

# **Empowering Language Teachers**

**English for IX & X**



**State Council for Educational Research and Training**  
Varun Marg, Defence Colony, New Delhi-110024

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## **English for IX & X**



**State Council for Educational Research and Training**  
Varun Marg, Defence Colony, New Delhi-110024

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## **About the Handbook**

The National Curriculum Framework (NCF) 2005 places a major concern in school education on quality, child centered approach and emphasizes upon the need to connect the knowledge to the world outside school. So, a teacher needs to be prepared to cater to the needs and demands of our learners arising in the school context. The teacher education curriculum, therefore, needs to be in consonance with the curriculum framework for school education which in turn requires a fresh approach to teacher preparedness.

This handbook brings to you the ways and means of making the English language classrooms for our secondary learners, more effective and conducive to learn the language. Developed by teachers who had attended training by TESOL, their new learnings have been incorporated in this handbook so that it may also be shared with our fellow teachers.

Language is an integral part of learning, and plays a key role in classroom teaching and learning. Proficiency in the language is of paramount importance for the students. It also helps our learners to learn other subjects. This handbook brings in aspects of learning and teaching which a teacher should add to her/ his knowledge in order to provide meaningful experiences for learners in their attempts to learn the English language. It provides suggestions for adapting and modifying teaching and learning activities to cater to the needs of all learners. It would be effective if the suggested tasks and activities are carried out in pairs and groups. It offers support to our fellow teachers to improve the learning outcomes of all students.

The emphasis is on reinforcing the language learning skills of the students of Classes IX and X. Various Strategies to deal with Reading, Writing, Grammar, Textbooks, Poetry, Prose and Novels included in the handbook to enrich the English language learning experiences of the students.

We invite suggestions and comments for the improvement of this handbook.

**Dr. Meena Sehrawat**

## **For Classes IX and X**

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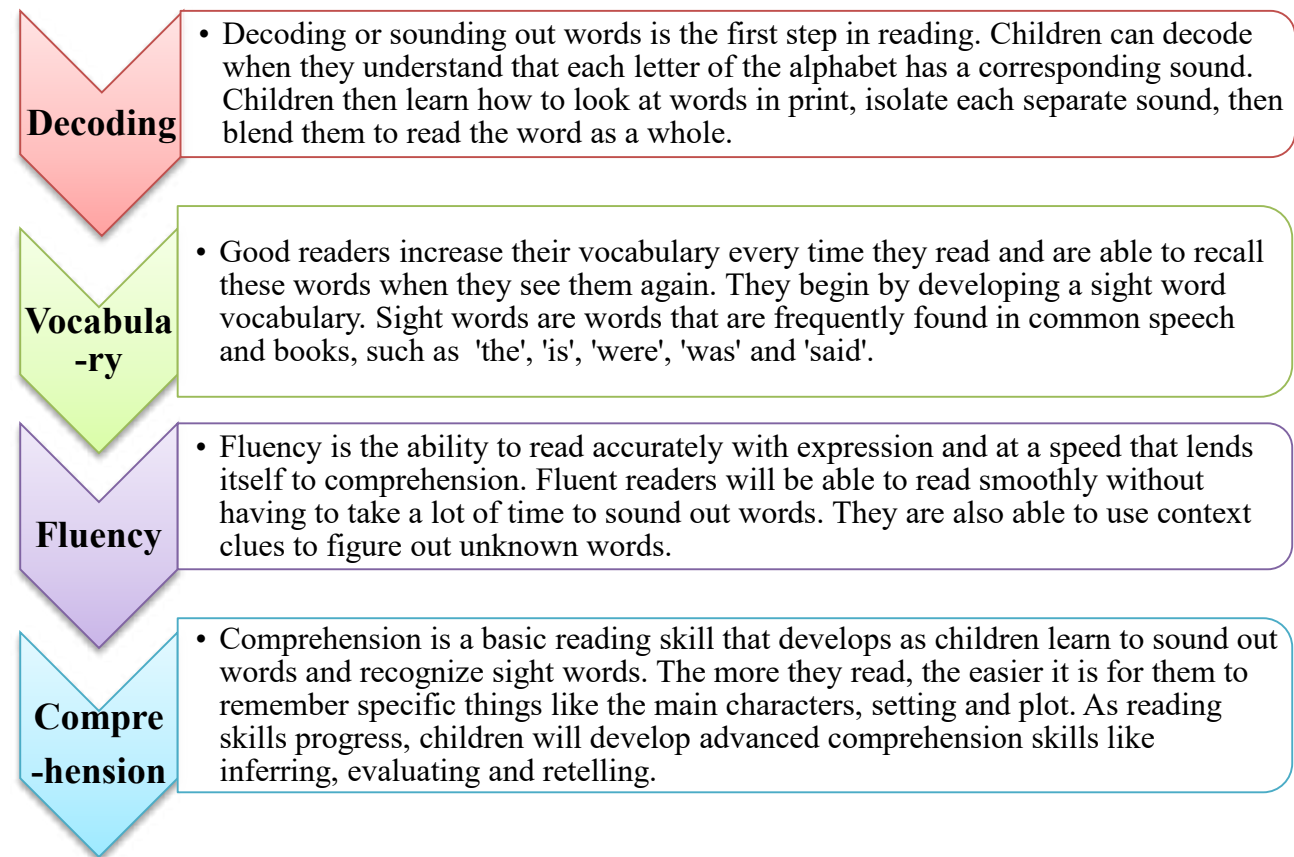
## SECTION-1 READING

### Introduction

#### **What do we mean by Reading in English language?**

Reading is a process of constructing meaning by interacting with text; as individuals read, they use their prior knowledge along with clues from the text to construct meaning. It is not only about decoding the symbols, but to gain knowledge by understanding the text. A language-rich environment is the foundation on which reading comprehension is based and this is where we as teachers can help our students, by providing the strategies and skills to create effective readers in our classrooms.

#### **What are some of the basic skills required for effective reading?**



### Decoding

Decoding skills are helpful in constructing the meaning of the written symbols of any language. This is a beginning level where the students need help in sounding out letters, blending their sounds into words and understanding their usage in sentences. Students come with this skill in grade IX and X. Here our work as a teacher is to use strategies that focus on pre-reading

tasks, developing vocabulary related to sight words, mediate reading instruction, phonics, and if possible individual language instruction to help students learn.

### **Activities to practice decoding with students in need**

#### **I DO, WE DO AND YOU DO! (*Sounding Words*)**

This is an activity which gives hand holding a sequence, where students are taken from **Presentation by the teacher** to **Practice by the class** and then **Performance by the students**.

First, the teacher sounds the words. Then, the students sound the words as whole group participation. Finally, the students sound the words individually.

There can be many variations in terms of selection of words from the text **sight words, blends or three letter / four letter words etc. from the text**.

#### **Newspaper Highlights (*Sight words*)**

1. Pick a target for the day. Perhaps your students are working on a few sight words this week, such as “the”, “they”, “this”, “There”, “their”....and so on. Have them search through the newspaper and highlight the words as often as they can find them.
2. The next day, choose a different focus. Maybe you can look for all the words that start with the same sound as “Wednesday”, “wet”, “watch”, “welfare”....and so on. You could also have your students highlight a few of the words they don't recognize, and then look up the definitions in order to improve vocabulary.
3. You would like set a weekly goal for your beginner students and write it on the calendar. At the end of the week, if they reach the goal, reward them for their efforts. It will be the “highlight” of their day!

### **Vocabulary**

Vocabulary is the foundation skill that improves our reading comprehension and we can also say that reading improves our vocabulary. So, both are interdependent. Good reading habits enrich the word-bank of students. The key here is to bring in the previous knowledge of words to infer the meaning of new words. This can be done with each new reading task that is taken up in the class.

### **Activities to Improve Vocabulary while Reading**


#### **Word Attack**

In order to find the meaning of an unfamiliar word one can use this strategy –

**Example:**

# WORD ATTACK

## Reading Strategies

	<b>Chunky Monkey Chunk the Word!</b> Look for a "chunk" that you know (-and, -art, -old, -ing) Look for a word part (be-, -er)
	<b>Eagle Eye Look at the Pictures!</b> Look at the pictures for clues to help figure out the word.
	<b>Stretchy Snake "S-t-r-e-t-c-h" it Out!</b> Stretch the word out slowly. Put the sounds together to figure out the word!
	<b>Lips the Fish Get Your Lips Ready!</b> Say the first few sounds of the word out loud. Read to the end of the sentence and say the sounds again!
	<b>Skippy Frog</b> <b>Skip It, Skip It!</b> Skip the word. Read to the end of the sentence.
	<b>Tryin' Lion Try it Again!</b> Try to read the sentence again. Try a word that makes sense.
	<b>Helpful Kangaroo Ask for Help!</b> After you have tried all of the other strategies, ask for help.
	<b>Flippy Dolphin Flip the Vowel Sound</b> If you tried the short vowel sound, try it with the long vowel sound. Which one makes sense?

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### Vocabulary in Context

- Use contextual clues
- Try to guess the word from the given text and find out the position of the word
- Read the sentence before and after the word which will provide the sufficient clues to get a broad meaning and then to arrive at the desired meaning

### **Example:**

Let us look at these lines from the lesson **The Lost Child**, Class IX **Moments**



“I want that toy,” he pleaded. His father looked at him red-eyed, in his familiar tyrant’s way.

**Tyrant** means.....

**When we look at words around the given word....**

Child pleaded

Looked at him red-eyed

**It can be inferred that the father is angry and a boy is asking for a toy fearfully.**

We arrive at the meaning- a scary/ angry person, an oppressor, who is feared.

### **Fluency**

Fluency is the ability to read a text accurately, quickly, and with expression. Readers, who have not yet developed fluency, read slowly, word by word. Their oral reading is uneven. Since fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the text means. The three components of FLUENCY are-

- *Accuracy* involves reading words correctly.
- *Automaticity* is recognizing words automatically, without having to decode or process them.
- *Prosody* is when the reader includes the patterns of rhythm and sound, stress and intonation while reading.

### **Activities that can Improve Fluency in Students**

#### **Read Aloud**

The best way for students to know how good readers *sound* when they read is to *listen* to a good reader. There are numerous texts that make appropriate read-aloud(s) for secondary students. A read-aloud is typically a 5-20 minute activity, during which the teacher reads aloud to the whole class. It is usually conducted at the beginning or at the end of the class. The teacher can choose a text (novel, non - fiction, newspaper article, magazine article, etc.) that is specifically related to the day’s content lesson. Modeling fluency can be the primary purpose of the read-aloud. It is recommended that the teacher be familiar with and ‘practice’ reading the text ahead of time. If the teacher makes an error during the read-aloud, the students will benefit from a resulting ‘think-aloud’. This provides a perfect time to discuss the components of fluency and its importance.

#### **Punctuate Your Fluency**

- Explain to the class that **punctuation** is the usage of marks to make the meanings of sentences clearer.

- Have students name some punctuation marks that they already know.
- Write down a few non-punctuated sentences on the board. For example: I went to the park yesterday I had a great time What did you do yesterday.
- Ask the students to suggest ways to punctuate the sentences.



### Reading Comprehension

English language learners (ELLs) often have problems mastering the concepts of Science, Math or Social Science because they cannot comprehend the textbooks for these subjects. ELLs at all levels of English proficiency and literacy will benefit from comprehension skills that can be taught and applied to all reading situations. These include:

- **Summarizing** teaches students how to look for the most important ideas in a text, ignore irrelevant information and to integrate the central ideas in a meaningful way.
- **Sequencing** refers to the identification of the components of a **story** — the beginning, middle, and end It also refers to the ability of the learners to retell the events within a given text in the order in which they occur.
- **Inference** figuring out something that the author did not directly say. You can take the help of clues that are in the text, or your own observation and background knowledge.
- **Comparing and contrasting**-To compare means to identify the similarities and differences between two entities and to contrast means to identify only the differences.
- **Background knowledge** refers to the connections students make to the content while they are reading; try to make sense out of what they read by seeing how it fits with what

they already know. Background knowledge plays an enormous role in enhancing the reading comprehension of students.

- **Distinguishing between fact and opinion** is a vital critical thinking and reasoning skill. The main difference between facts and opinions is that facts can be verified, or checked for accuracy.
- **Finding the main idea** or the **central** or the most important **idea** in a paragraph or passage. It states the purpose and sets the direction of the paragraph or passage.

### Some Strategies for building ELL Comprehension skills

- **KWL Chart**

The above text can be taken for reading comprehension by participants. The facilitator can ask participants to tabulate the terms given above into a **KWL**(Know-Want to know-Learnt) Chart (*Summarizing, sequencing, inference, comparing and contrasting, relating to background knowledge, distinguishing between fact and opinion and finding the main idea*)

K-W-L Chart		
Topic: _____		
What I Know	What I Want to Know	What I Learned

- **Partner Reading**

This activity is to be done in pairs. Partner-1 gets one part of the text and Partner-2 gets another part of the text. Both of them summarize their part and explain it to the partner. Large texts can be read and summarized by this strategy.

**\*\* Extract given at the end from the lesson *Letter to God (First Flight, Class-X)***

After students read the text, the teacher can ask contextual questions to check for comprehension. Both partners can answer.

- 1. What did Lencho hope for?*
- 2. Why did Lencho say the raindrops were like 'new coins'?*
- 3. How did the rain change? What happened to Lencho's fields?*
- 4. What were Lencho's feelings when the hail stopped?*

- **Jigsaw Reading**

Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to build their comprehension skills by helping one another. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team.

**\*\* The techniques of reading can be taken up here for *Jigsaw reading*.**

**\*\*Techniques of reading (given at the end of this section)**

Skimming

Scanning

Intensive

Extensive

- **Sequencing**

After students read a text, its summary in points can be arranged in a non-sequenced order. Students will put them in sequence. This can be practiced on textbook chapters to develop sequencing skills that the students can apply in unseen text as well.

**Example- The Adventures of Toto (Moments, Class-IX)**

	Toto was finally accepted at home.
	The family members found difficult to adjust to him, so he was sold back to the tonga driver for three rupees.
	Toto's arrival was kept as a secret from grandmother.
	He travelled to Saharanpur with grandfather in a canvas bag.

	He was kept in a stable, where he troubled Nana, the pet donkey.
	He poked his head out of the bag and grandfather had to pay a fine of three rupees to the ticket collector.
	Grandfather bought Toto the monkey from a tonga driver for five rupees.

- **Think-Pair-Share**

This strategy is particularly helpful when students are starting with a new text/story. The teacher can give the students some questions that are related to the text, students are given time to think and guess the answers on their own. Next, they pair with a partner and discuss their thoughts. Lastly, they share their ideas with the whole class.

**Example:**

**Mijbil, the Otter (First Flight, Class X)**

Imagine someone has gifted you a pet. With your partner's help, make a list of the things you need to know about the pet in order to take good care of it. One has been done for you.

- (i) The food it eats.
- (ii) \_\_\_\_\_
- (iii) \_\_\_\_\_
- (iv) \_\_\_\_\_
- (v) \_\_\_\_\_

- **Questioning**

After the ELLs and/or whole class have completed the reading comprehension activities above, you can anchor or test their comprehension with carefully crafted questions, taking care to use simple sentences and key vocabulary from the text. These questions can be:

- **Local-** Local comprehension is the skill of reading a piece of text closely or intensely for the purpose of extracting specific information from the text.
- **Global-** Global comprehension is the understanding of a longer text in its totality.
- **Inferential-** It refers to the meaning inferred from the clues available in the text.

**Reading comprehension-‘Wh’ family**

<b>Who</b> is a person 	<b>What</b> is a thing or an action 	<b>When</b> is a time 
<b>Where</b> is a place 	<b>Why</b> is the reason something happened 	<b>How</b> is a number or a the way something is done 2 or 

Who?

**Who** is that boy?

My brother Tom



When?

**When** is the party?

On Friday at 2 o'clock



What?

**What** is on the table?

There is a pencil.



Why?

**Why** are you late?

Because I missed my bus.



Where?

**Where** is your book?

It is in the bag.



Which?

**Which** is your apple?

The green one.



### **Find your Ally (Activity)**

We have a list of almost all kinds of WH questions with their usage and examples. The facilitator can cut out each of the columns and rows and randomly distribute it among the participants. After this the participants need to look out for their corresponding allies/members, who have the remaining parts. Once all three are together, they need to sit together and discuss the **questions** and finally, share it with all.

**\*\* Annexure has the table which can be cut out into slips of paper.**

### **Seen Passages (RTC)**

“I wouldn’t throw it away.”

- (i) Who says these words? (Tommy)
- (ii) To whom these words are said? (Margie)
- (iii) What does ‘it’ refer to? (Telebook)
- (iv) What is it being compared with by the speaker? (With a printed book)

**\*\* Questioning is used here.**

### **How to handle an unfamiliar text?**

- We should read a text quickly or skim it to get a general idea of its meaning. At a glance one gets to know what exactly the passage is all about.
- Read again marking the important words or points
- One should not stop even if one does not understand a word, phrase or sentence.
- Read the questions
- You may read the questions using them as a lead to the meaning
- If one is not able to get the answer to a question, proceed to the next
- Sometimes even words in a question can lead one to an answer

#### **Points to remember to deal with an unfamiliar text**

- Answer to the first question lies in the initial paragraph or section of the text
- Normally the first question is factual/local and is easy to answer
- The difficulty level of the question increases in subsequent questions.
- The global and inferential questions are normally given towards the end
- Start with easy texts then move to difficult texts
- Proceed from familiar to unfamiliar, factual to inferential and discursive and then to analytical texts
- For practice purposes teacher can initially use texts on familiar topics e.g. passages can be selected from the textbooks which have not yet been taught.

### **Unseen passage**

- A) I was teaching three groups of young learners, ten to fourteen year-olds and the syllabus included a component using a video with an accompanying reader. Students generally respond well to video, probably because of the associations with pleasure and the visual excitement, but what about the reader? I had never had the option of using the reader alongside the video, so I really wanted to experiment with it and find out how the students would respond to different activities based on the two media, and in particular to the reader.

My first step was to ask students if they read for pleasure, making sure I did this in small groups or individually so as to eliminate the influence of peer pressure. After all, I thought, there might be students who really loved reading but didn't want to say in front of their classmates. However, the only reading these groups of teenagers seemed to do was for schoolwork and preparation for tests and more tests. Reading at home, going to libraries, or swapping books with friends was definitely not part of their daily life. We constantly hear about a new reading culture in the UK, brought about by the Harry Potter books and the wealth of other equally good books and authors for the young at heart. However, the fact that it is cool to read and to be seen reading seems to have had little impact on youngsters in many other countries.

**What do you think the passage is about? (Global)**

**Do teenagers read for pleasure? (Inferential)**

B) Many animals are able to communicate with each other very well – but none of them can talk as we do. That is, no animals use words. Birds cry out and make sounds that other birds understand. Smells, movements, and sounds are used for communication by animals, through which they express joy or anger or fear. Human speech is a very complicated process, which no animal can perform. One reason is that in a very special way we use a whole series of organs to produce the sounds we want to make when we utter words. The way our vocal cords are made to vibrate, the way the throat, mouth and nasal cavities are adjusted, the way the lips, teeth, lower jaw, tongue, and palate are moved – just to make vowel and consonant sounds, is something animals can't do. They cannot produce a whole series of words to make a sentence. And there is another, perhaps more important reason why animals can't talk. Words are only labels for objects, actions, feelings, expressions and ideas. For example, the word 'bird' is a label for a living, flying object. Other words describe its colour, shape, flying and singing. Still other words would be used to tell what the speaker thinks or feels about the bird or its actions. For human beings, therefore, the use of words means the use of labels or symbols, and then organizing them in a certain way to communicate something. This requires a degree of intelligence and logical thinking that no animals have. So, they can't talk the way people do.

**A. Communication in animals is made through**

a. smells, movements and sounds



- b. smells, setting and flying
- c. smells, sitting and running
- d. smells, sitting and eating

**B. The emotions which are expressed by birds are**

- a. joy, love, hate
- b. joy, jealousy or zeal
- c. joy, fear or anger
- d. joy, cry or anger

**C. Animals cannot talk like us as human speech is a**

- a. complete process
- b. easy process
- c. complex process
- d. confused process

**D. For using words properly human beings require**

- a. a degree of graduation
- b. intelligence and logical thinking
- c. logical thinking and vocal cords
- d. logical thinking and imagination

**E. The noun form of 'communicate' is**

- a. communicative
- b. communicated
- c. communication
- d. communicating

## **ANNEXURE**

### **Letter to God**

#### **Partner-1**

THE house — the only one in the entire valley — sat on the crest of a low hill. From this height one could see the river and the field of ripe corn dotted with the flowers that always promised a good harvest. The only thing the earth needed was a downpour or at least a shower. Throughout the morning Lencho — who knew his fields intimately — had done nothing else but see the sky towards the north-east. “Now we’re really going to get some water, woman.” The woman who was preparing supper, replied, “Yes, God willing”. The older boys were working in the field, while the smaller ones were playing near the house until the woman called to them all, “Come for dinner”. It was during the meal that, just as Lencho had predicted, big drops of rain began to fall. In the north-east huge mountains of clouds could be seen approaching. The air was fresh and sweet. The man went out for no other reason than to have the pleasure of feeling the rain on his body, and when he returned he exclaimed, “These aren’t raindrops falling from the sky, they are new coins. The big drops are ten cent pieces and the little ones are fives.”

#### **Partner-2**

With a satisfied expression he regarded the field of ripe corn with its flowers, draped in a curtain of rain. But suddenly a strong wind began to blow and along with the rain very large hailstones began to fall. These truly did resemble new silver coins. The boys, exposing themselves to the rain, ran out to collect the frozen pearls. “It’s really getting bad now,” exclaimed the man. “I hope it passes quickly.” It did not pass quickly. For an hour the hail rained on the house, the garden, the hillside, the cornfield, on the whole valley. The field was white, as if covered with salt. Not a leaf remained on the trees. The corn was totally destroyed. The flowers were gone from the plants. Lencho’s soul was filled with sadness. When the storm had passed, he stood in the middle of the field and said to his sons, “A plague of locusts would have left more than this. The hail has left nothing. This year we will have no corn.” That night was a sorrowful one. “All our work, for nothing.” “There’s no one who can help us.” “We’ll all go hungry this year.”

### **Techniques of Reading**

#### **Skimming**

Skimming is sometimes referred to as gist reading. Skimming may help in order to know what the text is about at its most basic level. You might typically do this with a magazine a newspaper would help you mentally and quickly shortlist those articles which you might consider for a deeper read. You might typically skim to search for a name in a telephone directory.

You can reach a speed count of even 700 words per minute if you train yourself well in this particular method. Comprehension is of course very low and understanding of overall content very superficial.

#### **Scanning**

Picture yourself visiting a historical city with a guide book in hand. You would most probably just scan the guide book to see which site you might want to visit. Scanning involves getting your eyes to quickly scuttle across sentences and is used to get just a simple piece of information. Interestingly, research has concluded that reading off a computer screen actually inhibits the pathways to effective scanning and thus, reading of paper is far more conducive to speedy comprehension of texts.

Students sometimes do not give enough importance to illustrations. These should be included in your scanning. Special attention to the introduction and the conclusion should also be paid.

### **Intensive Reading**

You need to have your aims clear while undertaking intensive reading. Remember this is going to be far more time consuming than scanning or skimming. If you need to list the chronology of events in a long passage, you will need to read it intensively. This type of reading is indeed beneficial to language learners as it helps them understand vocabulary by deducing the meaning of words in context. Moreover, it helps with retention of information for long periods of time the knowledge resulting from intensive reading persists in your long term memory.

This is one reason why reading huge amounts of information just before an exam does not work very well. When students do this, they undertake neither type of reading process effectively, especially neglecting intensive reading. They may remember the answers in an exam, but forget everything soon afterwards.

### **Extensive reading**

Extensive reading involves reading for pleasure. Because there is an element of enjoyment in extensive reading, it is unlikely that students will undertake an extensive reading of a text they do not like. It also requires a fluid decoding and assimilation of the text and content in front of you. If the text is difficult and you stop every few minutes to figure out what is being said or to look up new words in the dictionary, you are breaking your concentration and diverting your thoughts.

## **SECTION-II WRITING**

### **What is Writing Skill?**

Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text.

### **How can we write correct English?**

Many students struggle with writing in English and it can seem like a real challenge to improve. Here are some simple steps that you can take to improve the writing skills of learners.

#### **1. Expand your Vocabulary**

To express clearly, one needs a good active vocabulary. That's not just being able to recognise words – it means being able to use them correctly. Do this by learning new words with example sentences, not just cramming word lists.

Tip: When you learn a new word, try learning all the forms of that word and the prepositions that are usually used with it. (For example, rather than just the word 'depend', make a note of: to depend on, to be dependent on, a dependent.)

#### **2. Master English Spelling**

You must know how to spell those words correctly. Incorrect spelling changes the meaning of your sentence. For example: 'bare' and 'bear' sound the same, but 'bare' means naked and 'bear' is a large animal.

Tip: Practice your spelling using flash cards and test yourself whenever you have some spare time.

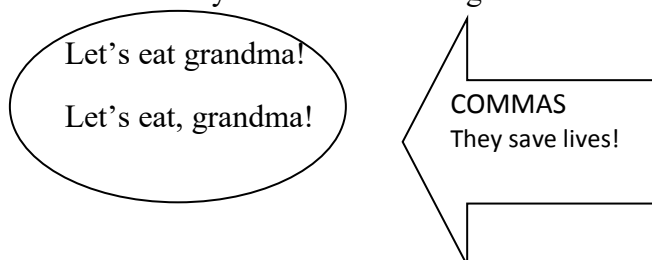
#### **3. Read Regularly**

We learn to write best by reading. It is a great way to get an idea of the different styles of writing and see how to use words appropriately.

Tip: Read books, comics, magazines, newspapers and articles that interest you. Read each text several times to make sure you understand how to use new words and expressions in the context.

#### **4. Improve your Grammar**

Grammar is very important because it improves the quality of your writing. Always use the appropriate tense and remember to use punctuation. Punctuation is a great way to make your writing clear and fluent. Sometimes it may distort the meaning of the sentence. For example :



## **Writing Section**

Writing section in class IX and X comprises

- (1) Formal letter / article/diary entry in about 100-120 words. The questions will be thematically based on the prescribed books. (8 marks) and
- (2) Writing a short story based on a given outline or cue/s in about 150-200 words. (10 marks)

### **FORMAL LETTER**

#### **Types of Formal Letters**

1. Letter to Editor of newspapers
2. Complaint Letter
3. Letter of Enquiry
4. Placing Orders

#### **Mind Mapping to learn Format of the Letter**

##### **Activity 1**

*Tips to learn the format: Facilitate students to find out the following from the letter*

- |   |  |
|---|--|
| (1) Who has written the letter?               | : Sender                                     |
| (2) When has the letter been written?         | : Date                                       |
| (3) Whom has the letter been written to?      | : Receiver                                   |
| (4) Reason for writing the letter             | : Subject                                    |
| (5) What is the issue/problem?                | : Introduction of the issue/problem          |
| (6) How has this issue/problem affected life? | : Description of the problem/complaint/issue |
| (7) What are your suggestions?                | : Proposed action/solution/request           |

##### **Activity 2 Compare and find the correct format**

- Provide students a letter with incorrect format and ask them to find out the errors in it.
- Give them another letter with correct format and ask them to compare with the previous one.
- Mind Mapping for the correct format of Formal Letter.

### **LETTER FORMAT**

*You are Sumit/Suman living at B 85, Janakpuri New Delhi. You experience that there are too many stray animals in your locality and this causes serious accidents and problems for the public.. Write a letter to the SDMC Commissioner to make arrangements to control the stray animals in your locality.*

B 85, Janakpuri,  
New Delhi, }

Sender's Address

(Leave a Line Blank)

25 May 2018  
(Leave a Line Blank)

Date

The Commissioner,  
SDMC  
New Delhi }

Receiver's Address

(Leave a Line Blank)

Subject: For controlling stray animals.

Subject

(Leave a Line Blank)

Sir,

Salutation

I am a resident of B 85, Janakpuri New Delhi. I would like to draw your attention towards the problems faced by the residents of our locality due to stray animals.

Stray animals like dogs and cows roam about here and there in public places, on roads, lanes and even in the markets. There have been many accidents like dog bites, attacks by bulls, collision of two wheelers with stray animals in the recent past. Many have been seriously injured.

Therefore, I request you to take necessary steps to control the movement of stray animals in our locality at the earliest.

(Leave a Line Blank)

Yours sincerely,

Complimentary Close

Suman

Sender's Name

### **TEMPLATE: LETTER TO THE EDITOR**

*Social networking sites have become the latest fad among school going children. The craze has had a very bad impact on the youngsters. Considering its gravity you want to express your concern by writing a letter to the Editor of Hindustan Times, in about 100-120 words. You are Nitin/Nutan of H.No. 123/8. S.N. 15, Sant Nagar, Delhi 110084.*

***(Complete the letter given below taking inputs from the above)***

Sender's Address

-----  
-----

Date

The Editor

-----  
-----

Subject: \_\_\_\_\_

Sir

Through the columns of your esteemed paper, I want to draw the attention of the concerned authorities regarding -----(Introduction of the Subject)-----

----- (Description of the subject) -----  
-----

----- (Outline the Solution/Suggestions) -----  
-----

Hoping for immediate attention towards our grievance.

Yours truly,

### **SAMPLE: LETTER TO EDITOR**

*You are upset to see rising cases of road rage. As a concerned citizen, write a letter to the Editor of the Indian Express, Delhi expressing your views in about 100-120 words. You are Seema /Shivam of K-10, Civil Lines, Delhi.*

K-10, Civil Lines,  
Delhi

28th May, 2018

The Editor  
The Indian Express  
Delhi-01

Subject: Regarding cases of road rage

Sir

Through the columns of your esteemed newspaper I would like to convey my concerns about the rampant cases of road rage.

Hardly any day passes when we do not hear about the shocking incidence of road rage across the country. Is it not very disgusting to see people turning violent over a trivial issue like overtaking or a minor scratch on vehicles? In a civilized society, it ill behoves us to be intolerant and impatient with our fellow human beings. Let us respect the sensitivity of life and its decorum because it is so precious.

I hope my words will be appreciated and no more cases of road rage will be seen in the future.

Yours truly,  
Shubham

### **TEMPLATE: COMPLAINT LETTERS**

*You are Praveen living at EB/20, Maya Enclave, Delhi-64. The residents of your area are facing lots of inconvenience due to poor maintenance of street lights in the area. Write a letter to the General Manager, BSES Rajdhani Power Ltd, Mayapuri drawing their attention towards the maintenance of street lights.*

***(Complete the letter given below taking inputs from the above)***

Sender's Address

-----

Date

The General Manager

-----



-----

Sub: -----

Sir

I would like to draw your kind attention towards -----  
------(The Complaint/Subject)-----

We are facing great difficulties with/by/of / from -----  
------(Description of the Complaint/Issue) -----

------(Outline the solutions/Suggestions)-----  
-----

Therefore, I request you to take necessary steps to improve/ remove/ allow/ regularize / issue -----  
-----.

Yours sincerely

### **SAMPLE: COMPLAINT LETTER**

*You are Himanshi living at 16-C, Hari Nagar, Delhi-64. The residents of your area are facing lots of inconvenience due to poor maintenance of the public park of your locality. Write a letter to the Commissioner, South Delhi Municipal Corporation drawing their attention towards the problem and requesting them to solve it.*

16-C, Hari Nagar  
Delhi – 110064

25 May 2018

The Commissioner  
South Delhi Municipal Corporation  
New Delhi

Subject: Poor maintenance of Public Park.

Sir

Through the column of your esteemed newspaper, I would like to express my serious concern on the poor maintenance of the public park of our locality.

The public park of our area is in a pathetic condition. The gardeners are not regular and the plants are not pruned regularly, as a result of which, the park gives an ugly look. The park has become a thorough fare for stray animals as there is no gate at the entrance of the park. All the anti social elements gather in the park in the evening making it difficult for the women to have a walk in the evening. Our regular complaints to the local authorities have failed to bring any change in the situation.

Therefore, I would like to request the concerned authorities to improve the condition of the park for the convenience of the local residents.

Yours sincerely,  
Himanshi

### TEMPLATE: ENQUIRY LETTERS

*You are the Sameer, student of of GBSSS No.4, Sarojini Nagar, New Delhi. You have just passed the Secondary School Examination. You want to join coaching classes for NEET Examination. Write a letter to the Director, Aakash Institute, Janakpuri to enquire about the details of the course.*

**(Complete the letter given below taking inputs from the above)**

Sender's Address

-----

Date

The Director

-----

-----

Sub: Enquiry about -----

Sir

I wish to (Purpose of Enquiry) -----

-----

I would like to have more information regarding -----

----- (Details of the Enquiry) -----

-----

I request you to provide me the necessary information -----

----- (Assistance towards communication) -----

Yours sincerely

### SAMPLE: ENQUIRY LETTER

*You are the Librarian of GBSSS No.4, Sarojini Nagar, New Delhi. You want to purchase books for your library from Arihant Publisher. Write a letter to the Manager, Arihant Publication to inquire about the availability of books and quotation for the same.*

GBSSS No. 4  
Sarojini Nagar  
New Delhi

25 May, 2018

The Manager  
Arihant Publishers  
New Delhi

Sir/Madam

Sub: Inquiry about availability of PSA books

We wish to purchase 400 copies of PSA for Class IX and 100 for Class XI published in the year 2018.

I want to inquire about the cost of these books. Please send your proposal with the best price, discount and a few sample copies.

Awaiting quick response from your esteemed publishing group.

Yours sincerely,

Mukul  
(Librarian)

#### **SAMPLE: LETTER FOR PLACING AN ORDER**

*You are the Librarian of GBSSS No.4, Sarojini Nagar, New Delhi. You want to purchase books for your library from Arihant Publishers. Write a letter to the Manager, Arihant Publication to place order for the books.*

GBSSS No. 4  
Sarojini Nagar  
New Delhi

25 May 2018

The Manager  
Arihant Publishers  
New Delhi

Sub: Placing an order for PSA books

Sir/Madam,

Thank you for sending the quotation and sample copies of the books promptly.

Kindly send the following books at the above address through transport with proper cash bill.

1. PSA sample paper – 120 nos.
2. PSA class 9 guide – 200 nos.
3. PSA class 11 guide – 200 nos.

All the items/books should be in good condition, well bound and packed properly. Any damage to these items during transportation will be your responsibility. The items should reach the school within 10 days from the receipt of the letter; otherwise the order shall stand cancelled.

Yours sincerely

Mukul  
(librarian)

### **ARTICLE WRITING**

An article is an expression of one's thought on an issue or a subject logically and coherently written in meaningful paragraphs. Writing an article is a challenging task. It needs creativity, good vocabulary, good knowledge of the subject and skills to organize ideas.

#### **Purpose**

To focus on themes like social concern or narrating an event and describing a place.

#### **Format**

<b>Heading/Title- must be Catchy and Sharp</b>	
	By- name of the author
I Para:	Introduction -Start with a slogan, a question, an amazing fact, figure or statement.
II/III Para:	Content -Causes, effects, present state of affairs, etc.
IV Para:	Conclusion -Suggest solutions and draw conclusions

#### **Points to remember**

- Give a title that catches the attention of the reader.
- Begin with an attractive and sharp opening sentence which addresses the readers and gets them interested in the topic.
- Present a strong argument for your ideas supporting it with evidences or elaboration.
- Use linking devices (however, therefore, although, even though, in order to...) to make the Article look cohesive.
- Introduce a new point at the beginning of each paragraph to reinforce your ideas.
- Develop your ideas as much as you can, to make them interesting and important.
- Conclude with your strongest point.

- Use passive voice, humour, emotive language, rhetorical questions to provide a specific effect.

### **Topics for practicing Article writing**

1. Cruelty to Animals
2. Growing India
3. Black Money
4. Women Issues in India
5. Need for Afforestation
6. Use & Abuse of Examination
7. Global Warming
8. India: A Tourist's Paradise
9. Computer: A Boon or Bane
10. Deteriorating Values

***Teachers may suggest value points for Article writing on the above issues.***

### **DIARY ENTRY**

Diary is a kind of personal document. It is a record of some memorable moments, random thoughts and feelings in an individual's day to day life that he/she considers worth writing in the personal diary.

#### **Format**

- Top left - Date, Day and Time
- Tense most frequently used Simple Past, Present Perfect and Future
- First Person

#### **Steps**

- Begin the entry with a general sentence describing the day
- In the body discuss on events and feelings towards it.
- Conclude with final remark and future course of action

**Example:** *You are Sanjay. You happened to go to Jaipur on a crowded bus on a hot summer day. Record your experience in the form of a Diary Entry.*

Date: 28 May 2018

Day: Monday

Time: 8 PM

Today I had a harrowing experience of a journey on an overcrowded bus. I had to go to Jaipur for an urgent work. It was a hot summer day. I waited for two hours at the bus stop, to get into the bus. It was much crowded. I somehow managed to push and jostle my way into the bus inside. Passengers were badly perspiring, children were crying and women were shouting. Even in this suffocating atmosphere a few passengers couldn't resist smoking. After a journey of four hours I finally got down, and took a sigh of relief.

I will never forget such an awful journey in my life.

Sanjay

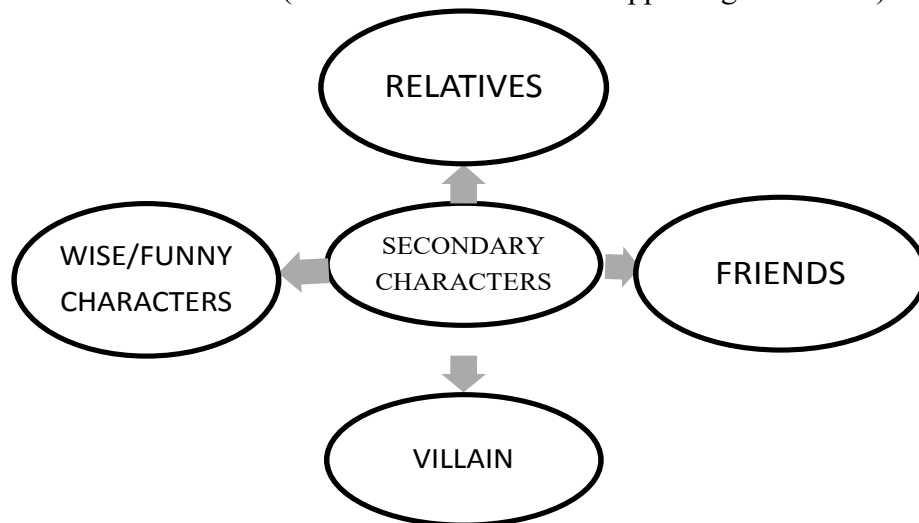
## **STORY WRITING**

### **Tips to Be Shared by Students for Writing a Short Story**

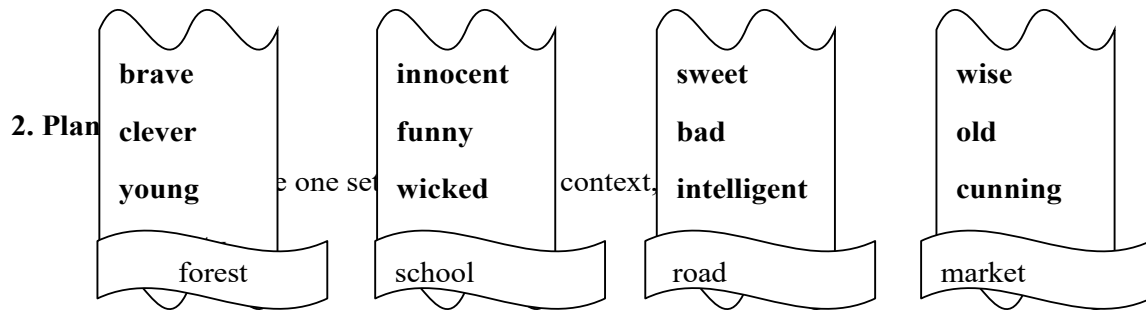
- Write small sentences.
- Use only one tense preferably simple past tense.
- Write a Title ( related to the theme and preferably a short one)
- Narrative can be Ist or IIIrd but it should be the same throughout.
- Encourage students to be creative.(There is nothing right or wrong in a story, but ensure that events are in proper sequence)
- Avoid too long or too short dialogues.

### **Elements of a Story**

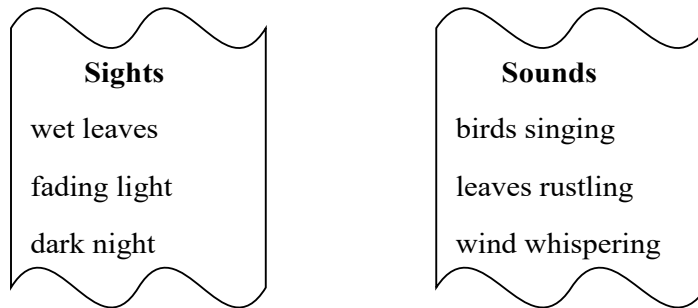
**1. Character:** Fewer is better (1 main character/1 or 2 supporting characters)



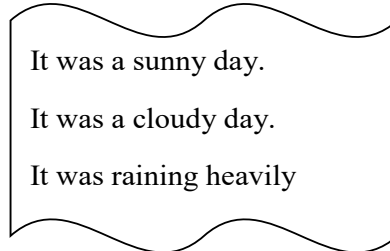
- Describe the characters using adjectives



- Write about sight and sounds

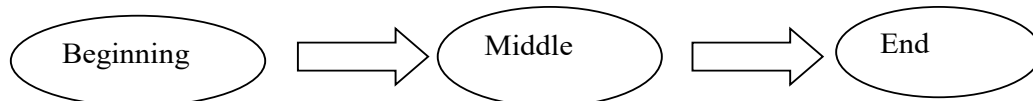


- Say something about the weather



- Events and actions should have a proper sequence.

### 3. Plot



- Add some **conflict**
- Introduce the Problem- Describe it- Give solution to the problem

### 4. Theme

It is the central idea or the back bone of the story.

- Plot, setting, character and conflict should be coherent to the theme.

- Plan dialogues
- Ending-resolve or give a solution

**Ask the students to keep these questions in mind while writing a Story-**

Q.1 Who is the story about?

Q.2 Where did the story take place?

Q.3 When did the story take place?

Q.4 What is the conflict in the story?

Q.5 Why did the story get this way?

Q.6 How did the problem get resolved?

### **Inputs for Story Writing**

#### **1. Only the beginning/opening is given.**

In this type only the beginning or the starting sentence is given. Students have to write a story as per their imagination. For e.g.-

*Rajan was excited as he was going to Haridwar. He packed his bags for a 5day tour.....*

#### **The Forgotten Wallet**

Rajan was excited as he was going to Haridwar. He packed his bags for a 5day tour. He made sure that he had packed all his stuff: clothes, food, toiletries etc. He was getting late so, he left for the station in a hurry. **It was a dark night. It was raining heavily.** On reaching the station, he boarded the train and relaxed for some time. When he was about to sleep, he realized that he had left his wallet at home. He panicked for a moment but then took a deep breath. **He was an intelligent boy.** He shook the person sleeping on the next berth and said, “Uncle, can I make a phone call?” **The man who was in his late fifties** glanced at Rajan and nodded in affirmation. Rajan quickly called his father. “Hello”, came the voice from the other end. “Papa! I have left my wallet at home, I don’t have money. What to do now?”, exclaimed Rajan. His father replied, “Don’t worry, your aunt will come to pick you up at the station. Till then sleep and don’t get tensed.” Rajan followed the advice of his father and slept. In the morning **he could listen to the singing of the birds.** At the Haridwar station, he saw his aunt. He hugged her and went to her

Sight and weather

Problem

Description of character

Solution



## 2. Story writing as a guided activity

In this type the body of the story is given with some gaps. Students have to fill in the missing information and create the story using all the hints.

For e.g.-*A girl- makes fun of others- naughty-no interest in studies-bunks classes-meets with an accident-a boy helps-takes her to a clinic-non availability of doctor- big hospital-treatment given-family thanks*

### To be Good is Noble

Radha, a young girl of eleven years had this peculiar habit of making fun of others. She was very naughty. She was a lazy fellow and had no interest in studies. Most of the time she bunked her classes. On the last day of May, when she left for school she realized that she was late for the school. So, she started running on the road. It was a sunny day. In the scorching heat she could listen to the rustling of leaves. Sweat dropped down her cheeks. Suddenly a cyclist came from nowhere and hit her hard. She fell down on the road. Ahsaan, her classmate saw that Radha was wounded. Ahsaan was always helpful by nature. He quickly took her to a nearby clinic. But the doctor was not there. Ahsaan asked the rickshaw puller to take them to M.K Memorial Hospital. On reaching there, doctors attended Radha and gave her first aid. Her parents also reached the hospital and thanked Ahsaan for his deeds. Radha realized that it is good to help others. On that day she took a pledge that then onwards she would not make fun of others.

Describing  
the character

Sound and  
weather

Problem

Description

Description

Solution

Solution

## 3. Story Based on the Picture (Visual Stimulus)

In this type some picture is given. Students have to weave a story around the picture. Students have to keep the following points in mind:

What led to the  
situation?



What is  
happening?



What will happen  
next?



## Look at the picture and create a Story:

### Interesting Activities for Teaching Story Writing

- Ask students to write any word on a chit of paper. Exchange the chits amongst students and in groups ask them to write a story using the chits they have got.
- Ask students to draw any picture on a sheet of paper. Exchange the pictures amongst students and in groups ask them to write a story around the pictures they have got.
- Give hints and choices. From the given choices students have to choose their own character, setting, theme, problem and write a story (guided activity) e.g:
  - ❖ Character- man/boy/ girl/ woman/ doctor/policeman/teacher etc.
  - ❖ Setting-school/ office/ home/ forest/road/hospital etc.

Similarly,different choices can be given for problem also.

- Divide students in groups (preferably 10) Ask one child to write one sentence on a sheet of paper and pass it on to the next child. The next child has to add on one more sentence and pass on the sheet. In this way a story has to be developed. The group leader will read the story to the whole class.
- Take the students from a known story to an unknown story. Ask them to think of a different ending to a familiar story. For e.g.-



- Give certain funny pictures to students and ask them to weave a story around them.



- Suggest four unrelated things/show four unrelated pictures and encourage the students to write a story that includes all of them:

- a girl, a playground, a dog, a basket
- a policeman, an aeroplane, birds, a tree
- stars, teacher, laptop, a bus



Bag



boy



tiger

Car



### SECTION III GRAMMAR

**Introduction:** Let us all agree that languages have an inherent grammar. Languages may be infinite but all have structures to produce them coherently. A very important component of language learning is Grammar but if taught in isolation, it hardly helps in learning the language. Since English is taught as a second language, the students need to be made aware of certain grammar structures by providing meaningful inputs and opportunities to interact in the classroom using the language.

If confined to learning set forms or ‘rules’ of grammar, the result would be drilling incomprehensible rules and forms without actual language learning input. Therefore, it is suggested to put grammar in context so that it makes meaning purposeful. In this manner, grammar becomes generative and the knowledge thus gained can be transferred to relevant situations. For creating such context we can use the following in the classroom;

Text from different sources- newspapers, wrappers, pamphlets, advertisements etc.

Textbooks on different subjects

Story books

Visuals

Songs, poems, jingles

Cartoons

Film clips, animations etc.

Dialogues, role plays

#### **Grammar**

Our students have been learning grammar for quite a number of years, so they must be familiar with a few terminologies and rules. These can be revised through textbook lessons rather than teaching them all over again in isolation.

In class IX and X an integrated approach to grammar is expected and the questions that they are assessed on are usually-gap filling, error / omission, jumbled words, exercises. To complete these, students need sufficient practice not only in writing but in speaking too, so that they are able to self - correct and check for themselves how a sentence reads/ sounds better. For example- In the following sentences, one sounds better than the rest.

Children has a lot of energy.

Children have a lot of energy.

Energy lot of children have.

## Strategies to teach Grammar

Charts can be prepared by the students in groups on different topics picking words from their textbooks. Eg. Verbs in the past tense from a paragraph in the textbook can be underlined. The three forms are then written down . Then, the same paragraph with error ridden verbs is given to another group to correct it.

Similarly, prepositions, modals, auxiliaries, pronouns, etc. can be practiced. Not only English textbooks, but Science and Mathematics or Social science can also be used to teach grammar items.

1. Newspaper headlines, advertisement pamphlets etc. can be used by covering the articles, prepositions in the text. Students need to fill the blanks.
2. Slips of paper are made with sentences written on them. Cut each word to make smaller slips. In groups the students need to unjumble them and make correct sentences. Initially, one single sentence structure should be practiced. Later, more structures can be introduced.

Children                  Played                  in                  the                  park

It is essential that the students first find out what or who the subject of a sentence is. For example, in the sentence given above, try to find out

what the sentence is about

children? played? park?

Let the children discuss in pairs.

Children -**subject**

played in the park – **predicate** (part of the sentence that tells us about the subject)

3. In a box, a number of chits with homonyms are placed. Each student picks one chit. The students, one by one, by speaking aloud find their partner who has a similar sounding word. Then they sit together and make sentences with those words. Or draw pictures. EG. there their

There      Their
------------------

There are two books in my bag. The children have opened their books.

4. Foldables can be made to illustrate the use of adverbs, adjectives, pronouns, antonyms and synonyms etc.

Frayer's model can be used to understand words in context. For example, the word WHO can be explained for different usage in language. It is a relative pronoun, it is also a question word . The Frayer model will be illustrated in the LEM.

Students are given one minute to speak on any topic. Initially, it can be “Show and Tell”. For example, Water Bottle -This is a water bottle. It is green. It is made of plastic. It has a cap.

It can gradually proceed to My classroom. Then to topics to topics such as : Pollution, Water Crisis, Festivals, My Favourite Sport etc. The structure can be written on the blackboard as an example.

Circuit Activity can be done by giving questions on different topics such as prepositions, articles, verbs, etc.with the same text if possible.This will enable the students to carefully read the text and the questions. and the questions.

Here are a few samples of exercises that can be practiced for familiarising them with the pattern of questions that have been asked till now.

A The passage below has a few blanks. Choose from the options given to fill these blanks:

The park nearby 1)\_\_\_\_\_ full of trees and flower beds. In \_2)\_\_\_\_\_ early hours of the morning, one 3)\_\_\_\_\_ see hundreds of butterflies hovering over the flowers. It is an amazing sight \_4)\_\_\_\_\_ watch.

1. a) was b) is c) were d) are
2. a) an b) a c) the d) of
3. a) can b) will c) should d) must
4. a) in b) to c) for d) from

B The passage given below has an error in each line. Pick the error and correct it. You may write your correction as given in the example.

	Incorrect	Correct
Ashoka was a greatest king. He	greatest	great
travels a lot and so he built many	_____	_____
roads across her kingdom. For the	_____	_____
comfort of the travellers tree were	_____	_____
planted in either side of the road to	_____	_____
provide shade.		

NOTE : Before practicing with errors of multiple kinds, it is suggested that students practice with passages with one kind of error at a time.

E.g. Looking for relative pronouns.

The man **which** is standing next to the door is my cousin. He has a company **who** sells T shirts. He has taken me apprentice in the sales office **who** is nearer to my house.

Next time the same passage can be done by changing articles.

C ) Rearrange the words given below to make meaningful sentences.

1. volume/ traffic/ increasing/ the / of / is/ everyday
2. roads/ full / vehicles/ day/ throughout/ are / of/the
3. become/ it/ to / has/ difficult / commute/ to/ office
4. prefer/ people/ taking/ metro/ a / avoid/ traffic/ to / road

## SECTION IV POETRY

**Introduction:** Poetry is a literary piece that expresses not only deeply felt emotions but also mirrors the society of a particular time and space. Aesthetic arrangement of words in poetry makes it different from other genres. NCERT Teacher's handbook for classes 6-8 states:

*Poetry represents an unconventional use of language. Therefore, it requires a different method of teaching. It is everybody's experience that a poem can communicate without being fully understood. A poem is often highly condensed and is more implicit than explicit. The rhythm and the flow of a poem enable us to memorise and recall couplets or lines without much effort.*

It further states :*Richness of language including music of words can be perceived better through listening/ reading aloud than through analysing words /phrases and grammatical items.*

Class X NCERT textbook First Flight in its Notes for the teacher quotes:

*All poetry requires patience. Be patient with the text: read carefully for nuance and inference. Know what the words mean. Look up words that are unfamiliar- look up words that are familiar but you cannot specify. Pay attention to words or phrases that resonate with other things you know and try to identify the connection. Be patient and read slowly, and you will be amply rewarded.*

A lot of strategies can be used to make a poetry lesson interesting and joyful. The students should be able to enjoy the rhythm and flow that can be caught up in a maze of words to be untangled. The beauty lies in the tangle!

### **Strategies to teach Poetry:**

- The title of the poem can be used to let the students guess the theme of the poem and try to figure out what the poem is about. This would help in triggering their imaginative capabilities.
- Pictures, flash cards, etc. can be used as a pre-reading activity to bring the students to the poem and to the ideas the poem conveys.
- A brief talk about the poet and the era in which the poem has been written can also help in setting the tone.
- Model reading by the teacher, followed by loud reading, choral reading and peer reading would help the students enjoy the music and the rhythm of the poem. In fact, reading together with correct pauses and intonation plays a major role in the appreciation of poem. Silent reading can follow after this.
- Vocabulary development through rhyming words, collocation, phrases and word meanings can also help in enhancing the usage of the new words learnt. However, too much focus on word meanings need to be avoided and only those word that aid comprehension need to be discussed. Otherwise, it becomes a mechanical exercise taking away the pleasure of enjoying the poem.
- A discussion on a few phrases, poetic devices and rhyme scheme enhances the experience of reading poetry.



- As post reading activities, speaking and writing tasks based on open ended discussions help in going beyond the text and also aid in the development of the critical thinking process. Episodes from real life situations based on the theme of the poem can be added to the discussion.
- A link with literature in the first language can also be established to appreciate poetry and also the beauty of the play of words to bring out similarity of emotions across languages.
- Most poems have a rhyme scheme, while a few others are in blank verse in classes IX and X. So, the students can be asked to pick the rhyming words and as an extension of the exercise to make more rhyming words. They may create their own verses and enjoy the music created. Rhyme scheme can be discussed with one stanza and students asked to find out the rhyme scheme in other stanzas as well.

E.g. The Tale of Custard the Dragon

Belinda was as brave as a barrel full of bears,.....a

And Ink and Blink chased lions down the stairs, .....a

Mustard was as brave as a tiger in a rage, .....b

But Custard cried for a nice safe cage. .....b.

The rhyme scheme is aabb

Below we discuss in brief a few figures of speech/ poetic devices:

Though there are numerous figures of speech, here we shall discuss four of them.

5. **Simile:** a figure of speech comparing two things, often introduced with ‘like’ or ‘as’.

Her lips are like rose petals.

The eyes shone like stars.

The moon is broken like a mirror.

6. **Metaphor:** a figure of speech that compares two things, but the words ‘as’ and ‘like’ are not used.

Her rose petal lips.

The eyes were shining stars.

The moon was broken mirror.

7. **Alliteration:** It occurs when the initial sound of consecutive words or words in quick succession is repeated.

His beard was black.

And gulped some grog from his pocket flagon.

Stop that slouching and sit up straight.

**Personification:** When an object or animal is given a human like traits such as physical appearance, emotions, desires etc.

The tree stretched its hands to hold me.

The sun smiled at us.

The students should be able to absorb the effects of words and poetic devices to truly appreciate poetry. After a poem has been taken up in the class, the teacher and students should be able to reflect on whether the activities while reading poetry have helped in

- Understanding feelings and emotions
- Appreciating sounds, words and emotions
- Enriching vocabulary and language
- Enhancing awareness of different cultures
- Building creativity and imagination

In the following pages examples of strategies to take up poetry have been discussed. Two poems, one from Class IX – NO MEN ARE FOREIGN and one from Class X - THE TREES are

### **No Men Are Foreign**

By James Kirkup

#### **Pre reading**

1. Look at the title and guess what the poem is about?

(The teacher may discuss the word **Foreign**.)

2. What differences do you perceive when you hear the word 'Foreign'.

3. Look at the three pairs of pictures and discuss with your partner at least two similarities and two differences in each pair.

discussed below.



How and why do we create barriers by using words like **Us** and **Them**? Despite our differences all human beings are alike? Do you agree/disagree? Give reasons to support your answers.

Look at the words given below. Select a word and in pairs discuss similarities and differences among people from different parts of the world in terms of the word selected. Think-pair-share activity.

food habits, clothing, language, customs, colour of skin,  
relationships, war, children, sports, festivals, tragedy

Underlying message: All human beings are similar. Empathy, compassion, love, sharing and caring make us human.

## While Reading

### No Men Are Foreign

Remember, no men are strange, no countries foreign  
Beneath all uniforms a single body breathes  
Like ours: the land our brother walk upon  
Is earth like this, in which we all shall lie.

They too aware of sun and air and water,  
Are fed by peaceful harvests, by war's long winter starv'd  
Their hands are ours, and in their lines we read  
A labour not different from our own.

Remember they have eyes like ours that wake  
Or sleep, and strength that can be won  
By love. In every land is common life  
That all can recognize and understand.

Let us remember, whenever we are told  
To hate our brothers, it is ourselves  
That we shall dispossess, betray, condemn.  
Remember, we who take arms against each other

It is the human earth that we defile.  
Our hells of fire and dust outrage the innocence  
Of air that is everywhere our own,  
Remember, no men are foreign, and no countries strange.

1. Model reading of the poem by the teacher.
2. Now read the poem with the class. Focus on the intonation and rhythm.
3. Read each stanza in pairs and mark the words which are new. Share the words with the class and put them up on the board.
4. Make **foldables** and write the meanings of words for each stanza in the foldables. The students can look up the words from the dictionary, or derive the meaning from the context. The teacher may assist.

The teacher may discuss key words and phrases. For instance in Stanza 3 : instances of 'strength can be won by love' can be discussed with the students on the basis of their experiences and background knowledge.. {The teacher may share an example from a popular movie, Munna Bhai on Gandhigiri.}

## Post Reading

1. **Circuit Activity:** Students use A4 size sheets to write on it a stanza of the poem alongwith related questions and paste them on the wall.

All the stanzas should have comprehension and inferential questions. Students in small groups will move from one sheet to another according to the direction of the teacher. Three minutes per sheet will be given. Each group has to note the answers in the notebooks. All groups will get a chance to read and answer questions from each stanza. The according to the direction of in words or phrases. These are reference to context questions.

2. In groups of 5-6 discuss a problem and suggest a solution. Each group gets one problem out of the 6 listed below.

1: Your mother asks you not to talk to the neighbours because they have a different religion. Do you think this is correct? What will you do and why?

2: Your elder brother asks you not to play with a girl who is new to your colony. Why do you think he says so? What will you do and why?

3: Your friends decide not to play with a girl because she looks different. How will you react? Why? How will you convince them?

4: Your friends make fun of a differently abled child in your school. What will be your reaction? How will you ensure that this doesn't happen again?

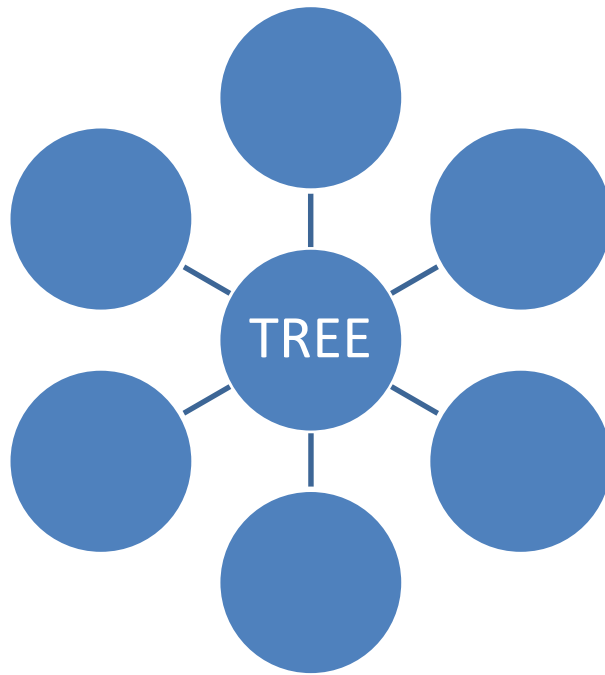
5: You have a new girl in the class, she doesn't mix with the rest of the class. Why do you think she doesn't talk to the girls in the class? What will you do?

6: Your relatives and friends are ready to vote for a candidate who is from your community without knowing anything about him. How will you convince them not to vote on the basis of community/caste or religion community?

**The Trees** by Adrienne Rich

### Pre Reading:

Which words come to your mind when you think of the word 'tree'.



2. Where do you find trees? Name a few places.

---

3. Where do you think tree/plants feel happy? Choose from the options given below.

- Roadside
- Park
- Forest
- Inside buildings
- Pots
- Farms

4. In which of the pictures given below do you think the tree is the happiest? What makes you think so?



5. Tick the ones you think are happy. Why do you think they are happy? Discuss your answers with the class.



### While Reading

Now read the poem once for the class with appropriate rhythm.

Ask the students to look for meanings of words in the dictionary or help them according to their level of English.

Let them make their own foldables to write down the meanings.

The poem is replete with metaphors, similes and personification. Explain the figures of speech with examples.

Hindi equivalents could be used by taking examples of poems they have heard or read in Hindi or even songs from movies.

Give a few more examples from other poems in English to drive home the point.

Ask them to pick lines from the poem where similes, metaphors and personification are evident.

### **The Trees**

*Can there be a forest without trees? Where are the trees in this poem, and where do they go?*

The trees inside are moving out into the forest, the forest,  
that was empty all these days  
where no bird could sit  
no insect hide  
no sun bury its feet in shadow  
the forest that was empty all these nights  
will be full of trees by morning.

All night the roots work  
to disengage themselves from the cracks  
in the veranda floor.  
The leaves strain toward the glass  
small twigs stiff with exertion  
long-cramped boughs shuffling under the roof  
like newly discharged patients  
half-dazed, moving to the clinic doors.

I sit inside, doors open to the veranda  
writing long letters  
in which I scarcely mention the departure  
of the forest from the house.  
The night is fresh, the whole moon shines  
in a sky still open the smell of leaves and lichen  
still reaches like a voice into the rooms.

My head is full of whispers  
which tomorrow will be silent.  
Listen. The glass is breaking.  
The trees are stumbling forward  
into the night. Winds rush to meet them.



The moon is broken like a mirror, its pieces flash now in the crown of the tallest oak.

### Reference to context

The trees inside are moving out into the forest, the forest,  
that was empty all these days  
where no bird could sit  
no insect hide  
no sun bury its feet in shadow  
the forest that was empty all these nights  
will be full of trees by morning.

- 1) Why was the forest empty?
- 2) How will the forest be full of trees by morning?
- 3) Pick the metaphor in the lines above.

My head is full of whispers  
which tomorrow will be silent.  
Listen. The glass is breaking.  
The trees are stumbling forward  
into the night. Winds rush to meet them.  
The moon is broken like a mirror, its pieces flash now in the crown  
of the tallest oak.

- 1) What should we 'listen' to?
- 2) Which glass is being referred to here?
- 3) Pick the simile in the lines above.

### Post Reading

1. Discuss in groups and then explain the meaning in a sentence or two. Write your answers in the space provided.

i) 'to disengage themselves from the cracks'

---

ii) 'the smell of leaves and lichen'

---

iii) Its pieces flash now in the crown of the tallest oak

---

2. Everybody loves freedom. What kind of freedom should everybody have?

3. Who do you think has not been given due freedom over the years?

4. Who do you think the poetess is talking about in the poem?
5. Could you name some important figures from Indian history who were women.
6. Write an article on the following topic

**Emancipation of Women in India**

7. Look around you-women who have made a difference: in school, neighbourhood, society, films, sports, etc. Try to find out their struggles to reach where they are today. What inspires you after listening to their stories? You may use the following format to assemble your ideas.

**Name:**

**Age:**

**Education:**

**Marital status:**

**State:**

**Language(s) spoken:**

**Field:**

**Struggle(s):**

(Cues:What was the struggle, who and what were the barriers, any tragic incident, who or what inspired, anyone who helped/gave support)

## **SECTION V NOVEL**

A Novel is a fictional/non fictional prose of considerable length. Through novels, we seek to create a student's interaction with "real literature." Stories play a very important role in the lives of our children. So do novels. They help them understand their world and to share it with others. The stories satisfy their hunger for curiosity and imagination. Children can be supported to understand, enjoy, read and tell complex stories in language.

### **. STRATEGIES TO TEACH A NOVEL**

#### **The Story of My Life by Helen Keller**

##### **1. Develop Guiding Questions**

Guiding questions, also called essential questions, capture the core concepts, issues, and understandings that are most significant in the theme of the novel. . The teacher can develop such questions or can encourage students to frame them. The questions can later be revised and used as an assessment tool for the unit.

Good guiding questions have some basic criteria in common:

- open-ended that resist a simple or single right answer.

*Q.1- How does Helen describe objects, persons and events in the book ' The Story of My Life'.*

- thought-provoking, counterintuitive, and/or controversial.

*Q.2.Is there any inspiration that one can draw after reading 'The Story of My Life'.  
Enunciate with the help of the text*

- require students to draw upon personal experiences and content knowledge.

*Q.3 What can teachers learn from the role Miss Sullivan played in Helen Keller's life?*

- can revisit any unit and help students evolve dialogues and debate.

*Q.4. Do you find the life of Helen Keller interesting? Why/why not?*

##### **2. Graphic Organizers**

- Graphic Organizers are visual tools which help students organize their thoughts and ideas.
- Graphic organizers guide the thought process of the learners as they fill in and build upon a visual map or diagram.
- Graphic organizers are some of the most effective visual learning strategies for students.
- They enhance learning and understanding of the subject matter.
- In novel reading, graphic organizers can facilitate students' learning by helping them identify areas of focus, because they help the learners to make connections.
- Graphic organizers help students focus on the text as they read. They also help students write well organized summaries of text.

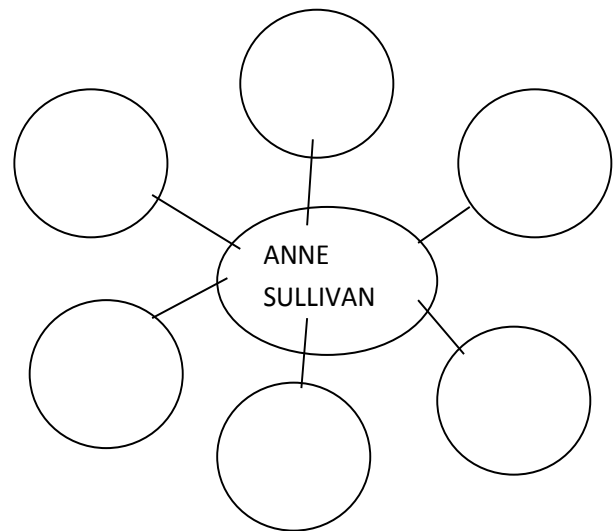
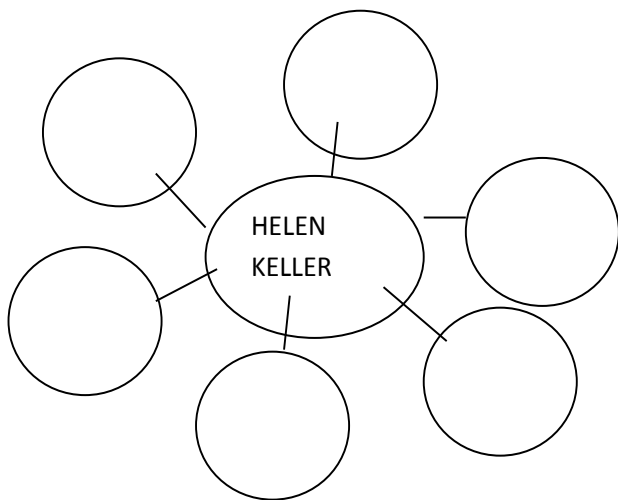
A graphic organizer can be created for the sequence of events , important characters, important events, character sketches etc.

Let us deal with some graphic organizers in detail and see how they can be used in novel reading.

#### a) Character Map

Mind Maps include a central idea or image surrounded by associated topics or ideas. Mind maps can be used to create character sketches.

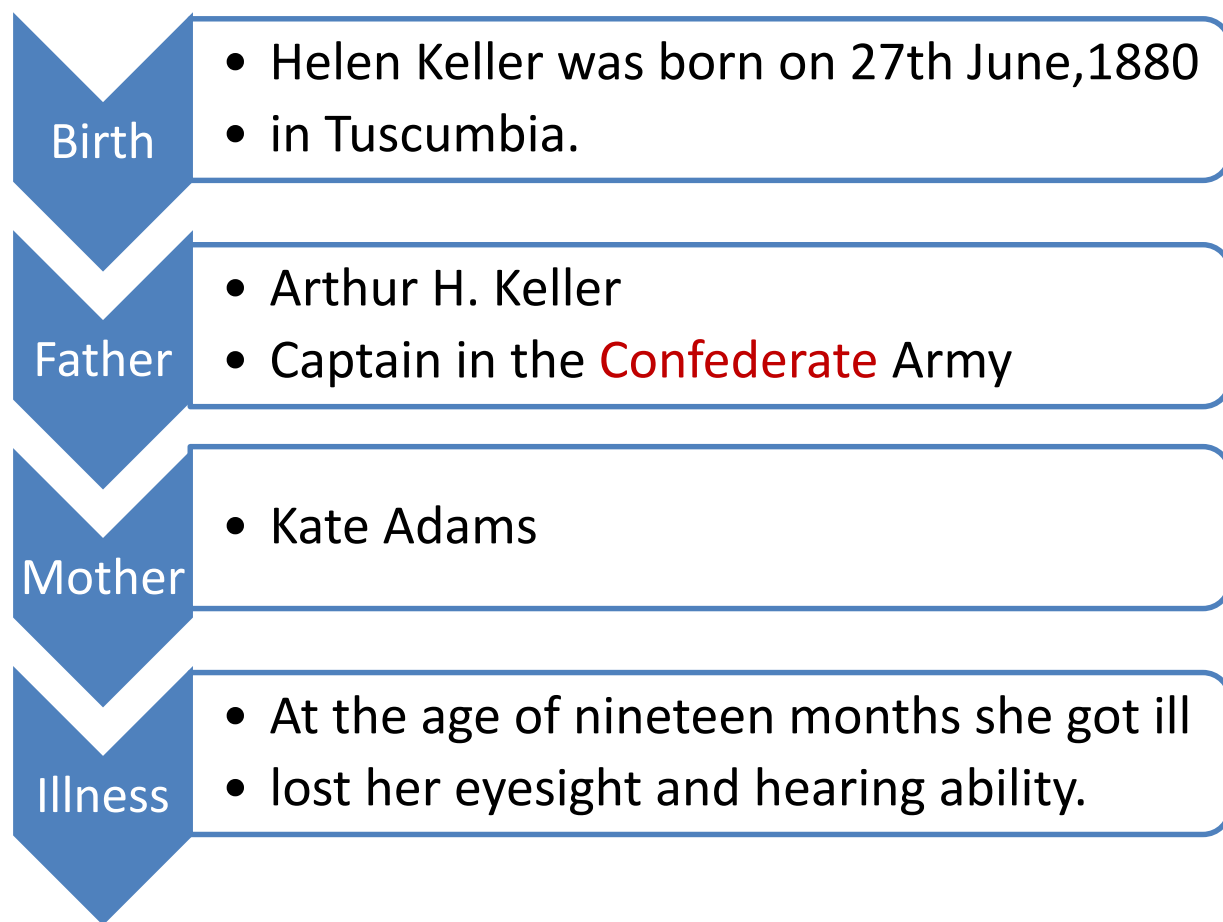
List the character traits of the main characters for writing character sketches in the figures given below:



#### b) Flow Chart

Flow chart can be used to show progression of ideas, thoughts or events. Summary can also be given in the form of a flowchart.

Flowchart of Chapter 1 of 'The Story of my Life'



### B) Cause and Effect

**Cause and effect** is a relationship where one event causes another to happen.

CAUSE (Why it happened )	EFFECT(What happened)
At the age of nineteen, Helen became sick	Helen lost her eyesight and speech
Helen could not express her feelings	
Helen learned to spell w-a-t-e-r with her fingers	
Helen's family learned to talk with their hands	
Helen learned to read Braille	

### 3.Role Play /Demonstartion :

Focus on some key themes in the novel. Chapter based role- preparation can be done. In groups, students can be assigned different roles. They can be asked to prepare dialogues and enact the roles. Enactment of incidents of the novel by the groups (one by one) can also be done.

For e.g.:

One student can be asked to play HELEN KELLER and another can be asked to play ANNE SULLIVAN. They can be asked to enact the scene when Miss Sullivan spells the word 'w-a-t-e-r' for Helen.

#### 4. Through CDs/Films:

Movies related to the novels can be shown to the class before, during and after the reading of the novel. The content of the novel can be divided according to term syllabus.

Links for the novel-

**THE STORY OF MY LIFE** - <https://www.youtube.com/watch?v=-3kqkHT3HzM> (full movie)  
<https://www.youtube.com/watch?v=A6p282-QTNs> (animated video)

<https://www.youtube.com/watch?v=sACK733KuiE> (animated video)

#### 5. Character Match

##### Activity 1.

Distribute Character Name Cards and Character Trait Cards randomly amongst students. Ask students to move around in class and find their partner by matching the character with the corresponding character traits.

##### CHARACTER CARDS

##### CHARACTER TRAIT CARDS

<b>Kate Adams</b>	She was the mother of Helen Keller. She was very supportive and loved her daughter very much.
<b>Bishop Brooks</b>	Helen enjoyed this character's company because he always gave her something meaningful to ponder about.
<b>Dr. Alexander Graham Bell</b>	This character suggested that Helen parents contact the Perkins Institution for the Blind, which they did.
<b>Mr. Anagnos</b>	The director of the Perkins Institution. After the episode of 'The Frost king', he became angry with Helen
<b>Martha Washington</b>	She was Helen's childhood friend. Helen dominated her and made her do what she wanted her to do.
<b>Dr. Chisholm</b>	This character was the oculist (eye doctor) who could do nothing for their daughter
<b>Arthur H. Keller</b>	He was the father of Helen. He was brave , loving and an indulgent person.
<b>Miss Sarah Fuller</b>	The teacher who began teaching Helen to speak by allowing her to feel the movements of her own lips and tongue
<b>Anne Sullivan</b>	She was Helen's teacher and guided her throughout her life.
<b>Mr. Gilman</b>	He was the principal at Cambridge School for young ladies.
<b>Mr. Keith</b>	A private tutor who prepared Helen to take her final examination for Radcliffe college.

## Activity 2

Call around 10 students and give them character cards. Ask them to read the name of the character silently and to introduce themselves to the class, telling them about their role or character traits. The rest of the class will guess who is who?

For e.g. :

The child with the character name ‘**Kate Adams**’ will come and say, “I am the mother of Helen Keller. I am very supportive and I love my daughter very much.”

Other students will guess who she is.

### Questions for Practice

Q .1. Miss Sullivan’s method of teaching Helen was unique. Elaborate. Or

How did the efforts of Ms. Sullivan help Helen change her life? Or

What can the teachers today learn from Ms Sullivan’s role as a teacher in Helen’s life?

### **Key Points**

- Miss Sullivan’s entry changed Helen’s life.
- She understood Helen’s psyche and made her eager to learn.
- She made her come in contact with nature.
- She had great virtues of patience, persistence and understanding.
- It was her constant support that helped Helen conquer the world.
- She was a kind, responsible, devoted, sympathetic and affectionate human being.
- She was a wonderful teacher who transformed the life of her student.
- She was a friend, philosopher and guide for Helen.

Q.2. “In the midst of her deprivation, Helen’s limitations were turned into beautiful privileges”. Elucidate the statement.

Or ‘The Story of my Life’, details a journey of a deaf and dumb girl transforming into a world famous figure. Explain.

### **Key Points**

- Helen became deaf and blind at the age of two.
- Anne Sullivan introduced Helen to the world of words.
- Helen turned every difficulty and event into an opportunity to learn from life itself.
- She derived pleasures, inspirations and amusements through several people who came in contact with her.
- Helen was the first deaf and blind who graduated with a college degree.

She became a renowned figure and an active participant in various campaigns such as Birth control, Trade Union, Capital Punishments etc.

Q.3 Discuss How did Helen Keller deal with the matter of plagiarism regarding the story ‘The Frost King’?

### Key Points

- In 1892, Helen wrote a little story called ‘The Frost King’ and sent to Mr. Anagnos.
- Mr. Anagnos published the story in one of the reports of Perkin Institute.
- Later it was discovered that a similar story had appeared even before Helen was born.
- It was evident that Helen’s story was a plagiarism.
- It was suspected that Helen and Miss Sullivan had deliberately stolen the idea.
- Mr. Anagnos felt cheated and hurt.
- Helen was cross questioned in the court.

### NOVEL : THE DIARY OF A YOUNG GIRL - BY ANNE FRANK

#### Why is the Novel “The Diary of a Young Girl” by Anne Frank important?

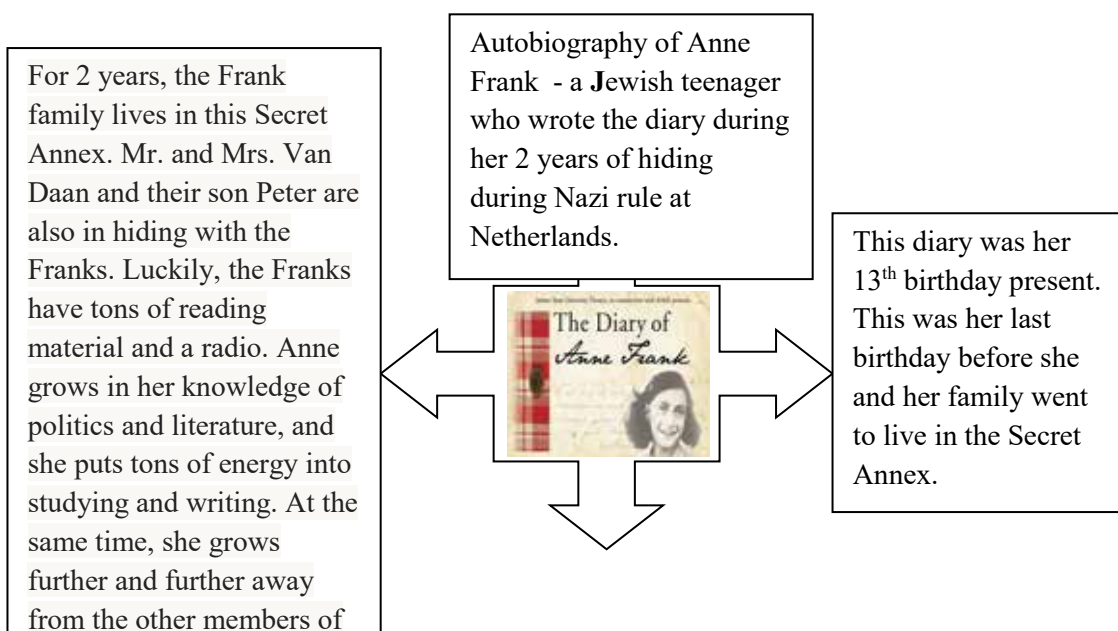
- It is a personal story that enables readers to understand its historical setting and perspective.
- Anne is portrayed as an epitome of tolerance, strength, and hope in the face of adverse discrimination.

Anne Frank's perspective resonates with a hunger for freedom. She wanted to be respected for who she was and not what others wanted her to be.

- Anne's reflections on personal, social, and political themes are hugely relevant even today, although the novel is set in the times of the Third Reich and the Holocaust.

#### **Pre-Reading Activity : Guess What?**

Seeing the cover and the title of my novel, \_\_\_\_\_, I predict that... \_\_\_\_\_





Two months after Anne's fifteenth birthday, and two days after her last diary entry, the Secret Annex is raided. Anne and the other members of the Annex are sent to various concentration camps at Belsen, in Germany, where she dies of typhus before her sixteenth birthday. Anne's father, Otto Frank, was the sole survivor.

When teaching the novel, “The Diary of Anne Frank” provide your students with extensive background information on the Holocaust and World War II.

**Suggested topics for discussion and setting up the mental background (before/while teaching the novel):**

1. Hitler's rise to power in Germany
2. Nazi Propaganda
3. The Nuremberg Laws, Kristallnacht, and the Pyramid of Hate
4. The Jewish Ghettos
5. Deportation and the mass transfer of Jews to Poland
6. Concentration Camp Life
7. Liberation
8. The Nuremberg Trials

**Suggested Strategies to Teach “The Diary of a Young Girl”**

**1. Role play /Demonstration:**

Chapter based enactment can be done. (Group wise/individual allocation of roles and dialogues)

**2. Through CDs/video clips:**

Movies based on the novel can be shown to the class before, during and after the reading of the novel.

1. Full movie 2009 edition (1 hour 40 minutes):  
<https://www.youtube.com/watch?v=XzwWQh-z4Qs>
2. Google book:<https://books.google.co.in/books?isbn=1445113295>
3. Tour of the Secret Annex (animated video clip): 4min 36 seconds  
<https://www.youtube.com/watch?v=0SJgudCq540>
4. Masterpiece Classic ending of Diary of Anne Frank (video clip): 7min 27 seconds

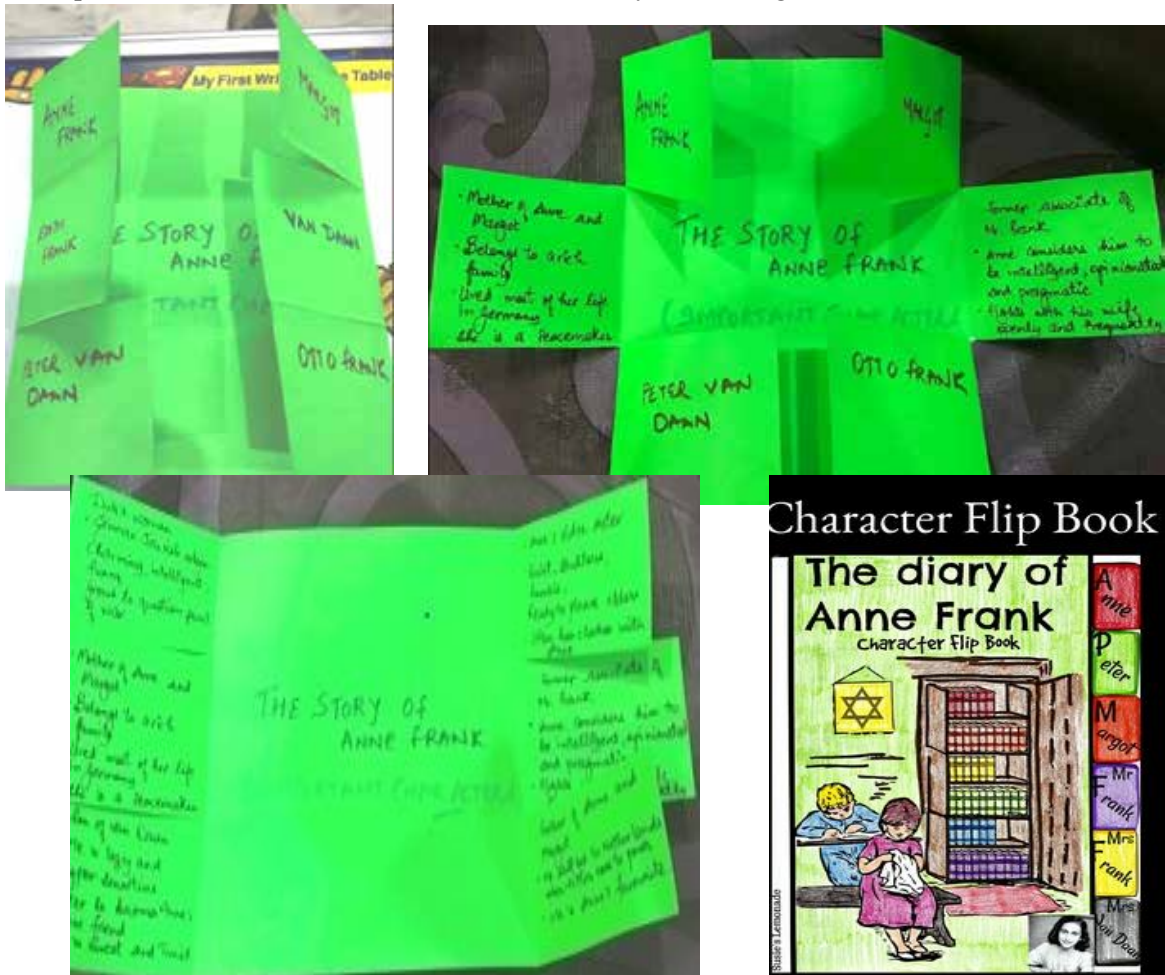
<https://www.youtube.com/watch?v=-ngUB5Exoeo>

5. Who was Anne Frank? (animated video clip) : 1 min 43 seconds  
<https://www.youtube.com/watch?v=IQ85nd-VWvE>

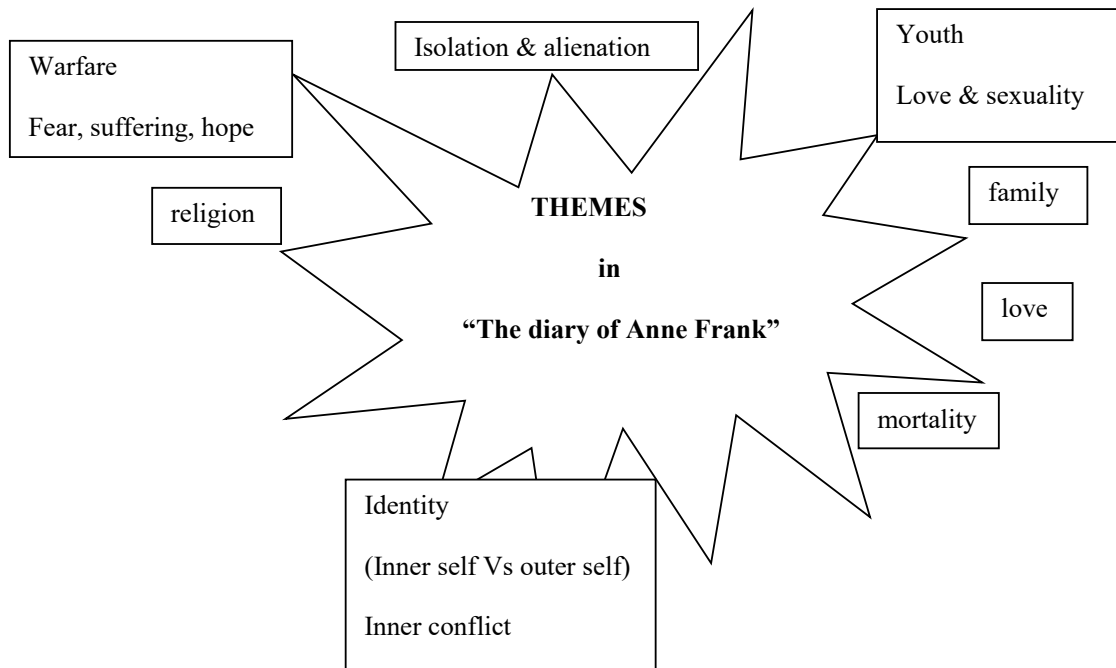
### 3. Using Foldables as a teaching aid. Foldables are :

- a 3 dimensional and interactive pictorial depiction
- can be used as a self check study guide.
- can also be used as a learning/assessment tool.
- helps students in retaining information.
- provides hands-on experience to students.
- helps students in note taking to organize information.
- can be used before/while/after reading the novel.
- can also be created for different events/episodes or characters of a novel.

Sample Character-foldables for the novel 'The Diary of a Young Girl'



#### 4. Use of Graphic Organizers like Theme-Map and Character –Map



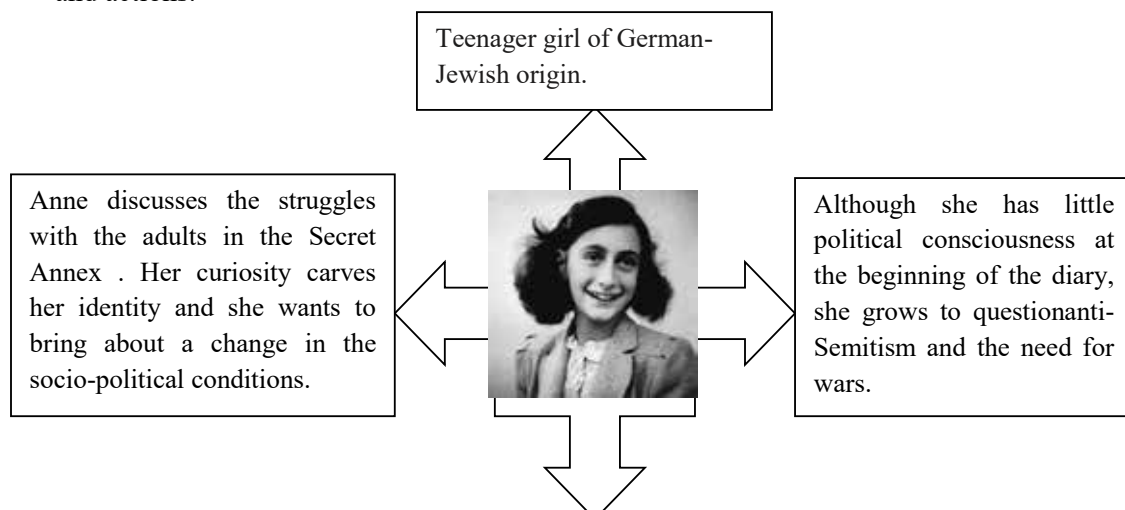
Before choosing to sketch the characters, let us understand the difference between the types of characters. There can be two categories of characters: Flat characters and round characters.

##### **Flat characters: (e.g.: Miep Gies, Mr.Dussell etc.)**

- appear in the story once or twice.
- don't really impact the story's outcome.

##### **Round characters: (e.g.: Anne Frank , Otto Frank, etc.)**

- **they are** the lead characters of the novel.
- Their words and actions greatly impact the events and the outcome of the story.
- The reader gets to know these characters in great detail through their words, thoughts, and actions.



Very intelligent and an outspoken girl, has an individual perspective.

5. **Reciprocal Teaching:** A designated student or group reads a section of the text and comes prepared to present or teach it to the class.
6. **Make Connections:** Using history books, newspapers, and online resources, have students investigate past and present instances of intolerance and genocide. (For example, slavery in the United States, apartheid in South Africa, tribal conflicts in Rwanda, etc) What was the effect on the victims? Throughout history, governments and individuals have imposed harsh policies.
7. The teacher can **discuss about the vocabulary** used throughout the novel:
8. Annex, discrimination, prejudice, Adolf Hitler, racism, Holocaust, stereotype, occupy/occupation, depression/Great Depression, Nazi/neo-Nazi, concentration camp/Bergen-Belsen, Kristallnacht.

### **Questions for Practice**

**1:** *“Pen has more patience than people.”. Justify.*

**or**

*Justify the title, “The diary of a young girl”.*

**or**

*“I hope I will be able to confide everything to you, as I have never been able to confide in anyone, and I hope you will be a great source of comfort and* Who said these words, to whom and why? Discuss with reference to the novel.

**or**

*Anne found a friend in her diary, “Kitty”. Comment.*

### **Key points :**

- ❖ Anne had no friend, not social
- ❖ Diary- a gift on 13<sup>th</sup> birthday
- ❖ difficult to find a genuine and concerned listener
- ❖ experience of gaining solace by penning down feelings on paper
- ❖ diary writing - a helpful exercise to vent out
- ❖ paper – non judgmental and sympathetic

2: *I see the eight of us in the Annex as if we were a patch of blue sky surrounded by menacing black clouds. . . . [They loom] before us like an impenetrable wall, trying to crush us, but not yet able to. I can only cry out and implore, "Oh ring, ring, open wide and let us out!"* Discuss.

**Or**

*One of the themes of the diary is that human growth involves pain. How is this theme illustrated by Anne's relationship with her mother? How does the plight of those outside the "Annexe" contribute to the theme?*

**Key points :**

- ❖ living in the secret annex
- ❖ war raged
- ❖ people throughout Europe suffer
- ❖ Anne is starting to become depressed and pessimistic
- ❖ anxiety and depression that plague and suffocate the residents of the annex
- ❖ blue sky suggests freedom
- ❖ dark clouds signify oppression and restrictions on the Jew

3: *Describe Peter –Anne relationship in 'The Diary of Anne Frank'?*

**Key points :**

- ❖ Opposites attract
- ❖ Anne longed for Peter's company.
- ❖ Franks and Van Daan went into hiding together
- ❖ Both shared a mutual understanding
- ❖ Open conversations
- ❖ One sided liking to Peter

4: *Main theme of the novel. Or Plot setting of the novel. Or Nazi-jewish war.*

**Key points :**

- ❖ Pitiable condition of Jews
- ❖ Jews were forced to abandon their houses and flee
- ❖ Wearing yellow star was a mandatory identification mark
- ❖ Military patrolling
- ❖ Concentration camps
- ❖ Scene of horror across the state
- ❖ Cruel treatment by Gestapo
- ❖ Dutch – sympathetic
- ❖ Air raids
- ❖ Deportation and Death

## LANGUAGE ENRICHMENT MATERIAL

### BOOK RESPONSE SHEET

Title of the book \_\_\_\_\_

Author \_\_\_\_\_

Type of book: (Detective, Autobiography, Biography, Adventure, Travelogue, Romantic)

\_\_\_\_\_

What did you like about the book \_\_\_\_\_

\_\_\_\_\_

What did you dislike about the book \_\_\_\_\_

\_\_\_\_\_

Would you suggest your friend to read this book? Why/ why not? \_\_\_\_\_

\_\_\_\_\_

Which character did you like the most? Why?

\_\_\_\_\_

\_\_\_\_\_

### Let's Create a Biography!

- Create biography of any character from the novel you have read

#### CHILDHOOD AND HIS/HER FAMILY

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### EDUCATION

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**DATE AND PLACE OF BIRTH**

**NAME/PICTURE**

**WHY WAS HE/SHE FAMOUS**

**PEOPLE WHOM HE/SHE LIKED**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**CHARACTER TRAITS**

\_\_\_\_\_

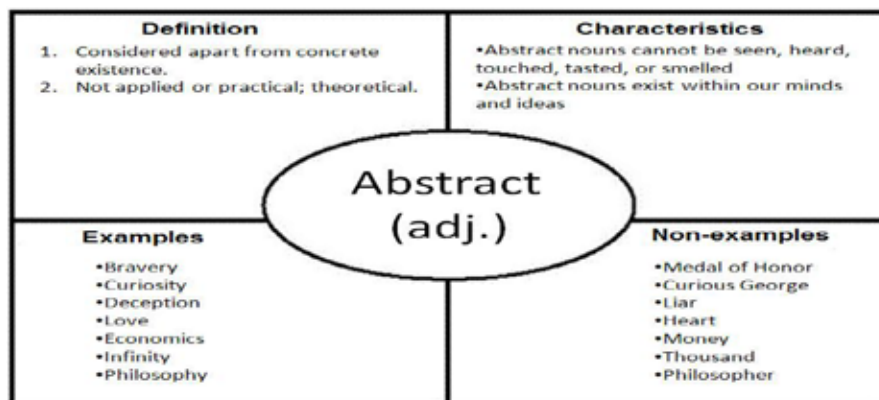
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 3. Frayer Model:

The purpose of the Frayer Model is to identify and define unfamiliar concepts and vocabulary. Students define a concept/word/term, describe its essential characteristics, provide examples of the idea and suggest non examples of the idea (knowing what a concept isn't helps define what it is). This information is placed on a chart that is divided into four sections to provide a visual representation for students. The model prompts students to understand words within the larger context of a reading selection, as it asks students to analyse the concept/word (definition and characteristics) and then synthesise or apply this information by thinking of examples and non examples. It also activates prior knowledge of a topic and builds connections. An example



**ENGLISH LANGUAGE AND LITERATURE (CODE NO.184)**

**SAMPLE QUESTION PAPER –Class IX (2018-19)**

**(BASED ON LATEST CBSE PATTERN)**

**TIME: 3 Hrs.**

**MM. 80**

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**General Instructions:**

- i. *The question paper has 4 Sections .*
    - *Section A : Reading Comprehension – 20marks*
    - *Section B : Writing Skill with Grammar - 30 marks*
    - *Section : Literature -30 marks*
  - ii. *All questions are compulsory.*
- 

**SECTION A: READING COMPREHENSION (20 MARKS)**

**Q.1. Read the following passage carefully. On the basis of your reading, answer the given questions:(1x8=8)**

- (i) Many animals are able to communicate with each other very well – but none of them can talk as we do. That is, no animals use words.
- (ii) Birds cry out and make sounds that other birds understand. Smells, movements, and sounds are used for communication by animals. Through them they express joy or anger or fear.
- (iii) Human speech is a very complicated process which no animal can perform. One reason is the very special way in which we use a whole series of organs to produce the sounds we want to make when we speak .
- (iv) The way our vocal cords are made to vibrate, the way the throat, mouth and nasal cavities are adjusted, the way the lips, teeth, lower jaw, tongue, and palate are moved – just to make vowel and consonant sounds, is something animals can't do. They cannot produce a whole series of words to make a sentence.
- (v) And there is another, perhaps more important reason why animals can't talk. Words are only labels for objects, actions, feelings, expressions and ideas. For example, the word 'bird' is a label for a living, flying object. Other words describe its colour, shape, flying and singing. Still other words would be used to tell what the speaker thinks or feels about the bird or its actions. For human beings, therefore, the use of words means the use of labels or symbols, and then organizing them in a certain way to communicate something. This requires a degree of intelligence and logical thinking that no animals have. So, they can't talk the way people do.
  - a. How do animals communicate ?
  - b. What makes human speech complicated ?
  - c. Mention 2 ways in which humans produce the sounds needed for speech.



- d. A bird's cry expresses its .....such as .....
- e. Words are basically .....for.....
- f. Why are animals unable to talk like human do ?
- g. Write the noun form of ' communicate'
- h. Find the antonym of ' simple' from the passage.

**Q.2. Read the following passage carefully . On the basis of your reading , answer the given questions :**

(i)Modern food has become our enemy. We have become so slavish to taste and presentation that we eat food for its entertainment value, not for its nutritional benefit. Even as health awareness is increasing, the variety of junk and nutritionless food is also increasing. Every restaurant boasts of a new cuisine, which is actually a mishmash of food made using a mixture of refined flour, oil and sugar. Pasta, noodles, white rice, white bread and maida based products like pizzas, burgers, nan and rumali roti are the main options in Italian, Chinese, Indian or Mexican cuisines. The vegetarian dishes are either overcooked or have a lot of corn starch and fat. The non- vegetarian dishes are either white-sauce based or swimming in rich gravies.

(ii)People are trying to lose weight by eating less during the day, so that they can accommodate such foods at night. They skip breakfast and lunch so that they can satisfy their taste buds at night with a family dinner. Perfect health, however, cannot be achieved by a process of eating less or not eating . The idea is to nourish the body. You might achieve some weight loss but you will also lose out on your health. Therefore, whilst embarking upon any weight loss programme, remember that health is so much more than just weight loss, at the same time achieving ideal body weight in a healthy way does provide a basis for achieving perfect health.

(iii) Our weight is a balancing act, but the equation is simple: If you eat more calories than you burn, you gain weight. And if you eat fewer calories than you burn, you lose weight. All too often, we make weight loss much more difficult than it needs to be with extreme diets that leave us cranky and starving, unhealthy lifestyle choices that undermine our dieting efforts, and emotional eating habits that stop us before we get started. But there's a better way! You *can* lose weight without feeling miserable. By making smart choices every day, you can develop new eating habits and preferences that will leave you feeling satisfied—and winning the battle of the bulge.

**2.1 Answer the following questions briefly. (2x4=8 marks)**

- a) How has modern food become our enemy?
- (b) How do people try to lose weight?
- (c) What should you remember while trying to lose weight?
- (d) How is our weight a balancing act?

**2.2 Choose the correct option**

**(1x4=4)**

- a) The word “cuisine” refers to  
(i) style of cooking (ii) fashion (iii) exercise (iv) dieting
- b) The verb form of ‘loss’ is  
(i) loose (ii) luce (iii) lose (iv) luse
- c) The word from the passage that means the same as “contented” (para iii)  
(i) cranky (ii) satisfied (iii) emotional (iv) miserable
- d) The antonym of ‘lose’ in the context of the passage  
(i) find (ii) tight (iii) gain (iv) bound

**SECTION B : WRITING SKILL AND GRAMMAR (30 MARKS)**

**Q3.** You are Navya/Nav. You went on stage for the first time today. Write a diary entry describing the occasion, your feelings and your family’s reaction. (8 marks)

**OR**

You are Sonia/ Sujit. The poem “On Killing a Tree” affected you profoundly. It made you think about the ill effects of indiscriminate felling of trees and the resultant de-forestation. Write an article on the subject for your school magazine highlighting the causes, ill effects and suggesting preventive measures.

**Q4.** Complete the given story in 150-200 words and give it a suitable title. Begin like this : (10 marks)

**Rohan was only eight years old. He was very curious by nature. He loved to find out about things. One day he went to the weekly market with his mother and sister . He.....**



**Q5.** Complete the following passage by choosing the most appropriate options from the ones given below: (1x4=4 marks)

Mark Twain was the pen name of Samuel Langhorne Clemens (a) \_\_\_\_\_ was one of (b) \_\_\_\_\_ greatest fiction writers of America. He grew up in a small town (c) \_\_\_\_\_ the bank of the Mississippi River. (d) \_\_\_\_\_ a small boy he moved to Hannibal on the banks of the river

- |    |          |          |           |          |
|----|----------|----------|-----------|----------|
| a. | i) which | ii) who  | iii) that | iv) he   |
| b. | i) an    | ii) a    | iii) the  | iv) his  |
| c. | i) on    | ii) in   | iii) at   | iv) upon |
| d. | i) Since | ii) From | iii) To   | iv) As   |

**Q6.** The following passage has not been edited. There is one error in each line. Write the incorrect word and the correction as given in the example against the correct blank number in your answer sheet. Remember to underline the word that you have supplied. [1x4=4]

Incorrect word

correct word

One day the Nawab sent words  
to his minister that I wanted  
an entire earth measured from  
side to side and of end to end.  
He would be happy if the minister count  
the stars in the sky as well.

eg.	words	word
(a)	_____	_____
(b)	_____	_____
(c)	_____	_____
(d)	_____	_____

**Q7.** Read the dialogue given below and complete the passage that follows. (1x4= 4 marks)

**Teacher :** Why are you late?

**Sumit :** I missed my school bus.

**Teacher :** Why didn't you leave home on time?

**Sumit :** Sorry, I will do so from tomorrow.

The teacher asked Sumit why (a) \_\_\_\_\_ late. Sumit replied that (b) \_\_\_\_\_ school bus. When the teacher asked him why (c) \_\_\_\_\_ in time, Sumit apologized and said that (d) \_\_\_\_\_

### SECTION C : LITERATURE ( 30 MARKS)

**Q8.** Read the extract given below and answer the following questions carefully ; (1x4=4marks)

So hack and chop  
But this alone won't do it  
Not so much pain will do it.  
The bleeding bark will heal  
And from close to the ground  
Will rise curled green twigs,  
Miniature boughs  
Which if unchecked will expand again  
To former size.

- Name the poem and the poet.
- What does 'it' refer to ?
- Explain "..... if unchecked will expand again"
- Find another word for 'small' from the extract

**OR**

He came and sat down on things, just when they wanted to be packed, and laboured under the fixed belief that, whenever Harris or George reached out their hand for anything it was his cold damp nose that they wanted. He put his leg into the jam, and he worried the teaspoons, and he pretended that the lemons were rats and got into the hamper and killed three of them before Harris could land him with the frying pan. Harris said, I encouraged him. I did not encourage him.

- a. Who is 'He' in the first line ?
- b. What were the narrator and his friends George and Harris doing ?
- c. How did 'he' cause trouble?
- d. Why did Harris blame the narrator ?

**Q9.** Answer any 5 of the following questions in about 30-40 words each:( 2X5=10 marks).

- a. How did the Shehnai get its name ?
- b. Why did Margie hate school?
- c. What message does the poet wish to convey through the poem ' No Men Are foreign' ?
- d. What is the belief about kaliyug at Pashupatinath ?
- e) Why did Zan's mother run back into the burning house ?
- f) How was Iswaran an asset for the narrator ?
- g) Why did Einstein write a letter to President Roosevelt ?

**Q10.** Answer one of the following questions in 100-120 words:( 8 marks)

‘Lack of communication often leads to misunderstanding between parents and children’. Comment on the basis of the lesson ‘The Little Girl’ [Hint – What was Kezia’s attitude towards her father? Why? Did it change? How? What did she realise?]

OR

‘Animals also feel the bond of love and the pain of separation’. Justify on the basis of the lesson ‘The Bond of Love’.

**Q11.** Answer one of the following questions in 100-120 words: ( 8 marks);

“ A little learning can be dangerous thing”. Elaborate how Think Tank proves this in the play ‘The Book that Saved the Earth’.

OR

According to Sue the Last Leaf was Behrman’s masterpiece. Do you agree? In this context, justify the title “ The Last Leaf”

**ENGLISH LANGUAGE AND LITERATURE (CODE NO.184)**

**SAMPLE QUESTION PAPER –Class X (2018-19)**

**(BASED ON LATEST CBSE PATTERN)**

**TIME: 3 Hrs.**

**MM. 80**

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**General Instructions :**

iii. *The question paper has 4 Sections .*

- *Section A : Reading Comprehension – 20marks*
- *Section B : Writing Skill with Grammar - 30 marks*
- *Section : Literature with Extended Reading Text -30 marks*

iv. *All questions are compulsory.*

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**SECTION A : READING COMPREHENSION ( 20 MARKS)**

**Q.1. Read the following passage carefully . On the basis of your reading , answer the given questions :(1x8=8)**

- (i) Madhubani painting originated in a region, known as Mithila, in the state of Bihar. Initially, the womenfolk of the village made the paintings on the walls of their home, as

an illustration of their thoughts, hopes and dreams. With time, the paintings started becoming a part of festivities and special events such as birth, marriage ,festivals ,etc

(ii) The traditional base of freshly plastered mud wall of huts has now been replaced by cloth, handmade paper and canvas. Since the paintings have been confined to a limited geographical range, the themes as well as the style are, more or less, the same. Mithila paintings make use of three-dimensional images and the colors that are used are derived mainly from plants.

(iii) Themes of the Mithila painting of Bihar revolve around Hindu mythology and nature. One can also find paintings based on scenes from the royal courts and social events, like weddings. If any empty space is left after painting the main theme, it is filled up with the motifs of flowers, animals and birds or geometric designs. The first reference to the Maithili painting of Bihar dates back to the time of Ramayana, when King Janaka ordered the paintings to be created for his daughter, Sita's, wedding.

(iv)The brush used for Madhubani paintings is ,traditionally ,cotton wrapped around a bamboo stick. The artists themselves prepare the colors that are used for the paintings. Black color is made by adding soot to cow dung; yellow by combining turmeric (or pollen or lime) with the milk of banyan leaves; blue from indigo; red from the kusam flower juice or red sandalwood; green from the leaves of the wood apple tree; white from rice powder and orange from palash flowers. There is no shading in the application of colors. A double line is drawn for outlines and the gap is filled with either cross or tiny straight lines. The linear Maithili paintings do not even require application of colours; only the outlines are drawn.

- a. Mithila paintings generally illustrate.....
- b. The themes and style of Mithila paintings more or less the same because .....
- c. What are the basic themes of Mithila paintings?
- d. How has the Madhubani Painting changed over the years ?
- e. What is done to cover any empty space in the painting?
- f. Where do we find the first reference to Mithila paintings?
- g. Why do you think there is no shading in the application of colours in Mithila paintings?
- h. Find a word from the passage which means the same as 'repetitive design or decorative image'? (Para iii)

**Q.2. Read the following passage carefully . On the basis of your reading , answer the given questions :**

(i). An escalating epidemic of overweight and obesity is affecting many countries in the world. More than 300 people are overweight or obese. Obesity could be reason specific. In India, the Marwaris tend to be overweight because of their high calorie diet and lack of physical activities. In the United States, obesity is more prevalent in lower economic groups

(ii) . Obesity is now well recognized as a disease in its own right. Though obesity commonly means very overweight, it is defined as an excess amount of body weight that

includes muscle, bone, fat and water. “Obesity” specifically refers to an excess amount of body fat. Some people, such as body builders or other athletes with a lot of muscle, can be overweight without being obese.

(iii) A certain amount of body fat is needed for stored energy, heat insulation, shock absorption and other functions. Generally, women have more body fat than men. Usually men with more than 20% body fat and women with more 30% body fat are regarded as obese.

(iv) Obesity occurs when a person consumes more calories than he or she burns. Genetic, environmental, psychological and other factors may all play a part in causing this imbalance.

(v) Obesity tends to run in families, suggesting a genetic cause. Environmental factors mean lifestyle behaviours such as what a person eats and his or her level of physical activity. Although you cannot change your genetic makeup, you can change your eating habits and levels of activity. You can learn how to choose more nutritious meals which are low in fats and become more active

(vi) Then there are the psychological factors. Negative emotions such as boredom, sadness or anger are factors due to which people overeat. There is also binge eating when people eat large amounts of food thinking that they cannot control how much they are eating. Those with the most severe binge eating problems are also likely to have symptoms of depression and low self esteem. These people may have more difficulty in losing weight and keeping it off than people without binge eating problems.

(vii) Obesity is more than a cosmetic problem; it is a health hazard. Several serious medical conditions have been linked to obesity, including type 2 diabetes, heart disease, high blood pressure and stroke. Obesity is also linked to higher rates of certain types of cancer. Other diseases and health problems linked to obesity include gall bladder disease and gallstones, liver disease, osteoarthritis which leads to deterioration of joints, gout which also affects the joints and reproductive problems in women.

(viii) Studying a large, diverse group of children in the US, researchers found that rapid weight gain during the first four months of life was associated with an increased risk of being overweight at age seven, regardless of birth weight and weight at one year.

(ix) As the trend is to equate attractiveness with slimness, especially for women, obesity makes people feel unattractive. The method of treatment depends on the level of obesity, overall health condition and motivation to lose weight. Treatment may include a combination of diet, exercise, behavior modification and sometimes weight-loss drugs.

(x) The benefits of exercise are much more than any other way of losing weight. Not only does exercise help you lose weight but it also improves your fitness and flexibility and improves skin texture. Exercise is also free from the harmful side effects of crash dieting, slimming capsules and the heat treatment used by slimming centres.

**2.1 Answer the following questions briefly. (2x4=8 marks)**



- (a) What is obesity? Mention any two psychological factors that cause obesity.
- (b) Why is obesity considered a health hazard?
- (c) What are the possible methods of treatment for obesity?
- (d) How is exercise the best method of losing weight?

**2.2 Choose the correct option to find words from the passage which mean the same as the following. (1x4=4)**

**(a) increasing (para i)**

- (i) prevalent                      (ii) tend                      (iii) escalating (iv) overweight

**(b) concerning outward appearance (para vii)**

- (i) deterioration              (ii) hazard              (iii) reproductive              (iv) cosmetic

**(c) change or correction (para ix)**

- (i) equate              (ii) unattractive              (iii) motivation              (iv) modification

**(d) helpful or good effects (para x)**

- (i) benefits              (ii) flexibility              (iii) capsules              (iv) texture

## **SECTION B : WRITING SKILL AND GRAMMAR ( 30 MARKS)**

**Q3.** You are , Lakshman/ Lakshmi , a resident of C-289 Sanchar Vihar, New Delhi. The employees of your local post office are not doing their work sincerely. There have been instances of letters not being delivered on time, rude. Write a letter to the Post Master General , General Post Office, New Delhi complaining about the errant behaviour of the postal workers of your area. (8 marks)

**OR**

Recently there has an been increase in cases of ‘ cyber bullying’ especially among the youth. A cyber bully is someone who hurts or frightens someone else on social media such as Facebook , Twitter ,etc. over a period of time, and often forcing them to do something that they do not want to do. There have been instances of young men and women going into depression or even committing suicide because of it. You are Sana / Sahil . Write an article for your school highlighting the issue , its causes, effect and suggesting ways to tackle it. You may use the given words/ideas

reflects social attitude- people rude- affects youth negatively- depressed- parents/ teachers need to monitor social media usage- bullies themselves insecure- counselling- stringent cyber laws

**Q4.** Complete the given story in 150-200 words and give it a suitable title. Begin like this : (10 marks)

*“ It was a dark moonless night. Bholu was returning home after his late night- shift duty. He was walking as he has missed the last bus .Suddenly , he .....*

**Q5.** Complete the following passage by choosing the most appropriate options from the ones given below: (1x4=4 marks)

The Himalyan Range is (a) .....the largest sources of fresh water in the world. All the major rivers (b).....north India originate from (c)..... high altitude snow-capped peaks. Shrouded in a veil of snow (d).....mist, the Bhagirathi originates from the Gomukh.

- |    |         |           |              |             |
|----|---------|-----------|--------------|-------------|
| a. | i) in   | ii) among | iii) between | iv) of      |
| b. | i) from | ii.) in   | iii) of      | iv) towards |
| c  | i) the  | ii) its   | iii) a       | iv) very    |
| d  | i)and   | ii) or    | iii) from    | iv) of      |

**Q6.** The following passage has not been edited. There is one error in each line. Write the incorrect word and the correction as given in the example against the correct blank number in your answer sheet. Remember to underline the word that you have supplied. [1x4=4]

	Incorrect	Correct
Our school hosted a inter -school debate competition(eg.)..... <u>a</u> .....		..... <u>an</u> .....
in which nineteen schools participate.	(a).....	.....
On her welcome address, our Principal	(b).....	.....
was all praise to the contestant's enthusiasm.	(c).....	.....
She wish them success in the competition.	(d).....	.....

**Q7.** Re-order the following words/phrases to form meaningful sentences: (1x4= 4 marks)  
a) marsupials/ native to/ are/ Australia/ koalas

- b)hardly / koalas are / ever drink / animals that / water.
- c) water /they need / they get / they eat / from / all the / the leaves.
- d) can eat / everyday / one and a half kilograms / an adult koala / up to/ of leaves.

### SECTION C : LITERATURE ( 30 MARKS)

**Q8.**Read the extract given below and answer the following questions carefully ; (1x4=4marks)

His ball went, I would not intrude on him

A dime, another ball, worthless. Now

He senses first responsibility

- a. Name the poem and the poet.
- b. Who is referred to as ‘ I’ here?
- c. Why doesn’t the poet wish to intrude on ‘ him’?
- d. What is ‘his’ first responsibility?

**OR**

The Buddha said: “The life of mortals in this world is troubled and brief and combined with pain. For there is not any means by which those that have been born can avoid dying; after reaching old age there is death; of such a nature are living beings. As ripe fruits are early in danger of falling, so mortals when born are always in danger of death.

- a. What did the Buddha say about the life of the people?
- b. What do you think the Buddha wanted to say about death?
- c. What is the danger with all the mortals?
- d. Find a word from the passage that means ‘ordinary people’?

**Q9.** Answer any 4 of the following questions in about 30-40 words each: ( 2X4=8 marks)

- a) When did Lencho receive the letter? What was his reaction on opening the letter?
- b) “Baking was indeed a profitable profession in the old days”. How do you know this?
- c) Why was Fowler disappointed on meeting Ausable?
- d) Why did Bholi refuse to marry Bishamber?
- e) What was Nelson Mandela’s idea of courage ?

**Q10.** Answer one of the following questions in 100-120 words:( 8 marks)

Lomov’s offer of marriage to Natalya was based on social and economic considerations rather than any personal feelings . In this context , comment on the title of the lesson

**OR**

“ A little learning can be dangerous thing”. Elaborate how Think Tank proves this in the play ‘The Book that Saved the Earth’.

**Q11.** Answer one of the following questions in about 200-250 words:

Helen Keller says, “Happy days did not last long.” Why does she say this? What had happened to her?

**OR**

Helen was a determined fighter who never gave up. Elaborate on the basis of your reading of the “The Story Of My life”.

**OR**

‘Life in the secret annexe was challenging and fraught with danger’. Elaborate on the basis of your reading of “ The Diary of A Young Girl”

**OR**

In Anne’s eyes, Mr. Otto Frank was one of the kindest, smartest, most gentle and thoughtful of fathers. Do you agree? Give reasons for your answer.

## **ENGLISH LANGUAGE AND LITERATURE**

**(Code No. 184)**

### **Background**

Traditionally, language-learning materials beyond the initial stages have been sourced from literature: prose, fiction and poetry. While there is a trend for inclusion of a wider range of contemporary and authentic texts, accessible and culturally appropriate pieces of literature should play a pivotal role at the secondary stage of education. The English class should not be seen as a place merely to read poems and stories in, but an area of activities to develop the learner's imagination as a major aim of language study, and to equip the learner with communicative skills to perform various language functions through speech and writing.

### **Objectives**

**The general objectives at this stage are:**

- to build greater confidence and proficiency in oral and written communication
- to develop the ability and knowledge required in order to engage in independent reflection and inquiry
- to use appropriate English to communicate in various social settings
- equip learners with essential language skills to question and to articulate their point of view
- to build competence in the different registers of English
- to develop sensitivity to, and appreciation of, other varieties of English, like Indian English, and the culture they reflect
- to enable the learner to access knowledge and information through reference skills (consulting a dictionary / thesaurus, library, internet, etc.)
- to develop curiosity and creativity through extensive reading
- to facilitate self-learning to enable them to become independent learners
- to review, organise and edit their own work and work done by peers

**At the end of this stage, learners will be able to do the following:**

- give a brief oral description of events / incidents of topical interest
- retell the contents of authentic audio texts (weather reports, public announcements, simple advertisements, short interviews, etc.)
- participate in conversations, discussions, etc., on topics of mutual interest in non-classroom situations
- narrate the story depicted pictorially or in any other non-verbal mode
- respond in writing to business letters, official communications

- read and identify the main points / significant details of texts like scripts of audio-video interviews, discussions, debates, etc.
- write without prior preparation on a given topic and be able to defend or explain the position taken / views expressed in the form of article, speech, or a debate
- write a summary of short lectures on familiar topics by making / taking notes
- write an assessment of different points of view expressed in a discussion / debate
- read poems effectively (with proper rhythm and intonation)
- transcode information from a graph / chart to a description / report and write a dialogue, short story or report

### **Language Items**

In addition to consolidating the grammatical items practised earlier, the courses at the secondary level seek to reinforce the following explicitly:

- sequence of tenses
- reported speech in extended texts
- modal auxiliaries (those not covered at upper primary)
- non-finites (infinitives, gerunds, participles)
- conditional clauses
- complex and compound sentences
- phrasal verbs and prepositional phrases
- cohesive devices
- punctuation (semicolon, colon, dash, hyphen, parenthesis or use of brackets and exclamation mark)

### **Methods and Techniques**

The methodology is based on a multi-skill, activity-based, learner-centred approach. Care is taken to fulfil the functional (communicative), literary (aesthetic) and cultural (sociological) needs of the learner. In this situation, the teacher is the facilitator of learning, S/he presents language items, contrives situations which motivates the child to use English for the purposes of communication and expression. Aural-oral teaching and testing is an integral feature of the teaching-learning process. The electronic and print media could be used extensively. A few suggested activities are:

- Role play
- Simulating real-to-life situations
- Dramatising and miming
- Problem solving and decision making
- Interpreting information given in tabular form and schedule
- Using newspaper clippings

- Borrowing situations from the world around the learners, from books and from other disciplines
- Using language games, riddles, puzzles and jokes
- Interpreting pictures / sketches / cartoons
- Debating and discussing
- Narrating and discussing stories, anecdotes, etc.
- Reciting poems
- Working in pairs and groups
- Using media inputs - computer, television, video cassettes, tapes, software packages

**ENGLISH LANGUAGE AND LITERATURE (Code No. 184)**  
**SYLLABUS CLASS - IX (2018-19)**

**SECTION - WISE WEIGHTAGE**

Section		Total Weightage 80
A	Reading Skills	20
B	Writing Skills with Grammar	30
C	Literature Textbook and Supplementary Reading Text	30
	Total	80

The annual examination will be of 80 marks, with a duration of three hours.

**SECTION A: READING** **20 Marks** **50 Periods**

This section will have two reading passages.

Q.1: A Factual passage 300-350 words with eight Very Short Answer type Questions. **8 marks**

Q. 2: A Discursive passage of 350-400 words with four Short Answer type Questions to test inference, evaluation and analysis with four Very Short Answer Questions to test vocabulary. **12 marks**

**SECTION B: WRITING AND GRAMMAR** **30 Marks** **60 Periods**

Q. 3: Writing an Article/ Descriptive Paragraph( person/ place/ event/diary entry) in about 100-150 words based on visual or verbal cue/s. The questions will be thematically based on the prescribed books. **8 marks**

Q. 4: Writing a short story based on a given outline or cue/s in about 150 - 200 words. **10 marks**

The Grammar syllabus will include the following areas in class IX :

1. Tenses
2. Modals
3. Use of passive voice
4. Subject - verb concord
5. Reporting  
Commands and requests
  - (ii) Statements
  - (iii) Questions
6. Clauses:
  - (i) Noun clauses
  - (ii) Adverb clauses of condition and time
  - (iii) Relative clauses
7. Determiners
8. Prepositions

The above items may be tested through test types(grammar in context) as given below:

- Q. 5: Gap filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses. 4 marks
- Q. 6: Editing or omission 4 marks
- Q. 7: Sentences reordering or sentence transformation in context. 4 marks

**SECTION C: LITERATURE TEXTBOOKS**

**30 Marks**

**60 Periods**

- Q. 8. One out of two extracts from prose/poetry/play for reference to the context. Four Very Short Answer Questions: two questions of one mark each on global comprehension and two questions of one mark each on interpretation. (1x4=4 marks)
- Q.9. Five Short Answer Type Questions from BEEHIVE AND MOMENTS (3 questions from BEEHIVE and 2 questions from MOMENTS) to test local and global comprehension of theme and ideas (30-40 words each) **2x5 = 10 marks**
- Q.10. One out two long answer type questions from the book BEEHIVE to assess Creativity, imagination and extrapolation beyond the text and across the texts. **(100-150 words) 8 marks**
- Q.11. One out of two Long Answer Questions from the book MOMENTS on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch in about 100-150 words.

**8 marks**



**Prescribed Books:** Published by NCERT, New Delhi

- BEEHIVE - Textbook for class IX
- MOMENTS - Supplementary Reader for Class IX

**NOTE:** Teachers are advised to:

- (i) encourage classroom interaction among peers, students and teachers through activities such as role play, group work etc.
- (ii) reduce teacher-talk time and keep it to the minimum,
- (iii) take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views.

Besides measuring attainment, texts serve the dual purpose of diagnosing mistakes and areas of non-learning. To make evaluation a true index of learners' attainment, each language skill is to be assessed through a judicious mixture of different types of questions.

**Reading Section:** Reading for comprehension, critical evaluation, inference and analysis are skills to be tested.

**Writing Section:** All types of short and extended writing tasks will be dealt with.

**Grammar:** Grammar items mentioned in the syllabus will be taught and assessed.

**Listening and Speaking Skills**

**50 Periods**

**ENGLISH LANGUAGE AND LITERATURE (Code No. 184)****Course (2018-19)****CLASS - IX**

<b>Textbooks</b>	
<b>Literature Reader</b>	
<b>PROSE (Beehive)</b>	
1. The Fun They Had	7. Packing
2. The Sound of Music	8. Reach for the Top
3. The Little Girl	9. The Bond of Love
4. A Truly Beautiful Mind	10. Kathmandu
5. The Snake and the Mirror	11. If I were you
6. My Childhood	
<b>POETRY</b>	
1. The Road Not Taken	6. No Men Are Foreign
2. Wind	7. The Duck and the Kangaroo
3. Rain on the Roof	8. On Killing a Tree
4. The Lake Isle of Innisfree	9. The Snake Trying
5. A Legend of the Northland	10. A Slumber did My Spirit Seal
<b>SUPPLEMENTARY READER (Moments)</b>	
1. The Lost Child	6. Weathering the Storm in Ersama
2. The Adventures of Toto	7. The Last leaf
3. Iswaran the Storyteller	8. A House is Not a Home
4. In the Kingdom of Fools	9. The Accidental Tourist
5. The Happy Prince	10. The Beggar

## Class - IX

### English Language and Literature 2018-19 (Code No. 184)

Typology	Testing competencies/ learning outcomes	VSAQ 1 mark	Short answer Questions 30-40 words 2 marks	Long answer Ques- tion-II 100-150 Words (HOTS) 8 marks	Very Long Answer Question 150-200 words (HOTS) 10 marks	Total
Reading Skills	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary.	12	04	---	---	20
Writing Skills and Grammar	Creative expression of an opinion, reasoning, justifying, illustrating, appropriacy of style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency.	12	---	01	01	30
Literature Textbook  and Supplementary Reading Text	Recalling, reasoning, appreciating, applying literary conventions, extrapolating, illustrating and justifying etc. Extracting relevant information, identifying the central theme and sub-themes, understanding the writers' message and writing fluently	04	05	02	----	30
Total		28 x 01 = 28 marks	09 x 02 = 18 marks	03 x 08 = 24 marks	01x10 = 10 marks	80 marks

**ENGLISH LANGUAGE AND LITERATURE (Code No. 184)**  
**SYLLABUS CLASS - X 2018-19**

**SECTION - WISE WEIGHTAGE IN ENGLISH LANGUAGE AND LITERATURE**

Section		Total Weightage 80
A	Reading Skills	20
B	Writing Skills with Grammar	30
C	Literature Textbooks and Extended Reading Text/s	30
	<b>TOTAL</b>	<b>80</b>

**Note :**

The Board examination will be of 80 marks, with a duration of three hours.

**SECTION A: READING**

**20 Marks**

**50 Periods**

This section will have two unseen passages of a total length of 700-750. The arrangement within the reading section is as follows:

- Q.1: A Factual passage of 300-350 words with eight Very Short Answer type Questions. **8 marks**
- Q. 2: A Discursive passage of 350-400 words with four Short Answer type Questions to test inference, evaluation and analysis and four MCQs to test vocabulary. **12 marks**

**SECTION B: WRITING AND GRAMMAR**

**30 Marks**

**60 Periods**

- Q 3: Formal letter complaint / Inquiry / placing order / Letter to the editor / article in about 100-120 words. The questions will be thematically based on the prescribed books. **8 marks**
- Q. 4: Writing a short story based on a given outline or cue/s in about 150-200 words. **10 marks**

The Grammar syllabus will include the following areas in class X.

1. Tenses
2. Modals
3. Use of passive voice
4. Subject - verb concord

5. Reporting
  - (i) Commands and requests
  - (ii) Statements
  - (iii) Questions
6. Clauses:
  - (i) Noun clauses
  - (ii) Adverb clauses
  - (iii) Relative clauses
7. Determiners
8. Prepositions

The above items may be tested through test types as given below:

- Q.5: Gap filling with one or two words to test Prepositions, Articles, Conjunctions and Tenses. **4 marks**
- Q. 6: Editing or omission. **4 marks**
- Q. 7: Sentences Reordering or Sentence Transformation in context. **4 marks**

### SECTION C: LITERATURE TEXTBOOKS AND EXTENDED READING TEXT

**30 Marks 60 Periods**

- Q.8: One out of two extracts from prose/poetry/drama for reference to context. Four very Short Answer Questions : Two questions of one mark each on global comprehension and two questions of 1 mark each on interpretation. **4 marks**
- Q.9: Four Short Answer type Questions from FIRST FLIGHT and FOOTPRINTS WITHOUT FEET ( two from each to test local and global comprehension of theme and ideas)(30-40 words each) **4x2=8 marks**
- Q.10: One out of two Long Answer type Questions from FIRST FLIGHT and FOOTPRINTS WITHOUT FEET in about 100-120 words to assess creativity, imagination and extrapolation beyond the text and across the texts. **8 marks**
- Q.11: One out of two very Long Answer Questions from the extended reading texts on theme, plot or character involving interpretation and inference in about 200-250 words. **10 marks**

**Prescribed Books:** Published by NCERT, New Delhi

- FIRST FLIGHT - Text for Class X
- FOOTPRINTS WITHOUT FEET - Supplementary Reader for Class X

**EXTENDED READING TEXTS (either one):**

- a. *The Diary of a Young Girl* (1947) by Anne Frank ( uploaded on CBSE website)
- b. *The Story of My Life* (1903) by Helen Keller ( unabridged edition)

Note: Teachers are advised to:

- (i) encourage classroom interaction among peers, students and teachers through activities such as role play, group work etc.
- (ii) reduce teacher-talking time and keep it to the minimum,
- (iii) take up questions for discussion to encourage pupils to participate and to marshal their ideas and express and defend their views, and
- (iv) continue the Speaking and Listening activities given in the NCERT books.

Besides measuring attainment, texts serve the dual purpose of diagnosing mistakes and areas of non-learning. To make evaluation a true index of learners' attainment, each language skill is to be assessed through a judicious mixture of different types of questions.

**Reading Section:** Reading for comprehension, critical evaluation, inference and analysis are skills to be tested.

**Writing Section:** All types of short and extended writing tasks will be dealt with.

**Grammar:** Grammar items mentioned in the syllabus will be taught and assessed over a period of time. There will be no division of syllabus for Grammar.

**Listening and Speaking Skills**

**50 Periods**

# ENGLISH LANGUAGE AND LITERATURE (Code No. 184)

Course (2018-19)

CLASS - X

Textbooks	
Literature Reader (First Flight)	
PROSE (First Flight)	
1. A Letter to God	7. Glimpses of India
2. Nelson Mandela	8. Mijbil the Otter
3. Two Stories about Flying	9. Madam Rides the Bus
4. From the Diary of Anne Frank	10. The Sermon at Benares
5. The Hundred Dresses -I	11. The Proposal
6. The Hundred Dresses -II	
POETRY	
1. Dust of Snow	7. Animals
2. Fire and Ice	8. The Trees
3. A Tiger in the Zoo	9. Fog
4. How to Tell Wild Animals	10. The Tale of Custard the Dragon
5. The Ball Poem	11. For Anne Gregory
6. Amanda	
SUPPLEMENTARY READER (Footprints without Feet)	
1. A Triumph of Surgery	6. The Making of a Scientist
2. The Thief's Story	7. The Necklace
3. The Midnight Visitor	8. The Hack Driver
4. A Question of Trust	9. Bholi
5. Footprints without Feet	10. The Book that Saved the Earth
Extended Reading Texts - (either one)	
<b>Diary of a Young Girl</b> - 1947 June 12, 1942 to March 14, 1944 By Anne Frank (unabridged edition uploaded on CBSE website )	<b>Diary of a Young Girl</b> - 1947 March 16, 1944 to August 01, 1944 By Anne Frank (unabridged edition uploaded on CBSE website)
<b>The Story of My Life</b> - 1903, Chapters 1-14 By Helen Keller (unabridged edition)	<b>The Story of My Life</b> - 1903 Chapters 15-23 By Helen Keller (unabridged edition)

## ENGLISH LANGUAGE AND LITERATURE CLASS X 2018-19

Typology	Testing competencies/ learning outcomes	VSAQ 1 mark	Short answer Questions 30-40 words 2 marks	Long answer Ques- tion-II 100-150 Words (HOTS) 8 marks	Very Long Answer Question 150-200 words (HOTS) 10 marks	Total
Reading Skills	Conceptual un- derstanding, decoding, analyzing, inferring, interpreting and vocabulary.	12	04	---	---	20
Writing Skills and Grammar	Creative expression of an opinion, reasoning, justifying, illustrating, ap- propriacy of style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency.	12	---	01	01	30
Literature Textbook and Extended Reading Text Reading Texts	Recalling, reasoning, appreciating, ap- plying literary conven- tions, extrapolating, illustrating and justifying etc. Extracting relevant information, identifying the central theme and sub themes, under- standing the writer's message and writing fluently.	04	04	01	01	30
Total		28 x 01 = 28 marks	08 x 02 = 16 marks	02 x 08 = 16 marks	02x10 = 20marks	80 marks





**State Council for Educational Research and Training**  
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