have better understanding about their usages.
2. The teacher will teach the different grammar topics by giving examples and situations inductively and thus teach the functional ways of grammar points. So that the learners can learn them easy and realise their functionality.

Learning Outcomes-

The learners will be able to-

- Understand the use of definite and indefinite article in different situation and use them appropriately.

Presentation-

The teacher will explain articles by giving examples-

Seeta sings *a* song. I eat *an* apple every day. *The* sun is shining.

Here the underlined words are articles that are used before nouns- Seeta, apple and Sun. Articles are a kind of determiners that speaks of someone or something. For example- a song that is any song.

There are two kinds of articles- **1- Definite article, 2- Indefinite article**

‘a’ and ‘an’ are indefinite articles that are used before singular countable nouns ex- a pen, an egg and ‘the’ is definite article that is used before singular and plural countable nouns and uncountable nouns ex- the book, the books, the milk.

Use of ‘a’ and ‘an’ –

Article ‘a’ and ‘an’ are used according to the sound of the first letter of a word.

Article ‘a’ is used before a word beginning with a consonant sound (whether the word starts with a vowel letter) ex- a man, a university.

Article ‘an’ is used before a word beginning with a vowel sound (whether the word starts with a consonant letter) ex- an elephant, an hour.

Examples-

Rama is a teacher. I have a one rupee coin. Shreya is a smart girl.

My father is an S D M. I am waiting for an hour. He is an honest boy.

Use of article ‘the’-

‘the’ is a definite article as it points out a particular person or thing or one already referred to.

Ex- I met the doctor. (Here ‘the’ is used to refer some particular doctor.)

The teacher will explain some situations in which ‘the’ is used.

Article ‘the’ is used before the proper nouns of things that are unique of their kind.

Before the names of-

- Oceans, seas- the Indian ocean, the Arab sea
- Rivers, lakes- the Ganga river, the Chilka lake, the Yamuna river
- Mountains, ranges- the Himalaya, the Shivalik range
- Deserts- the Thar desert, the Gobi deserts
- Buildings- the Taj Mahal, the Red Fort, The Anand Bhavan
- Books- the Ramayana, the Mahabharata, the Ramcharit Manas
- Ordinal numbers- the first woman, the ninth chapter
- Directions- the east, the west, the north, the south
- Celestial bodies- the Sun, the Moon, the Earth

‘The’ before superlative degree-

- Reema is *the* best student in this class.
- He is *the* most intelligent boy in the class.

‘The’ before common nouns- (when a person or thing represents the whole class)

- The cow is a useful animal. The cat loves comfort.

Note- The teacher will take examples from the text book and give more exercises to the students for practice. The teacher will take help from grammar book developed by ELTI, or any authorised grammar book to teach articles.

2. Parts of Speech

Learning outcomes-

The learners will be able to-

- To understand the kinds of Parts of Speech and their function.
- Use them in sentences according to their functions.

Presentation-

The teacher will explain the kinds of Parts of Speech by giving definitions and their examples.

Division of words into classes and kinds according to their functions is called parts of speech. It describes the role of a word in a sentence. The Parts of Speech are eight in number.

- | | | | |
|-----------|----------------|----------------|-----------------|
| 1- Noun | 2- Pronoun | 3- Adjective | 4- Verb |
| 5- Adverb | 6- Preposition | 7- Conjunction | 8- Interjection |

1. Noun

Noun is a word used as name of a person, place, thing, animal or emotion. We can also say that all the naming words are nouns. Ex- Ramesh (person), Kanpur (place), table (thing), horse (animal), happiness (emotion).

There are five kinds of noun-

- 1- **Proper Noun** is the name of particular person or place. Ex- Rahul, Agra.
- 2- **Common Noun** speaks of some class or kind. Ex- student, man, village.
- 3- **Collective Noun** is a name of a collection of persons or things taken together. Ex- class, team, family, committee, army, crowd etc.
- 4- **Material Noun** is the name of a material or substance out of which things are made. Ex- gold, silver, wood.
- 5- **Abstract Noun** is the name of a quality, action or state. Abstract means something which cannot be seen or touched but can only be felt. Ex- kindness (quality), judgement (action), childhood (state)

The Noun: Gender

There are four kinds of Gender-

- 1- **Masculine Gender** is a noun that denotes male. Ex- man, king, brother.
- 2- **Feminine Gender** is a noun that denotes a female. Ex- mother, women.
- 3- **Common Gender** is noun that denotes male and female both. Ex- parents, students, teacher
- 4- **Neuter Gender** is a noun that denotes the things (non-living things) that are neither male nor female. Ex- chair, tree, pen

Examples of Masculine Gender and Feminine Gender

horse – mare
drake – duck

poet – poetess
nephew – niece

peacock – peahen
grandfather – grandmother

The Noun: Number

Nouns are divided into two numbers-

singular number and plural number.

The noun that denotes one person or thing is said to be in Singular Number. Ex- boy, girl, cow, tree etc.

The noun that denotes more than one person or thing is said to be in Plural Number. Ex- boys, cows, trees etc.

Ways to change Singular number into Plural-

- By adding 's' to the singular

Boy- boys book – books girl – girls cow – cows

- By adding 'es' to the singular noun ending in -s, -sh, -ch, -x

class – classes dish – dishes match – matches tax – taxes

- By adding 'ies' to the singular noun ending in '-y'

Baby – babies city – cities lady – ladies

- By adding 'ves' to the singular noun ending in '-f or -ef'

Wife- wives wolf - wolves thief – thieves

But some words ending in -f or -ef, are changed into plural by adding '-s'. ex- chief – chiefs
proof – proofs.

Some other examples of singular nouns and their plurals-

Man – men

woman – women

ox – oxen

mouse - mice

Countable Nouns & Uncountable noun

The nouns that can be counted are called Countable nouns. Ex- book, chair, knife and the nouns that cannot be counted are called Uncountable nouns. Ex- milk, petrol, water

Point to remember-

- **Much for Countable noun-** To much sugar is bad for health.
- **Many for Uncountable noun-** I have many interesting books.
- **Few, a few and the few for Countable nouns-** I stayed in Kanpur for a few days.
- **little, a little and the little for Uncountable nouns-** there is a little water in the bottle.

2. The Pronoun

A word used in place of a noun is called a pronoun.

Ex- Miss Mansi is a nurse. She takes care of patients. (‘she’ is used in place of the noun- Miss Mansi)

Kinds of Pronouns

- **Personal Pronoun-** *I, we, you, he, she, it, they* are the Personal pronouns. They stand for the first person (i,we), second person (you) and third person (he, she,it, they).
- *The First person (I,we) refers to the self.*
- *The Second person (you) is being addressed or spoken to.*
- *The Third person (he, she, it, they) is being talked about.*

Forms of the Personal Pronouns

Person	Nominative/ Subjective	Accusative/ Objective	Possessive	Reflexive
First person	I	me	my, mine	myself
	We	us	our, ours	ourselves
Second person	You	You	your, yours	yourself
Third person	He	him	his	himself
	She	her	her. Hers	herself
	It	It	Its	Itself
	They	Its	their, theirs	themselves

- **Demonstrative Pronouns-** *this, that, these, those* are the demonstrative pronouns that are used to point out the objects to which they refer.
- **Indefinite Pronouns-** *one, none, all, some, somebody, many, everybody, nobody* are the Indefinite Pronouns used to refer a person or thing in a general way.
- **Descriptive Pronouns-** *the words that are used to refer a person or thing one at a time. Ex- each, either, neither*
- **Relative Pronouns-** *who (whom, whose), which, that, are the relative pronouns used to join two statements. They relate to a noun mentioned previously.*

3. The Adjective

Adjective is a word that describes a noun (person, thing).

Ex- Rani is a brave girl. I have a big house.

Adjective of Quality- (*Descriptive Adjective*) speaks of quality of a noun.

Ex- Kolkata is a *large* city. He is an *honest* man.

Adjective of Quantity- gives more information about quantity, number and order of a noun. Ex- He gave me five rupees. I bought a dozen bananas.

Descriptive Adjective- refers a number of a group as individuals. Ex- each, every, either, neither.

Every man must do his duty. Each girl will get a chocolate.

Proper Adjective- is a word that is formed from the proper noun.

Ex- The Mahabharata is a famous Indian epic.

Possessive Adjective- shows possession or belonging of the noun in a sentence. Ex- my, our, your, his, her, its, their

My father is a doctor. That is *your* house.

Demonstrative Adjective- the words that point out a particular noun are called Demonstrative adjectives.- this, that, these, those

Ex- These flowers are beautiful. This garden is full of greenery.

4. The Verb

Riya kicks a football. The thief is beaten.

The cup is broken. The dog barks.

The underlined words 'kicks', 'beaten', 'broken', and 'barks' are the verbs that tell about the action or state of being of a person, thing and animal.

Verb is essential to make a sentence. Verb tells about-

What a person or thing does, what is done to a person or thing and what a person or thing is. Verbs can be divided in to three categories-

- 1- Principal (main) and auxiliaries (helping) verbs
- 2- Transitive and Intransitive verbs
- 3- Finite and non-finite verbs

Principal (main) and Auxiliaries (helping) verbs-

He writes a letter. She is laughing. The clock strikes.

Here the underlined words are the main verbs that tell about the person or thing. ***The Main verb gives the basic meaning of the action.***

Seema was playing with a doll. Raghav has visited the TajMahal.

The underlined words are the helping verbs or auxiliaries that show when the action occurs.

Transitive and Intransitive Verbs-

Transitive Verbs- the action passes over from the subject to an object. They answer what and whom questions.

Ex- She writes a letter. (What does she write?)

My father scolds me. (whom does he scold?)

Intransitive verbs- the action does not pass over from the subject to an object.

Ex- It rains.

The baby sleeps.

We are clapping.

Finite and Non – Finite Verbs-

Finite verbs- She sings a song. They sing a song. She sang a song.

Here the underlined verbs are The Finite verbs. They change according to person, number and tense.

Non – Finite Verbs- do not change according to person, number and tense.

Ex- She wants *to watch* a movie. They want *to watch* a movie.

I wanted *to watch* a movie.

Infinitive, Gerund and Participle are kinds of Non- Finite verbs.

Note- the teacher will introduce different forms of verbs i.e. base verb (first form), past form (second form) and past participle form (third form).

5. The adverb

Veer Abdul Hamid fought *bravely*.

She speaks English *fluently*.

The words- *bravely* and *fluently* are modifying verbs- fight and speak. These words are adverbs that generally modify a verb, besides this an adverb also modifies an adjective and another adverb.

Ex- I do any work very carefully.

She is extremely beautiful.

Here, the adverbs- *very* and *extremely* are modifying an adverb (carefully) and an adjective (beautiful) respectively.

Adverbs are mainly five in number-

1- Adverb of manner- tells how an action takes place.(fast, well, carefully)

Ex- The child sleeps soundly. Kavita reads confidently.

2- Adverb of time- tells when an action takes place. (early, today, never, yet, since, before, after, later)

Ex- I *always follow* the rules of the road.

3- Adverb of place- tells where an action takes place. (here, around, inside, backward, everywhere)

Ex- She is playing *outside*. My grandmother's house is *nearby*.

4- Adverb of frequency- tells how many times an action takes place.

(usually, always, often, once)

Ex- I have visited the Red Ford *twice*. Sudha *often* makes mistakes.

5- Adverb of Degree- tells to what extent or degree an action takes place.

(almost, hardly, fully, thoroughly)

Ex- We thoroughly enjoyed the picnic.

6. The Preposition

A preposition is a word that is used before a noun or pronoun. It shows relation between persons or things and indicates their positions.

Important prepositions and their uses-

In, at, into, on, upon

Devendra lives **in** Prayagraj. (for a large place)

I wake up **at** 6 O' clock. (for certain time)

Ram's friend knocks at the door. (for certain time)

There is a playground **in** my school. (in the sense of inside)

The goat fell **into** the well. (for movement)

The books are laying **on** the table. (for position)

The train will reach Delhi **on** Friday. (for day)

The lion jumped **upon** the table. (for movement)

To, from, with, of, by-

Bangladesh is **to** the east of India. (for direction)

She works hard **to** get good marks. (for purpose)

He was suffering **from** fever. (for reason)

My friend is coming **from** Agra. (for the place being left)

I cut fruits **with** a knife. (for tools)

He died **of** Malaria. (for reason)

I go to my school by bus. (for means)

I was scolded **by** my father. (in passive voice)

Over, under, above-

A bird is flying **over** a tree. (for movement)

The flood water rose **above** the danger point.

A farmer is sitting **under** a tree.

Before, after, between, among-

I take a bath **before** going to bed.

The police ran after the thief.

I sit between Sita and Sarita. (for two persons)

The teacher distributed apples among all the children. (for more than two)

7. Conjunction

Conjunctions are the words that join sentences or words together and make them more compact.

Some important conjunctions-

Conjunctions join sentences having same features-

(and, as well as, not only but also, both, both.... And)

Ex- Rahul cooked the food and Tina cleaned the home.

Ratan not only gave food to an old man but also he gave him money.

Conjunctions express contrast between two statements-

(yet, but, still, while)

Ex- I was annoyed still I kept quiet.

He worked hard but he failed.

Conjunctions express choice between two statements-

(either...or, neither....nor, otherwise, or,)

Ex- *She must weep or she will die. Make haste otherwise we will miss the train.*

Neither I nor my brother has stolen your pen.

Conjunctions express an inference-

(for, so, therefore, hence)

I am ill so I will not go to school today. I got up late therefore I missed my train.

Some other conjunctions-

As soon as- I came as soon as I heard the news.

Although- We did not know each other although we met every day.

So ...that- I am so tired that I can not walk.

So that- I worked hard so that I may pass with good marks.

Before- The patient had died before the doctor came.

After- I reached the station after the train had departed.

8. Interjection

Interjection words express a sudden feeling or emotion. They are followed by an exclamation mark (!)

Ex- Bravo, Alas, Hurrah, Wow, Great!, etc.

Interjection words are used to express different feelings and emotions.

To express sorrow or grief- Alas!, Oh!, Aah!

Ex Alas! I have lost everything. Oh! I have burnt my fingers.

To express joy or zeal - Hurrah!, Great!, Wow!, Bravo!, Well done!, Awesome!

Ex- Wow! It is so beautiful. Hurrah! We have won the match.

 Bravo! You have done well. Great! This is really good news.

3. The Sentence

Learning Outcomes-

The students will be able to-

- Understand different kinds of sentences and can frame them correctly.
- Understand the parts of a sentence and their usage.

Presentation- the teacher will teach the different kinds of sentences by giving examples.

1- is to Sunidhi market the going. 2- Sunidhi is going to the market.

The first sentence is only a group of words that is not making a sense or meaning whereas the second sentence is also a group of words but it is making a complete sense or meaning. Therefore we may say-

A sentence is a group of words that makes a complete sense.

A sentence must have a verb. It follows the structure- S+V+ O.

Kinds of sentences



Assertive/Declarative Sentences

A sentence makes a statement is called Assertive/Declarative sentence.

Ex- Rahul stood first in the class last year. He is late today.

Interrogative Sentences

A sentence that asks a question is called the Interrogative sentence.

Ex- Who are you? Have you taken your lunch? Do you agree with me?

Imperative Sentences

A sentence that expresses a command/request/advice is called the Imperative sentence.

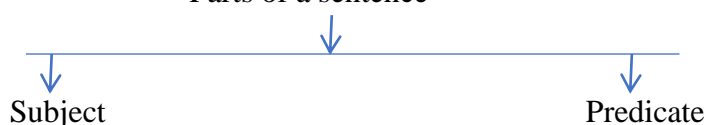
Ex- Bring me a glass of water. Please, forgive me. Do not smoke.

Exclamatory sentences

A sentence that expresses strong feelings or emotions is called the Exclamatory sentence.

Alas! I have ruined my life. How beautiful the Taj is! What a great fool I am!

Parts of a sentence



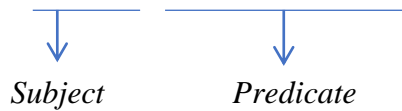
Subject-

The part which names the person or thing we are speaking about is called the Subject of the sentence.

Predicate-

The part which tells something about the Subject is called Predicate of the sentence.

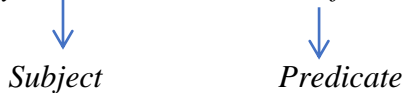
Example- *My father cooks food for me.*



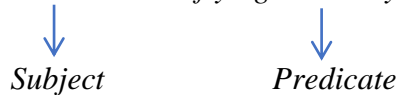
Boys are playing football on the ground.



My mother takes care of me.

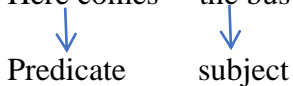


A black bird is flying in the sky.



Generally subject comes first but sometimes it is put after the predicate.

Here comes the bus



In imperative sentences subject (you) is hidden. It is understood. So the sentence starts from predicate.

Sit down (predicate)

Note- The teacher will take examples from the text book and give more exercises to the student for practice. The teacher will take help from grammar book developed by ELTI, or any authorised grammar book to teach Sentence and its kinds.

4. Tenses, Forms and Usage

Learning Outcomes-

The student will be able to-

- understand the tenses and their different uses.
- To understand the different forms of verbs and use them according to person, number and tense.
- Use different tenses in oral or in writing.

Presentation-

The teacher will teach tenses by giving examples of different structures of tenses.

1- *I write a letter.* 2- *I wrote a letter.* 3- *I will write a letter.*

In first sentence, verb refers to present time, in the second to the past time and in the third to the future time.

- *In first sentence, the verb- write is said to be in the Present tense.*
- *In second sentence, the verb-wrote is said to be in the Past tense.*
- *In the third sentence, the verb- will write is said to be in the Future tense.*

Therefore there are three main tenses-

<i>Present tense</i>	<i>Past tense</i>	<i>Future tense</i>
-----------------------------	--------------------------	----------------------------

- In Simple/Indefinite Present, Past and Future, the verb shows that the action is mentioned simply.
- In Continuous tense of Present, Past and Future tenses, action is mentioned as incomplete or continuous.
- In Perfect tense of Present, Past and Future tenses, action is mentioned as complete, finished or perfect.
- In Perfect Continuous tense:

Present Perfect Continuous Tense- It shows that an action started in the past and still continue in the present time.

Past Perfect Continuous Tense- It shows that an action started in the past and continued up to another point in the past.

Future Perfect Continuous Tense- It shows that an action will continue up to a certain point of time in future.

Tense may be defined as that form of a verb which shows the time and the state of an action or event.

Each tense has four forms-(a verb agrees with its subject in number and person)

Tense	Present	Past	Future
Simple	I write a letter.	I wrote a letter.	I will/ shall write a letter.
Continuous	I am writing a letter.	I was writing a letter.	I will/shall be writing a letter.
Perfect	I have written a letter.	I had written a letter.	I will/shall have written a letter.
Perfect continuous	I have been writing a letter for an hour.	I had been writing a letter for an hour.	I will/shall have been writing a letter for an hour.

- | | | |
|--|-------------------------|-----------------------|
| 1- Simple Present Tense- (do/does)- | He plays. | He does not play. |
| 2- Present Continuous Tense-(is/am/are) | He is playing. | They are playing. |
| 3- Present Perfect Tense (has/have) | He has played. | I have played. |
| 4- Present Perfect Continuous Tense- | (has/have been)- | She has been playing. |

- | | | |
|---|-----------------------|--------------------|
| 1- Simple Past Tense- (did)- | He played. | You did not play. |
| 2- Past Continuous Tense-(was/were) | He was playing. | They were playing. |
| 3- Past Perfect Tense (had) He has played. | I had played. | |
| • The patient had died before the doctor came. | | |
| • I reached the party after Meena had gone. | | |
| 4- Past Perfect Continuous Tense- (had been/had been)- | She had been playing. | |

- | | | |
|--|-----------------------------|-------------------|
| 1- Simple Future Tense- (will/shall)- | He plays. | He does not play. |
| 2- Future Continuous Tense -(will be/shall be) | He is playing. | They are playing. |
| 3- Future Perfect Tense (will/shall have-) | He has played. | I have played. |
| 4- Future Perfect Cont. T.- (will/shall have been)- | She will have been playing. | |

Note- The teacher will take examples from the text book and give more exercises to the student for practice. The teacher will take help from grammar book developed by ELTI, or any authorised grammar book to teach Tenses, Forms and Usages.

5. Active and Passive Voice

Learning Outcomes-

The learners will be able to-

- Understand the difference between active and passive voice.
- Understand the use of passive voice in different situations.
- Change the sentence (i.e. Assertive, Interrogative and Imperative sentences) into passive voice following appropriate changes.

Presentation-

The teacher will give two examples of active and passive voice and explain the difference between them.

Ex- Kavita writes a letter. (Active voice)

A letter is written by Kavita. (Passive voice)

Here the first sentence is in active voice in which the subject is the doer of the action and the second one is in passive voice in which the object (the new subject) is the receiver of the action. In active voice, the subject is the prominent whereas in passive voice, the object is the prominent or important. (The teacher can also use Hindi to convey the concept well.)

Generally passive voice is used to define objects, explain the process, to tell about any scientific experiment etc.

The teacher will explain **how active voice is changed in to passive voice-**

- Subject is changed into object.
- Object is changed into subject.
- Helping verbs is, am, are, was, were, has/have been, will/shall be are used.
- Past form or third form of the main verb should be used.
- Generally preposition 'by' is used before the object.

Structure- New **subject (object)** + **is, am, are, was, were (to be verbs)** + **v third form** + **by** + **new object (subject)**

Ex- He helps the poor. (A V) The poor is helped by him. (P V)

- The mouse ate the corn. (A V) The corn was eaten by the mouse. (P V)

In the same way, the teacher will deal with different kinds of sentences (interrogative and imperative) in passive voice.

- **Sentences in Present and past continuous tense-**
 - I am writing a letter. (A V)
A letter is being written by me. (P V)
 - I was singing a song. (A V)
A song was being sung by me. (P V)
- **Sentences in present, past and future perfect tense-**

- I have won the match. (A V)
The match has been won by me. (P V)
- He had eaten the meal. (A V)
The meal had been eaten by him.
- Siya will have played football.
Football will have been played by Siya.

- **Interrogative sentences**

- Have they helped you? (A V)
Have you been helped by them? (P V)
- Why does he beat his brother? (A V)
Why is his brother beaten by you? (P V)
- Who wrote the letter? (A V)
By whom was the letter written? (P V)

- **Imperative sentences- (Let + object + IIIrd form of the verb)**

To change Imperative sentence into passive voice, the sentence starts with 'Let' and the object is followed by 'be'

- Shut the door. (A V)
Let the door be shut. (P V)
- Do not insult the poor. (A V)
Let the poor not be insulted. (P V)

The sentences having Model Auxiliaries – (should/would/can/could/might/must + be +IIIrd form of the verb).

Ex-

- One should perform one's duty. (A V)
The duty should be performed. (P V)
- Everyone must respect the national flag. (A V)
The national flag must be respected by everyone. (P V)

***Note-** The teacher will take examples from the text book and give more exercises to the student for practice. The teacher will take help from grammar book developed by ELTI, or any authorised grammar book to teach Active and Passive voice.*

6. Direct and Indirect (Narration)

Learning Outcomes-

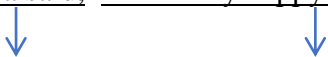
The student will be able to-

- Understand the difference between Direct and Indirect speech.
- To change the direct speech into Indirect speech.
- Use the direct and indirect speech in oral or written form.

Presentation-

The teacher will give examples of the Direct and Indirect speech and explain the difference between them. He/she will discuss the rules for changing the Direct speech into the Indirect speech. Example-

Direct- Mariya said, "I am very happy today."



Reporting Verb Reported Speech

Indirect- Mariya said that she was very happy that day.

In the first example, the words are actual or spoken directly by the speaker. It is called the Direct Speech. In the second example, the same words of direct speech are reported without quoting the actual words. It is called the Indirect Speech.

Rules for changing Direct and Indirect Speech-

Assertive sentences (Statements)

➤ **If the reported speech is assertive, following changes are made-**

- Reporting verb is changed into *tell/tells/told*.
- Conjunction '*that*' is used to connect R. Verb and R. Speech .

Direct- Savita says to me, "She wants to go to Delhi for further studies."

Indirect- Savita tells me that she wants to go to Delhi for further studies.

(if R. Verb is in Present/Future T., it will be changed in to tell/tells.)

➤ **If Reporting verb is in the Past tense, the following changes are made-**

Direct		Indirect
Present simple/Indefinite Tense	Changes into	Past simple/Indefinite Tense
Present Continuous Tense		Past Continuous Tense
Present Perfect Tense		Past Perfect Tense
Present Perfect Cont. Tense		Past Perfect Cont. Tense
Past simple/Indefinite Tense		Past Perfect Tense
Past Continuous Tense		Past Perfect Cont. Tense

Past Perfect Tense		No change
Past Perfect Cont. Tense		No change

Direct- He **said**, “ Kabir **gives** a pen to Radha”

Indirect- He said that Kabir **gave** a pen to Radha”

Direct- Harish **said** to me, “The cow **died** in the night.”

Indirect- Harish told me that the cow **had died** in the night.”

(But if the reported Speech is a universal fact or truth, No change regarding tense will be made in the Reported speech.)

Direct- The teacher said to me, “The sun **rises** in the east.”

Indirect- The teacher told me that the sun **rises** in the east.

➤ **Rules for changing Pronouns (Persons) –**

- *The First persons (I, we) are changed according to the subject of the Reporting Verb.*

Direct- He said to me, “I don’t believe **you**.”

Indirect- He told me that **he** didn’t believe **me**.

- *The Second person (You) is changed according to the object of the Reporting Verb.*

Direct- He said to me, “**You** don’t believe **me**.”

Indirect- He told me that **I** didn’t believe **him**.”

- *The third persons (he, she, it, they) are not changed.*

Direct- He said to me, “**They** are playing cricket.”

Indirect- He asked me that **they** were playing cricket.

Interrogative sentences (Questions)-

If the reported speech is Interrogative, following changes are made generally

- Reporting verb ‘said’ is changed into asked/ inquired.
- If /whether or W.H. word is used as conjunction.
- The speech is made in Assertive sentence.

Direct- He said to me, “*Were* you present at the ceremony?”

Indirect- He asked me if I had been present at the ceremony.

Direct- He said to me, “*What* do you want?”

Indirect- He asked me what I wanted.

Imperative Sentence (Commands and Requests)

If the reported speech is Imperative, following changes are made generally -

- Reporting verb ‘said’ is changed according to the sense of the Speech into advised/ requested/ ordered.
- The imperative mood is changed into the Infinitive.

Direct- He said, “*Please, help me, Sudhir*”

Indirect- He requested Sudhir to help him.

Direct- The teacher said, “Go and sit on your seat, Rohan.”

Indirect- The teacher ordered Rohan to go and sit on his seat.

Direct – My father said, “Do not waste your time.”

Indirect- My father advised not to waste my time.

Direct- He said to me, “Let me do my work, please.”

Indirect- He requested me to let him do his work.

Exclamatory sentences (Exclamations and Wishes)

If the reported speech is Exclamatory, following changes are made generally-

- Reporting verb ‘said’ is changed according to the sense of the speech into wished/ surprised/ exclaimed /exclaimed with sorrow/joy/praised.
- ‘that’ is used as conjunction.
- The speech is made in Assertive sentence.

Direct- He said to me, “*Alas! I am undone.*”

Indirect- He exclaimed with sorrow that he was undone.

Direct- He said to me, “Hurrah! We won the match.”

Indirect- He exclaimed with joy that they had won the match.

Direct- He said to me, “Bravo! You have done well.”

Indirect- He praised that he had done well.

Direct- He said to me, “How clever I am!”

Indirect- He exclaimed that he was very clever.

Note- The teacher will take examples from the text book and give more exercises to the student for practice. The teacher will take help from grammar book developed by ELTI, or any authorised grammar book to teach Direct and Indirect speech.

7. Punctuation Marks

Punctuation marks are the correct use of various stops and marks so as to make meaning of the sentence clear.

The principal marks of punctuation-

- 1- Capitals 2- Full stop (.) 3- Interrogation mark (?) 4- Comma (,)
5- Inverted commas (“ ”) 6- Apostrophe (') 7-Exclamatory mark (!)

Capital letters- Proper nouns start with capital letters.

Ex- Harman Singh is the captain of Indian hockey team. The Ganga is a holy river.

Full Stop (.) - full stop is used at the end of statements or commands.

Ex – God is kind to his children. One should keep one’s promise.

Interrogation Mark (?) - is used at the end of the interrogative sentences.

Ex- Do you like to dance? Where did you go yesterday?

Comma- (,)

Comma is used-

To separate more than two words-

Ex- I want a pen, a notebook and a bag.

Rice, wheat, sugarcane and tea are grown in our country.

To separate reporting verb from reported speech-

Ex- He said, “You have been suffering from fever since Monday.”

To separate day and month from year-

Ex- Mahatma Gandhi was assassinated on 30th January, 1984.

To address someone-

Ex- Aradhna , why are you making a noise?

Some other uses-

Ex- Dr A.P.J. Abdul Kalam, the missile man of India, was the 11th President of our country.

Yes, I can do it. No, I have not finished my work.

Inverted Commas (“ ”) - Inverted commas are used to indicate an indirect speech.

Ex- The teacher said, “Two and two make four.”

➤ “ Do it yourself, Ruhan.” said my father.

Apostrophe mark (') - Apostrophe mark is used to show possession or to indicate the omission of one or more letters.

Ex- Hari’s father is the Principal of my school.

Tanveer is playing with Mona’s doll.

Exclamation Mark (!) - Exclamation marks are used at the end of exclamatory sentences expressing sudden feeling or emotions. Interjection words are followed by exclamation mark.

Ex- May God bless you with happiness! May you live long!

What a naughty boy you are! How beautiful our house is!

Hurrah! We won the match. Alas! The little puppy passed away.

Note- The teacher will take examples from the text book and give more exercises to the student for practice. The teacher will take help from the grammar book developed by ELTI, or any authorised grammar book to teach the Punctuation Marks.

Composition Writing

Composition writing (Essays/Descriptive/Paragraph)

Learning Outcomes-

The learners will be able to-

- *Develop their linguistic capacity.(LSRW)*
- *Express their thoughts logically, briefly and effectively.*
- *Write the topic coherently and chronologically.*

Presentation- The teacher will introduce different kinds of composition writing through discussion.

Composition Writing may be divided into two categories–

Oral Composition

Written Composition

Oral Composition- The teacher will make the learners practice through different activities as-

-seeing a picture and describing it

-speaking a few sentences on a known subject

- describing a place, person and incident

Written Composition- *It may be divided into three categories.*

Controlled Composition

Guided Composition

Free Composition

(1) Controlled Composition-

It may be practiced through known vocabulary and sentence patterns or structures. The Exercises under controlled Composition are totally controlled in the beginning. As they advance, the control is relaxed and finally withdrawn. The teacher will provide the following exercises-

Conversation exercises, completion exercises, story writing, letter writing, paragraph writing etc.

Example- Complete the sentences with the help of the words given below-

(catching under bank on sailing flowing over)

The bridge is _____ the River. The river is _____ the bridge.

There is a boat _____ in the river. A boy is sitting _____ the _____ of the river. He is _____ fish.

Paragraph writing

A paragraph is a number of sentences grouped together and relating to one topic or a group of related sentences that develop a single point.

Important points for Paragraph writing-

- *A Paragraph must deal with one topic or idea.*
- *Sentences should be arranged according to their importance or order.*
- *The Paragraph of a composition could be of different lengths and not always of the same sentence construction.*

- A Paragraph should be divided into three parts

Topic sentence/Introduction- It states the idea or subject of a paragraph.

Main body- It develops the idea.

Conclusion sentence- It sums up the whole paragraph.

Example-

The Road

The Road is one of the greatest institutions of mankind. It is the Road which determines the sites of many cities and the growth and nourishment of all. It is the Road that gives its framework to all economic development. It is the Road which is the channel of all trade, and, what is more important, of all ideas. In its most humble function, it is a necessary guide without which progress from place to place would be a ceaseless experiment. It is a sustenance without which organised society would be impossible, thus the Road moves and controls all history.

In this paragraph, the first sentence states the subject. The body of the paragraph consists of sentences that are arranged in order. The whole paragraph is dealing with only one topic or idea. The final sentence sums up the whole.

Letter Writing

Letter writing is a skill that has to be developed. In general there are two types of letters: *Formal letter that is written to convey official business and information. Informal letter that is personal to communicate with friends and family.*

Format of a Letter

A letter generally has six parts. These parts should be placed in various positions on the page.

1. **The Address-** The position of the writer's address in a letter is the top left hand corner of the page.
2. **The Date-** The date is put on the left hand side under the writer's address. The date may be written in any one of the following ways-

As -	10 May 2020	May 10, 2020
	10th May 2020	May 10th, 2020

Note: *In formal letters a subject line should be added just above the salutation.*

3. **The Salutation-** The salutation is written under the date on the left hand side of the page. The form of salutation varies from person to person.
 - a. To members of the family- My dear father, Dear father etc.
 - b. To friends- Dear Sanju, My dear Maria etc.
 - c. To businessman- Dear Sir, Dear Sirs etc.
 - d. To officials- Sir/Madam.

4. **The Body-** This is the main part of the letter. It should be divided into paragraph and should be written in simple and clear language. It includes an introduction, the main information and a conclusion.
5. **The Subscription-** The subscription is written at the end of the letter under the body on the left hand side. It must correspond to the salutation.
 - a. **relatives-** Yours affectionately or Your affectionate son/brother
 - b. **friends-** Yours sincerely or Yours sincere friend
 - c. **businessmen/officials-** Yours faithfully
6. **The Signature-** The writer should put his/her name or signature (with designation in business and official letters) below the subscription.

Raman Sagar 2, Stanley road Prayagraj - 211001	✚	1. The Address
January 15, 2022	✚	2. The Date
Dear Ridhima	✚	3. The Salutation
It is long since you called on me.....	✚	4. The Body
Yours loving	✚	5. The Subscription
Signature	✚	6. The Signature of the writer

Formal Letter

A letter of complaint against a postman

Harbhajan Singh

10/31-Kidwai Nagar Prayagraj

2 Feb. 2022

The Postmaster

Tilak Nagar Post office

Prayagraj

Subject: Regarding complaint against a postman

Dear Sir

I regret to inform you that Mr. Dinesh Lal, the postman of our locality is not doing his duty properly. He is very irregular in delivering the letters. He does not put the letters in my letter box and

throws them in my courtyard. Sometimes he hands over the letter to the children playing in the street. As a result some of my important letters have been lost.

I have requested him so many times but he has not cared to listen, kindly instruct him to be more responsible in doing his duty.

Yours faithfully

Harbhajan Singh

Application for school leaving certificate

To

The Principal

St. Mary's School

Prayagraj

Date : February 28, 2022

Subject - Application for school leaving certificate

Madam

My father who works in State Bank of India, has been transferred to Delhi. He has to join duty next week and my entire family is shifting to Delhi by the end of this month.

Kindly issue me my school leaving certificate so that I may be able to get admission in a school in Delhi.

Yours obediently

Shashank Ahuja

Class VI

Roll No. - 12

Informal Letter

A letter to a friend congratulating him on his success

L-60 Kydganj

Prayagraj

February 20th, 2022

Dear Raman

I am very glad to know that you have secured 96% marks in your annual examination and have stood first in your class. This is the result of your hard work and dedication.

I think you must be very happy with your result. I am sure your parents must be feeling proud of you.

I am very happy and congratulate you on your success. Keep it up.

Your friend

Ansh Verma

Story Writing

For a good story writing, the following points must be kept in mind-

- The whole plot should be clear to the learner before starting to write a story.
- The given outlines must be followed in order.
- There should be connectivity between the points to make out the meaning.
- To fill in the details of actions, gestures or conversations, the learner must use his or her imagination so as to connect one point with the next.
- Where possible the learner should use dialogues or conversation to make the story natural or interesting.
- The conclusion of story is important. The whole story should lead towards the conclusion naturally.

(2) Guided composition

In Guided Composition Writing hints/clues are given to develop a thought.

Ex.- Write a composition on your favourite teacher following the given clues or hints.

My Favourite Teacher

- Introduction of the teacher (his name, subject, dress sense)
- His teaching manner or style
- His behaviour with the students
- The reason for your liking him/her (What do you like most in your favourite teacher?)

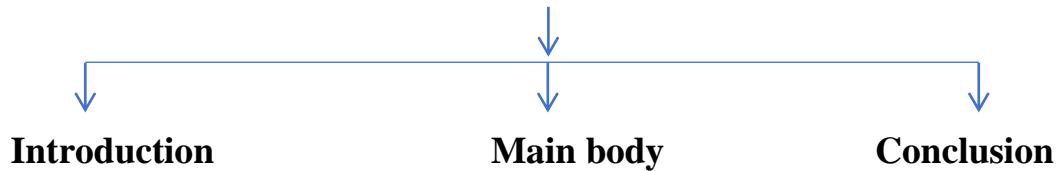
Free Composition

In Free Composition, the guidance is gradually reduced and the learners are encourage to write the topic on their own.

Essay Writing

Essay is defined as a literary composition on a subject. It expresses personal opinions or thoughts and also gives information about a subject.

Parts of an Essay



Introduction

It is the mirror of the whole composition that introduces main/general idea of the essay.

Main Body

This part develops the main idea of the top. The writer uses his imagination, perception and personal experiences to describe the topic effectively.

Conclusion

In this part the writer sums up the essay in brief. He/she describes the significance of the topic.

Article Writing

Article writing means to write a topic expressive and meaningful. An Article is generally about issues or subjects of day to day life that are published in a magazine, newspaper, annual bulletin etc. In an article the writer describes the facts of information briefly.

Format

Heading- Writer's name is added under the heading of the topic.

Introduction- In introduction, the subject is introduced clearly.

Body- After introducing the subject supportive content should be written. The length of the content must be determined. Paragraphs should be short and in simple language.

Conclusion

A conclusion must be included in an article that should have suggestions, recommendations or opinions.

Report Writing-

A report is brief information about an event or topic. It is generally based on facts and figures. A report includes a brief detail about the topic –consequences/effects, interpretation, proposals or suggestions.

A report has three parts– Introduction, Main body and Conclusion like an essay but the difference is that a report sticks to factual information while an essay is used to express personal opinions.

Format

Headline- The title of the report (topic)

By line – Write name and designation (under the topic)

Place and Date- Place of the event and date of publication

Introduction- The writer introduces the topic with its aim

Body- The writer develops the topic or event with facts, figure data and additional information. All the information should be arranged in sequence.

Conclusion- The writer sums up the topic in brief.

1. Write a report on the Craft Exhibition that was held in your college. Use the information given below to write your report in about 80-100 words

- Time and place
- Inauguration
- Chief guests
- Exhibited craft items
- Activities
- Vote of thanks
- Conclusion

Note- The teacher will take examples from the text book and give more exercises to the student for practice. The teacher will take help from the grammar book developed by ELTI, or any authorised grammar book to teach different kinds of composition writing.

Translation

Learning Outcomes

The students will be able to-

- To write different kinds of sentences in English correctly.
- To know the correct use of tenses, vocabulary and parts of speech in the sentences.
- To translate a Hindi paragraph into English.

Presentation

The teacher will teach how to translate Hindi sentences into English. He/she will deal with the Hindi sentences dealing with a particular parts of speech and tense so that the students can make clear the particular structure at a time. Gradually he/she will proceed with different kinds of structures in English.

Important points for translation-

The students should-

- Read the Hindi paragraph carefully
- Have a better understanding of Grammar and syntax
- Avoid the literal translation and translate the passage according to sense and meaning.
- Use punctuation marks correctly.
- Use simple vocabulary to make the translation conveying.
- **Translate the following into English.**

Exercise: 1

जब मैं स्टेशन पहुँचा तो रेलगाड़ी छूटने ही वाली थी। मैंने जल्दी-जल्दी में टिकट खरीदा। टिकट की कीमत केवल बारह रुपये थी। मैंने रेल बाबू को दस-दस के दो नोट दिये। जल्दबाजी में मैं उनसे आठ रुपये लेना ही भूल गया। मैं दौड़कर प्लेटफार्म पर गया। वहाँ पहुँचा ही था कि गाड़ी चल दी। गाड़ी ने शीघ्र ही गति पकड़ ली और मैं मूर्ख की तरह उसे प्लेटफार्म से बाहर जाते हुए वहाँ खड़ा-खड़ा देख रहा था।

Hints: छूटनेवाली—about to start, जल्दी-जल्दी में—in haste, भूलगया—forgot, शीघ्र ही—within no time, खड़ा— खड़ा- while standing

Note- the teacher will take examples from the text book and give more exercises to the student for practice. The teacher will take help from the grammar book developed by ELTI, or any authorised grammar book to teach how to translate Hindi paragraph into English.

Unseen Passage

Learning Outcomes

The learners will be able to-

- Develop an interest in reading different kinds of passages.
- Develop an ability to grasp the meaning of the passage.
- Comprehend the meaning of the text and answer the questions in their own words.
- Develop an ability to infer the meaning within the text.

Presentation

The teacher will encourage the students to read a particular passage and then he/she will ask them to explain the passage in their own words. Now the teacher will ask the questions based on passage orally to check their comprehension. The teacher will ask them to write the answer in their notebooks.

Points to remember

- Read the passage carefully to know a basic idea of comprehension.
- Comprehend the meaning of the text line by line.
- Underline the important words or lines that make out the theme or general idea of the passage.
- Read the questions carefully and answer briefly.
- Answer in complete sentence.
- Answer to the questions according to their nature either they are inferential or factual.

1. Read the following passage carefully and answer the questions given below:

Vitamins were discovered by Lunin in 1881. They may be defined as organic substances which are essential for the growth of the body; they are required in small amounts. If a man does not take food, containing vitamins he can suffer from various diseases. So far, about twenty vitamins have been discovered. They have been named as A, B, C, D, E, K, P etc. Each of them performs a definite function.

The most important vitamins are A, B and C. Vitamin A is present in cod liver oil, milk, butter, eggs and green vegetables. It is very necessary for the growth of the body and for the protection of the skin and other delicate parts of the body. It checks infection and keeps the eyes healthy. Vitamin B is found mainly in cereals, yeast, green vegetables and eggs. Its shortage leads to a disease called ber-beri. Vitamin C is present in large amounts in oranges, lemons and fresh fruits. Milk is also a good source of vitamins. Its deficiency causes diseases like scurvy.

1. Which vitamin is responsible for dermatitis?

- a. Vitamin 'K'
- b. Vitamin 'B'
- c. Vitamin 'C'
- d. Vitamin 'A'

2. Deficiency of vitamin 'B' causes-

- a. Beriberi
- b. Infections
- c. Scurvy

d. All of them

3. The fruits that contain large amount of Vitamin 'C' are -

- a. Oranges, Apple, Lemon
- b. Guava, Apple, Grapes
- c. Oranges, Lemons, Fresh fruits
- d. Banana, Apple, Pineapple

Answers: 1. (d) 2. (a) 3. (c)

2. Read the following passage carefully and answer the questions given below:

There seems to be a general opinion in the country that Sardar Patel was slightly of a harsh and rough temperament. Men call him the Iron man of India. He was, no doubt, an iron man in the sense that one could rely on him for strict and efficient administration. But as a man, to those who had the good fortune of coming into close contact with him, he was kind and considerate. At times, he even became emotional, where his personal friends and followers were concerned. However, it goes without saying that the Sardar had the great skill for organizing affairs. He knew the way of picking people and putting them in their proper places. Once he judged a man and found him truthful, he trusted him fully and got him to do anything he wanted.

1. What is the general perception of people about the behaviour of Sardar Patel?

- a. He was slightly of a harsh and rough temperament.
- b. He was kind and considerate.
- c. He was a misanthropist.
- d. He was very optimistic.

2. Sardar Patel is known as-

- a. Iron man of India
- b. Silver man of India
- c. Strong man of India
- d. National father of India

3. We call Sardar Patel an Iron man, because-

- a. He had a great skill for organizing affairs
- b. He was very kind and considerate
- c. He knew the way of picking people and putting them in their proper place
- d. He was an efficient and strict administrator

Answers: 1. (a) 2. (a) 3. (d)

Model Paper 2023-24

Class- IX

Subject – English

Time: 3 Hr.15 Mins.

MM:70

General Instructions:

- (i) First 15 minutes are allotted to candidates for reading the question paper carefully.**
- (ii) All questions are compulsory.**
- (iii) This question paper is divided into two parts-Part-‘A’ and Part-‘B’**
- (iv) Part ‘A’ consists of multiple choice questions.**
- (v) There are 20 multiple choice questions carrying 1 mark each.**
- (vi) Part ‘B’ consists of descriptive type questions.**
- (vii) Marks are indicated against each question.**

Part – ‘A’

20 × 1 =20

(Q. 1-3): Read the following passage carefully and choose the correct option to answer the questions that follow:

Subhash Chandra Bose was a great leader of India. His countrymen called him ‘Netaji’ because he led them on the right path. He was imprisoned many times. But he soon found out that more efforts should be made to make India free. The British power was getting weaker in the Second World War. He thought of shaking it from all sides.

One day, he escaped from Calcutta in the guise of a Pathan’ and went to Germany via Peshawar. From Germany, he went to Japan. He organised the Indian National Army that fought many battles against the British forces. He said to his countrymen “Give me blood and I will give you freedom.”

1. Who was Subhash Chandra Bose?

- | | |
|---------------------|-------------------|
| (a) great leader | (b) great teacher |
| (c) great scientist | (d) none of these |

2. “Give me blood and I will give you freedom.” Who said this statement?

- (a) Mahatma Gandhi
- (b) Jawahar Lal Nehru
- (c) Subhash Chandra Bose
- (d) Moti Lal Nehru

3. Indian National Army’ was organised by_____.

- (a) Subhash Chandra Bose
- (b) lokmanya tilak
- (c) Jawahar Lal Nehru
- (d) Mahatma Gandhi

Q.4-8) Choose the correct option to answer the following questions:

4. If you don’t not any work you are_____.

- (a) lazy
- (b) active
- (c) laborious
- (d) all of these

5. It has been raining_____ morning.

- (a) from
- (b) since
- (c) for
- (d) by

6. He_____ me against eating junk food.

- (a) advised
- (b) told
- (c) suggested
- (d) said

7. The sun rises_____ the east.

- (a) at
- (b) in
- (c) into
- (d) on

8. Can you give me _____ glass of water?

- (a) a
- (b) an
- (c) the
- (d) none of them

9. Read the passage given below and answer the questions that follow:

Rush hour crowds jostle for position on the underground train platform. A slight girl, looking younger than her seventeen years, was nervous yet excited as she felt the vibrations of the approaching train. It was her first day at the prestigious Royal Academy of Music in London and

daunting enough for any teenager fresh from a Scottish farm. But this aspiring musician faced a bigger challenge than most: she was profoundly deaf.

(i) Who is the author of The Sound of Music?

- | | |
|---------------------|--------------------|
| (a) Deborah Crowley | (b) Robert Frost |
| (c) John Updike | (d) Evelyn Glennie |

(ii) What does the word 'Jostle' mean?

- | | |
|-------------------------------|---------------------------------|
| (a) Force your way by pushing | (b) Request your way by pushing |
| (c) Wander aimlessly | (d) None of these |

Q.N. 11-13) Choose the correct option to answer the following questions:

11. What was the problem with the girl?

- | | |
|------------------|----------------------|
| (a) she was dumb | (b) she was lame |
| (c) she was deaf | (d) she was crippled |

12. At what age did Evelyn lose hearing ability?

- | | |
|--------|--------|
| (a) 7 | (b) 8 |
| (c) 16 | (d) 11 |

13. What nightmare did Kezia have?

- | | |
|--|--|
| (a) A giant with a knife | (b) A butcher with a knife and rope |
| (c) An accident across the countryside | (d) A dreadful smile of the Macdonalds |

Q.N. 14-15) Read the given extract and choose the correct option to answer the following questions:

Away, away in the Northland,
Where the hours of the day are few,
And the nights are so long in winter
That they cannot sleep them through;

(i) Name the poem.

- | | |
|-------------------------------|----------------------|
| (a) A Legend of the Northland | (b) Rain on the Roof |
|-------------------------------|----------------------|

(c) The Road Not Taken

(d) Wind

(ii) Who is the poet of A Legend of the Northland?

(a) Ruskin bond

(b) Phoebe Cary

(c) Subramania Bharati

(d) Coates Kinney

(Q.N. 16-20) Choose the correct option to answer the following questions:

16.What should people do to make wind friendly according to the poet ?

(a) Build strong homes

(b) Joint the doors firmly

(c) Disrespect the wind

(d) Both (a) and (b)

17.The poet describes wind as_____.

(a) A creator

(b) A destroyer

(c) Both (a) and (b)

(d) Neither (a) nor (b)

18.What does the poem ‘Wind’ teach us?

(a) that one must be coward

(b) that one must shun one’s responsibilities

(c) that one must be brave enough to face all the obstacles of life

(d) Both (a) and (b)

19. The man lifted the child_____.

(a) high.

(b) and then dropped.

(c) in his arms.

(d) up twice

20. What is the meaning of hive?

(a) A farmland

(b) A place occupied by too many

(c) place at a countryside

(d) market place

Section A**Reading****7 Marks****1. Read the following passage and answer the questions that follow:**

Caged behind thick glass, the most famous dancer in the world can easily be missed in the National Museum, Delhi. The Dancing Girl of Mohenjo-daro is that rare artefact that even school children are familiar with. Our school textbooks also communicate the wealth of our 5000 year heritage of art. You have to be alert to her existence there, amid terracotta animals to rediscover this bronze image.

Most of us have seen her only in photographs or sketches, therefore the impact of actually holding her is magnified a million times over. One discovers that the dancing girl has no feet. She is small, a little over 10 cm tall the length of a human palm-but she surprises us with the power of great art-the ability to communicate across centuries.

A series of bangles of shell or ivory or thin metal-clad her left upper arm all the way down to her fingers. A necklace with three pendants bunched together and a few bangles above the elbow and wrist on the right hand display an almost modern art. She speaks of the undaunted, ever hopeful human spirit. She reminds us that it is important to visit museums in our country to experience the impact that a work of art leaves on our senses, to find among all the riches one particular vision of beauty that speaks to us alone.

1.1. On the basis of your reading of the above passage answer the following questions.

(a) The Dancing Girl belongs to_____.

- i. Mohenjo-daro
- ii. Greek culture
- iii. Homo sapiens
- iv. Tibet

(b) In the museum she's kept among_____.

- i. dancing figures
- ii. bronze statues
- iii. terracotta animals

iv. books

(c) The synonym of the word “among” in para 1 is_____.

(d) The size of the dancing girl is equal to the length of human palm. (True/False)

Section B (Writing)

2. (a) write an application to the principal of your school company against insufficient supply of water in your school.

Or

4 marks

(b) Write a letter to your friend inviting him to attend the marriage party of your elder brother.

3. Write an article about 80-100 words on any one of the following:

6 marks

(a). Water conservation

Or

(b) World environment day

Section C Grammar

4. (a) Rearrange the word cluster to make a meaningful sentence.

6 marks

/roses /red/ the /in /garden /my /beautiful /are.

(b) Change the following sentences into passive voice:

We should protect the natural habitats.

(c) Change the following sentences by changing into indirect speech:

She, “Let us wait for our children.”

(d) Translate the following sentences.

4 marks

डा० ए०पी०जे० अब्दुल कलाम भारत के एक महान वैज्ञानिक थे। वह एक सामान्य छात्र थे परन्तु नई चीजों को सीखने के लिए हमेशा तत्पर रहते थे। राष्ट्रपति बनने से पूर्व ही उन्हें भारत रत्न मिल चुका था। वे सदैव युवाओं के लिए प्रेरणास्त्रोत रहे हैं।

Section D Literature

5. Answer the following questions in about 30-40 words each:

3+3=6

(a) How did grandfather take Toto to Saharanpur?

Or

What did Margie write on the page headed 17 May 2157 in her diary?

(b) What was Ron Forbes advice to her?

Or

Why was pungli banned? Who banned it?

6. Answer any one of the following in about 60 words.

4 marks

(a) Give a character sketch of Kezia?

(b) Why does the world remember Einstein as a “world citizen”?

7. Answer the following questions in about 40 words each:

3 marks

(a) Which road was taken by the poet?

Or

(b) Write four lines from any poem prescribed in your syllabus?

8. Write the central idea of any of the following poems in about 40- 50 words: 3 marks

(a) The Road Not Taken

(b) Rain on the Roof

(c) Wind

9. Answer any one of the following in about 30-40 words.

3 marks

(a) Describe Abdul Kalam’s early life in your own words.

(b) What seemed to comfort George?

10. Answer any one of the following in about 60 words.

4 marks

(a) Give a brief description of Pashupatinath temple and the Baudhnath temple?

(b) How did Ishwaran describe the women ghost?

