

1. नवीन पाठ्यक्रम एवं उसमें शामिल नवीन अंश

General English

Class - 9

Time : 3.00Hours

M.M.=100

Unit wise weightage

Section	Topics	Marks	
A	Reading Skills Reading and Comprehension	15	27 Periods
B	Writing Skills	20	36 Periods
C	Grammar	20	36 Periods
D	Prescribed Text Book	45	81 Periods

ENGLISH (GENERAL) EXAMINATION SPECIFICATIONS Class-IX

3 Hours

Marks 100

1. SECTION 'A' READING

15 Marks

A1., A2 and A3 three unseen passages of total 250 words with a variety of questions including 6 marks for vocabulary.

The prose passage will be factual (instructions, description, report etc), discursive (argumentative, interpretative, persuasive, etc) and literary (poetry, fiction, interview, biography, etc) in nature.

Passage 1. 80 words 5 marks

Passage 2. 80 words 5 marks

Passage 3. 80 words 5 marks

There will be questions for local comprehension besides questions on vocabulary and comprehension of higher level skills such as drawing inferences and conclusions.

2. SECTION 'B' WRITING **20 Marks**

B1. Letter writing: One letter based on provided verbal stimulus and context.

6 Marks

Type of Letter : informal: personal - such as to family and friends

Formal : letters of complaints, enquiries, requests, applications.

B2. Note making and summarising :

6 Marks

(3+3)

(a) Students will be asked to make notes on the passage given (100 words)

(b) The students will be asked to prepare a summary looking at the given notes.

B3. Composition : A short writing task based on a verbal and/or visual stimulus (diagram, picture, graph, map, chart, table, flow chart etc) (80 words) **8 Marks**

OR

An essay in about 200 words on topics of day to day life.

After giving an ample practice to students to write an original composition for two or three years, the option of 'Essay' may be eliminated.

3. SECTION 'C' GRAMMAR and TRANSLATION

20 Marks

(15+5)

A variety of short questions involving the use of particular structures within a context. Test Types used will include clauses, gap-filling, sentence completion, sentence re-ordering, editing, dialogue-completion and sentence transformation. The Grammar syllabus for this class will include the following areas for teaching.

1. Tenses (present with extension);
2. Modals (have to/had to, must, should, need, ought to and their negative forms);
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 of condition and time
 - (iii) Relative clauses;

7. Determiners, and
8. Prepositions
9. Translation (from Hindi to English)

Note : No separate marks allotted for any of grammatical items listed above.

4. SECTION 'D' TEXT BOOK 45 Marks

Prose 30

D.1 and D.2 - Two extracts from different prose lessons included in Text Book (approximately 100 words each) 5x2 **10 Marks**

These extract chosen from different lessons will be literary and discursive in nature. Each extract will be of 5 marks. One mark in each extract will be for vocabulary. 4 marks in each passage will be used for testing local and global comprehension besides a question on interpretation.

D.3 One out of two questions: based on any one of the prose lesson from text book to be answered in about 50 to 80 words. **6 Marks**

D.4 (A) One out of two questions on drama text (local and global comprehension questions) (50-80 words) **6 Marks**

(B) One out of two questions on drama text in (25-30 words) **4 Marks**

D.5 Four objective type question based on Text. **4 Marks**

Poetry 15

D.6 One out of two extracts from different poems from the prescribed reader, each followed by two or three questions to test the local and global comprehension of the set text. **03 Marks**

D.7 Two out of three short answer type questions on substance and ideas contained in the poems to be answered in about 20-25 words each.

06 Marks

D.8 One out of two short answer type questions central idea of the poems.

04 Marks

D.9 Objective text based on poetry. **02 Marks**

Book Prescribed -

1. Text Book - Spring Blossom
2. Work Book - Spring Blossom

Compiled by M.P. Rajya Shiksha Kendra and Published by M.P. Text Book Corporation.

नवीन अंशों का विवरण

- uohu ikBîØe esa vc iz'ui= 100 vadksa dk gksxkA
- Note making – blds ckjs esa d{kk IX dh workbook esa i`B Ø- 128] 129] 130] 131 ij foLr`r :i ls le>k;k x;k gSA
- Composition (diagram, picture, graph, speech, map, chart, table, flow chart)
- Picture description : d{kk IX dh uohu ikBîiqLrd ist 81 (picture description) fn;k x;k gSA
- Map : Workbook IX page 8 ij vH;kl ds :lk esa fn;k x;k gSA
- Graph : Workbook IX page 32 ij vH;kl ds :lk esa fn;k x;k gSA
- Table : Workbook IX page 109 ij vH;kl ds :lk esa fn;k x;k gSA Table lk<+dj fn, x, iz'uksa dh lgk;rk ls paragraph fy[kok,;A
- Diagram: Workbook IX page 34 ij vH;kl ds :lk esa fn;k x;k gSA
- Flowchart : Workbook IX page 81 ij ;g vH;kl fn;k x;k gSA bldh lgk;rk ls speech fy[kok,;A

Note: bu lHkh vH;klksa dks djokus gsrq Nk=ksa ls] igys ekSf[kd ppkZ djsaA

2- iqLrd ds

सत्र 2007-08 से प्रदेश की सभी शासकीय शालाओं में कक्षा 9 की कक्षाओं में अंग्रेजी विषय का अध्ययन एवं अध्यापन कार्य नवीन पाठ्यपुस्तकों के माध्यम से प्रारम्भ हो चुका है। हमारे शिक्षक साथियों के साथ यह चर्चा आवश्यक है कि पुरानी पुस्तकों को हटाने की आवश्यकता क्या थी, नवीन पुस्तकों में क्या-क्या परिवर्तन किए गए हैं, किन नवीन तथ्यों/घटकों को शामिल किया गया है तथा इन्हें शामिल किए जाने के क्या कारण हैं आदि।

आइये इन सभी बिन्दुओं के बारे में एक-एक करके बात करते हैं।

इस सत्र से पूर्व कक्षा 9 में अध्ययन एवं अध्यापन हेतु उपयोग की जा रही सामान्य अंग्रेजी की पुस्तकें लगभग तीन दशकों से अपरिवर्तित चली आ रही थीं। इन पिछले तीन दशकों में हमारे आसपास के परिदृश्य में बहुत परिवर्तन हुए हैं, हमारी प्राथमिकताओं में परिवर्तन हुए हैं। इनका प्रभाव शैक्षणिक उद्देश्यों एवं प्राथमिकताओं पर पड़ना नितान्त स्वाभाविक है। घटनाक्रम की तीव्रता तथा तेजी से बदल रहे जीवन के सन्दर्भों एवं प्राथमिकताओं के कारण पुस्तकों का नवीनीकरण अत्यावश्यक हो जाता है। वह बिन्दु जो कि सन् 70 के दशक में हमारे लिए अत्यन्त महत्वपूर्ण हुआ करते थे, आज हमें अधिक प्रभावित नहीं करते। अस्तु वर्तमान परिदृश्य को देखते हुए यह आवश्यक था कि हमारे बच्चे वह पाठ्यवस्तु पढ़ें जोकि उन्हें सामयिक जीवन सन्दर्भों के लिए तैयार कर सकें तथा वे समक्ष प्रस्तुत चुनौतियों का आत्मविश्वास के साथ सामना कर सकें।

द्वितीय स्थान पर यह तथ्य आता है कि पुरानी पुस्तकें structural approach पर आधारित थीं जोकि अंग्रेजी भाषा शिक्षण हेतु उस समय की एक प्रभावी approach थी। परन्तु जैसा हम सभी जानते हैं कि परिवर्तन ही प्रकृति का नियम है। अंग्रेजी शिक्षण हेतु वर्तमान समय में structural approach अपने शुद्ध स्वरूप में कहीं भी प्रचलन में नहीं हैं। उसका स्थान communicative / Interactive approach द्वारा ले लिया गया है। structural approach की असफलता के पीछे कई कारण जिम्मेदार थे किन्तु उनमें एक बेहद महत्वपूर्ण कारण था भाषा को अस्वाभाविक/कृत्रिम शैली में सिखाया जाना।

वर्तमान (प्रस्तुत) पुस्तकों में उपयोग की गई communicative approach बच्चों को जीवन के स्वाभाविक परिवेश एवं परिदृश्यों में उस भाषा का उपयोग करना सिखाती है जो कि उनकी मातृभाषा नहीं हैं। यहाँ यह तथ्य अत्यन्त महत्वपूर्ण है कि हमें बच्चों को to know a language बताना है या कि to know about a language बताना है। Communicative language teaching approach भाषा का उपयोग करना सिखाती है। यहाँ यह तथ्य भी उल्लेखनीय है कि प्रायः हमारी शालाओं के वे बच्चे जोकि अंग्रेजी को द्वितीय भाषा के रूप में पढ़ते हैं, उनके आस-पास इस भाषा को सीखने या अभ्यास करने के अवसर बहुत कम मात्रा में उपलब्ध रहते हैं। प्रस्तुत पुस्तकें

Communicative Language Teaching Approach पर आधारित हैं जो कि target language अर्थात् अंग्रेजी भाषा को सीखने एवं उसका अभ्यास करने के अवसर बच्चों को पर्याप्त मात्रा में उपलब्ध कराती है।

यहाँ यह तथ्य भी उल्लेखनीय है कि पिछले सत्र तक विद्यार्थियों को मात्र textbook gh prescribed थी परन्तु इस सत्र से उन्हें अंग्रेजी भाषा संबंधी अधिकाधिक प्रयोग के अवसर देने हेतु पाठ्यपुस्तक के साथ ही एक अभ्यास पुस्तिका का भी समावेश किया गया है। अभ्यास पुस्तिका में बच्चे पाठ्यपुस्तक में सीखी गई दक्षताओं का विविध अभ्यासों के माध्यम से अभ्यास कर सकेंगे तथा साथ ही स्वाभाविक रूप से उनका पुनर्बलीकरण (reinforcement) और दृढ़ीकरण हो सकेगा।

पाठ्यपुस्तक की पाठ्यवस्तु जहाँ पर एक ओर मानवता के शाश्वत मूल्यों – सहानुभूति, करुणा आदि को स्थान दिया गया है वहीं देशभक्ति से ओतप्रोत कथानक, प्रेरक पौराणिक प्रसंग, पर्यावरण की सुरक्षा हेतु जागरूक बनाने वाली कहानियाँ, साहस कथाएँ, महापुरुषों (राजनीति, विज्ञान) की जीवनियाँ, हिन्दी भाषा की श्रेष्ठ, सर्वकालिक प्रेरणादायी कहानियों का अंग्रेजी अनुवाद, खेल भावना, सरल हास्य विनोद, बुद्धि चातुर्य, ऐतिहासिक प्रेरक प्रसंग, ध्वनि प्रदूषण, आपदा-प्रबन्धन, प्रेरक लेख, नैतिक कथा, त्याग आदि जैसे विषयों पर पाठ्य सामग्री को संकलित किया गया है।

अभ्यास खण्ड पर दृष्टि डालें तो पहला महत्त्वपूर्ण तथ्य यह उभर कर आता है कि पुरानी पुस्तकों में दिए गए अभ्यासखण्ड से अलग हटकर नवीन पाठ्यपुस्तकों में भाषा के चारों बुनियादी कौशलों basic skills अर्थात् listening, speaking, reading and writing पर ध्यान केन्द्रित किया गया है ताकि हमारे बच्चे जब इन पाठ्यपुस्तकों को समग्रता में उपयोग करें तो उनका भाषा का विकास एकांगी न होकर सर्वांगीण हो तथा साथ ही वे भाषा के चारों बुनियादों दक्षताओं में भी पारंगत हो सकें।

अभ्यास खण्ड में मुख्यतः सात-आठ प्रकार की गतिविधियों को रखा गया है –

- Word Power - शब्द सामर्थ्य
- How Much Have I Understood?/ Comprehension - पठन बोध
- Language Practice - व्याकरण
- Listening Time - श्रवण कौशल विकास
- Speaking Time - बोलने के कौशल का विकास
- Writing Time - लेखन कौशल
- Things to do - प्रोजेक्ट कार्य

कक्षा 9 की पाठ्यपुस्तकों में प्रत्येक पृष्ठ में आए नए शब्दों के उच्चारण (pronunciation) एवं उनके अर्थ दिए गए हैं।

आशा है पुस्तक विषयक उपर्युक्त जानकारी से हमारे शिक्षक साथी लाभान्वित होंगे तथा पाठ्यपुस्तक एवं अभ्यास पुस्तिका का और स्पष्टता के साथ उपयोग कर सकेंगे।

3. EXERCISE PATTERN (GENERAL ENGLISH)

I. Word Power

Textbook में दी गई exercises में सर्वप्रथम Word Power (शब्द सामर्थ्य) से संबंधित अभ्यास दिए गए हैं। इस अभ्यास का मुख्य उद्देश्य विद्यार्थियों के शब्द सामर्थ्य को समृद्ध करना है। विभिन्न अभ्यासों के माध्यम से विद्यार्थियों के शब्द भण्डार में भी वृद्धि अपेक्षित है। इसके अन्तर्गत अनेक प्रकार के अभ्यास दिए गए हैं।

Word Power के अन्तर्गत दिए गए अभ्यासों को शिक्षक, बोर्ड पर pairs में, group अथवा whole class activities के रूप में करवाएँ (मौखिक व लिखित)। जैसे –

- ‘Derive words from the given words’ शिक्षक बोर्ड पर करवाएँ।
- Write any 3 – 4 words associated words with the given words **ds** pairwork **ds** रूप में करवाएँ। छात्रों को जोड़ियों में काम करने को दें।
- Fill in the blanks, match the words with their meanings आदि अभ्यासों को विद्यार्थियों को स्वयं करने को कहें।
- Antonyms, synonyms, rhyming words वाले अभ्यासों को whole class activity के रूप में करवाएँ।

II. How Much Have I Understood? / Comprehension

Exercises के क्रम में यह अगली कड़ी है। इस अभ्यास का उद्देश्य विद्यार्थियों की समझ को परखना है। विभिन्न अभ्यासों के माध्यम से यह जानने का प्रयास किया गया है कि विद्यार्थियों ने पाठ को कितना समझा है। इस हेतु निम्न प्रकार के अभ्यास दिए गए हैं –

1. Choose the correct option.
2. Complete the following.
4. Answer the following questions.
5. Explain the lines.

शिक्षक इन अभ्यासों को विभिन्न प्रकार से करवा सकते हैं।

उदाहरणतः Answer the following questions **ds** activity के रूप में भी करवा सकते हैं। Class को दो groups में विभाजित करें। ,d group **ds** answers वाली strips दें व दूसरे group को questions वाली strips दें। एक group questions पूछे व दूसरा group उत्तर strips में से उत्तर ढूँढ़कर पढ़े। Choose the correct answer अभ्यास को विद्यार्थियों को स्वयं करने दें।

III. Language Practice

Comprehension के पश्चात ‘Language Practice’ नाम का अभ्यास है। इस अभ्यास का उद्देश्य विद्यार्थियों में व्याकरण की समझ को विकसित करना है। इस heading के अन्तर्गत दिए गए विभिन्न अभ्यासों को करने के पश्चात विद्यार्थी वाक्यों की संरचनाएँ tenses, passive voice, articles, prepositions, **fofHkUu** clauses आदि का प्रयोग करना सीख पाएँगे।

Textbook ,oa Workbook दोनों ही में व्याकरण सम्बन्धी पर्याप्त अभ्यास दिए गए हैं।

शिक्षक इन अभ्यासों को प्रत्येक grammatical item की अवधारणा को स्पष्ट करने के उपरान्त ही करवाएँ। ये अभ्यास भी शिक्षक विद्यार्थियों के level, संख्या आदि को ध्यान में रखते हुए करवाएँ। कुछ अभ्यास बोर्ड पर करवाएँ। विद्यार्थियों के स्वयं हल करने के पश्चात उन्हें board पर लिखने को कहें। सभी विद्यार्थियों को अवसर दें।

कुछ अभ्यास pairwork के रूप में करवाएँ। विद्यार्थियों के pairs बना दें व उनसे अभ्यास करवाएँ। शिक्षक कक्षा 5–6 groups में विभाजित कर अभ्यासों को करवा सकते हैं।

IV. Listening Time

यह अभ्यास Class IX में केवल textbook में दिया गया है। Listening व speaking, चारों skills esa reading व writing के पहले आते हैं। Listening skills का अभ्यास देने का उद्देश्य विभिन्न sounds, sentences आदि को सुनकर समझना व फिर उसको act करना है।

इन अभ्यासों को मुख्यतः individual activities के रूप में करवाएँ। कुछ अभ्यासों को group work के रूप में करवाएँ। कुछ अभ्यासों को board पर करवाएँ। शिक्षक सभी विद्यार्थियों का participation सुनिश्चित करें।

V. Speaking Time

पुस्तकों में Listening time के पश्चात speaking time अभ्यास दिए गए हैं। इन अभ्यासों का उद्देश्य विद्यार्थियों में बोलने की क्षमता का विकास करना है। इन अभ्यासों के माध्यम से अधिकाधिक विद्यार्थी सहभागिता कर सकेंगे जिसके फलस्वरूप उनमें इस कौशल का विकास हो सकेगा और इसके प्रति रुझान भी बढ़ेगा।

Speaking skills के अन्तर्गत दिए गए अभ्यासों को individual / pair /half-class /whole class activities के रूप में करवा सकते हैं। Class को दो teams में divide कर करवा सकते हैं। एक team प्रश्न पूछे व दूसरी team उत्तर दे।

इस प्रकार pairs में भी अभ्यास कराएँ। dqN exercises जोकि vowels, consonants, syllables पर आधारित हैं, उन्हें पहले whole class, फिर half class, फिर छोटे groups तथा अन्त में individually कराएँ।

Note: शिक्षक पहले स्वयं सही उच्चारण के साथ बोलें, फिर विद्यार्थियों से बुलवाएँ।

VI. Reading Time

यह अभ्यास केवल Class IX की workbook में दिया गया है। इसका उद्देश्य केवल छात्रों को passages को समझ कर उत्तर देना ही नहीं है बल्कि विभिन्न अभ्यासों द्वारा उनके इस कौशल को विकसित करना भी है।

अतः इसके अन्तर्गत केवल unseen passages ही नहीं वरन् अन्य प्रकार के अभ्यास भी निम्नानुसार दिए गए हैं—

1. Read the poem carefully and answer the questions
2. Read the clippings from the newspapers and answer the questions
3. Read the wrapper of a medicine and answer the questions
4. Read the following passage carefully

ये अभ्यास भी comprehension का ही एक रूप हैं। चूँकि विद्यार्थियों को केवल पुस्तकें ही नहीं पढ़नी वरन् उन्हें day to day life में भी जानकारी प्राप्त करनी होती है, अतः उन्हें working knowledge of English तो होनी ही चाहिए। इन अभ्यासों को विद्यार्थी स्वयं करें। आवश्यकता पढ़ने पर शिक्षक उनकी सहायता करें।

VII. Exercise Writing Time

नवीन पुस्तक में Speaking Time के बाद जो अभ्यास दिया गया है वह है Writing Time. यह अभ्यास अंग्रेजी की चार basic skills में से एक skill – writing skill पर आधारित है।

इस अभ्यास के अन्तर्गत निम्न उद्देश्यों को लिया गया है:

1. छात्रों में लेखन क्षमता का विकास करना।
- 2- छात्रों को अपनी भावनाओं को अभिव्यक्ति के विभिन्न माध्यमों जैसे poster, report, message, story, paragraph आदि द्वारा व्यक्त करना सिखाना।
- 3- Nk=ksa dks non-textual material tSls graphs, report card, charts, advertisements ,oa fofHkUu izdkj dh instructions पढ़कर उसे अपने शब्दों में व्यक्त करना सिखाना।
- 4- छात्रों को guided composition लिखना सिखाना।
- 5- छात्रों को विभिन्न प्रकार के letter ,oa application लिखना सिखाना।
6. छात्रों को कल्पनाशीलता को मूर्त रूप में क्रमबद्ध तरीके से कैसे लेजमउंजपबंससल व्यक्त किया जाये, यह सिखाना।

Writing skill याने छात्रों की लिखने की क्षमता का विकास करना इसके लिए जो अभ्यास कार्य नवीन पाठ्यपुस्तक में सम्मिलित किये गये हैं उन्हें हम individual work, pair work, group activity, half class activity या whole class activity के द्वारा सिखा सकते हैं।

fofHkUu fo"k;ksa ij letter ,oa application fy[kus dk dk;Z izR;sd Nk=ls individually djok;k tk;saA

izR;sd Nk=ls viuk daily routine fy[kdj ml ij ,d paragraph fy[kus dks dgsaA

fdlh topic ij essay fy[kokus dk dk;Z half class activity ds :i esa fd;k tk ldrk gSA

VIII. Exercise – Things to Do

नवीन पाठ्यपुस्तक में Writing Time के बाद जो अभ्यास दिया गया है वg Things to Do gSA

यह अभ्यास इसलिए दिया गया है जिससे –

- छात्रों में सृजनात्मकता का विकास किया जा सके।
- छात्रों के सामान्य ज्ञान की वृद्धि की जा सके।
- छात्रों को विभिन्न वस्तुओं की प्रत्यक्ष ज्ञान कराया जा सकें।
- छात्रों में रचनात्मकता का विकास किया जा सके।
- छात्रों को विभिन्न स्थलों का ज्ञान वहाँ ले जाकर दिया जा सके।
- छात्रों में महत्वपूर्ण सामग्रियों को एकत्रित करने की क्षमता का विकास किया जा सके।
- अर्थात् इस अभ्यास का मुख्य उद्देश्य है करके सीखना।

4. TEACHING READING SKILL

- ✳ किसी भी भाषा का अध्ययन करने के लिए यह आवश्यक है कि छात्र उस भाषा को पढ़कर समझने की क्षमता विकसित करे। तभी उस भाषा का उपयोग साहित्य आदि पढ़ने में कर सकेंगे। पाठ्यक्रम में रीडिंग skill का मुख्य उद्देश्य विद्यार्थियों को English के प्रयोग में ऐसी क्षमता और कुशलता प्रदान करना है जिससे वे एक दिए गए अंश को पढ़कर उसका पूरा अर्थ समझ सकें ताकि वे (आवश्यकता अनुसार) आगे अध्ययन के लिए माध्यम के रूप में English का प्रयोग कर सकें। विद्यार्थियों की Understanding / Comprehension को परखने के लिए Reading सबसे अच्छी तकनीक है।
- ✳ How to develop/teach Reading skill. - Reading skill acquire करने के लिए विद्यार्थियों को english में Text Book के अलावा अन्य reading material provide किया जाना चाहिए। इसके लिए शिक्षक-बंधु newspaper व magazines, short-stories आदि का collection रखें व समय-समय पर बच्चों को पढ़ने दें। परीक्षा में इस section में अच्छे अंक प्राप्त करने के लिए आवश्यक है कि बच्चे Question words जैसे what, where, when etc. से भलीभाँति परिचित हों। eg: Who....? किसी व्यक्ति के बारे में पूछा गया है।

DIRECTIONS

1. सर्वप्रथम विद्यार्थियों को दिए गए passage को पूरा पढ़ने के लिए निर्देशित करें।
2. इसके बाद वे प्रश्नों को पढ़ें।
3. तत्पश्चात् दिए गए passage में प्रश्नों के उत्तर ढूँढें।
4. इन उत्तरों को यथासंभव अपनी भाषा में लिखने का प्रयास करें।
5. जिस tense में प्रश्न पूछा गया हो उसी tense में उत्तर लिखा जाना चाहिए।
6. विद्यार्थी को यह प्रयास किया जाना चाहिए की एक unseen passage में क्रमानुसार a से e तक प्रश्नों का उत्तर लिखें।
7. यदि passage पढ़ते समय कुछ unfamiliar/अपरिचित शब्द आते हैं तो चिंता न करें। इसका उद्देश्य over all meaning grasp करना है। ऐसे शब्दों का अर्थ context से समझने का प्रयास करें।

TESTING READING SKILL IN QUESTION PAPER - 9th

इस नए प्रश्न-पत्र के Section A अंतर्गत A-1, A-2, A-3 तीन unseen passage दिए जायेंगे। प्रत्येक passage में a,b,c – ये तीन प्रश्न comprehension/ understanding परखने के लिए दिए जायेंगे और d, e प्रश्न vocabulary test करने के लिए दिए जायेंगे।

प्रत्येक प्रश्न a से e तक 1-1 अंक का होगा।

इस प्रकार A-1, A-2, A-3 5-5 अंक के होंगे। Section कुल 15 अंकों का होगा।

CLASS IX

SOLVED EXAMPLES

A-1 :-Language is a wonderful gift given to man. No animal possesses this gift, but they have their own way of expressing themselves. When a rabbit sees an enemy it runs away into its hole. Its tail, which is white, bobs up and down as it runs. The other rabbits see it and they run too. They know that there is a danger. When a cobra is angry, it raises its hood and makes itself look fierce. This warns other animals. When a bee has found some food, it goes back to the hive. It cannot tell the other bees where the food is by speaking to them, but it does a kind of dance in the air (**FACTUAL PASSAGE**)

- a) How does a rabbit react when it sees an enemy ? 1
- b) How does a Cobra, warn the other animals? 1
- c) Where does a bee go when it finds food? 1
- d) Find a word in the passage which means the same as ‘frightening’. 1
- e) Find a word in the passage which means the same as ‘to own something’. 1

ANSWERS

- a) It runs away into its hole and bobs its tail up and down.
- b) It raises its hood and makes itself look fierce.
- c) It goes to the hive.
- d) Fierce.
- e) Possess.

A-2 :- Once a smart looking young man visited the office of a business firm to ask for a job. The Manager, though pleased with his behaviour, said, “There is no vacancy here for a clerk”, The young man was very sad and turned to go. As he was passing out of the doorway, he found a pin lying near it. He picked it up and placed it on the table. The Manager was greatly impressed. He thought that the young man was good enough to be employed in his office. So, he called him back and appointed him as a clerk. The young man, in due course of time, became the head of that firm. It was his love of order and economy that brought him success in life.

(LITERARY PASSAGE)

- a) What was the first thing about the young man that pleased the Manager? 1
- b) What did the young man see when he was leaving the room? 1

- c) What was the secret of this success? 1
- d) Find a word in the passage which means the same as ‘ a job that is available for somebody’. 1
- e) Find a word in the passage that means the opposite of ‘failure’. 1

ANSWERS

- a) The Manager was pleased with the behaviour of the young man.
- b) The young man saw a pin lying near the doorway.
- c) The secret of his success was his love of order and economy.
- d) Vacancy.
- e) Success.

A-3.- Traditionally, the kite festival is celebrated on January 14 every year, marking a change of season. Legends say that Gods, who sleep for six months, wake up on Makar Sankranti and the portals of heaven are thrown open. Myriad colours in square shapes dot the sky when people wake up to kites on the harvest festival of Makar Sankranti. The thread used for flying kites is a sharp-edged one. This thread is smeared with powdered glass and glue. (DISCURSIVE PASSAGE).

- a) When and why is the festival of Makar Sankranti celebrated? 1
- b) How do the people celebrate the festival of ‘Makar Sankranti’? 1
- c) What do the people do to make the thread sharp? 1
- d) Find a word in the passage which means the same as "Innumerable"? 1
- e) Find a word in the passage which means the same as ‘to spread something over as surface in a rough or careless way. 1

ANSWERS

- a) ‘Makar Sankranti’, is celebrated on January 14 marking a change of season.
- b) People celebrate the festivals by flying kites.
- c) The thread is smeared with powdered glass and glue to make it sharp.
- d) Myriad
- e) Smear.

PASSAGES FOR PRACTICE

1. Snake Charmers (Saperas) present a very colourful picture of India to the tourists but the reality of their own life is quite grim. They wander to many places displaying their skills but due to new forms of entertainment their earnings have

gone down. With a little care their skills can be use for their better livelihood. They are very skilled in tracking and catching snakes. They can easily obtain snake poison which is used in the preparation of some medicines. They are also aware of medicinal plants which can be used for providing remedies for snake bite.

- a) What type of life do snake charmers lead in the present times?
 - b) Which skills do the snake charmers possess?
 - c) Mention one use of snake poison.
 - d) Find a word in the passage which means the same as "to walk", often without any particular purpose.
 - e) Find a word which means the same as ‘ a treatment or medicine to cure a disease or reduce pain’.
2. Food can maintain or save life; it can destroy life as well. Proper food serves the purpose of medicine while improper food works as poison and causes disease. We may take pride in calling ourselves civilized; but we have started flouting all the norms about the quality and quantity of foods. We mostly eat processed foods. We have drifted away from mother nature, thereby giving rise to the incidence of diabetes.
- a) What is the effect of improper food?
 - b) What kind of food do we eat mostly?
 - c) Why do more people suffer from diabetes now?
 - d) Find a word in the passage which means the same as ‘ a gradual change from one situation to another’.
 - e) Find a word in the passage which means the opposite of ‘barbarous’.

5. TEACHING WRITING SKILL

Listening, Speaking, Reading के पश्चात् हासिल की जाने वाली सबसे महत्वपूर्ण skill है Writing. इस skill से ही हम अपने द्वारा अर्जित ज्ञान को परीक्षक के सामने प्रस्तुत करते हैं। अतः हमें इस skill को सीखना आवश्यक है।

CLASS IX में Section B के अन्तर्गत Writing Skill – 20 marks की पूछी जाएगी। इसमें निम्नानुसार प्रश्न पूछे जाएंगे।

B-1 Letter Writing : निम्न में से कोई दो पत्र पूछे जाएंगे और एक पत्र लिखना होगा –

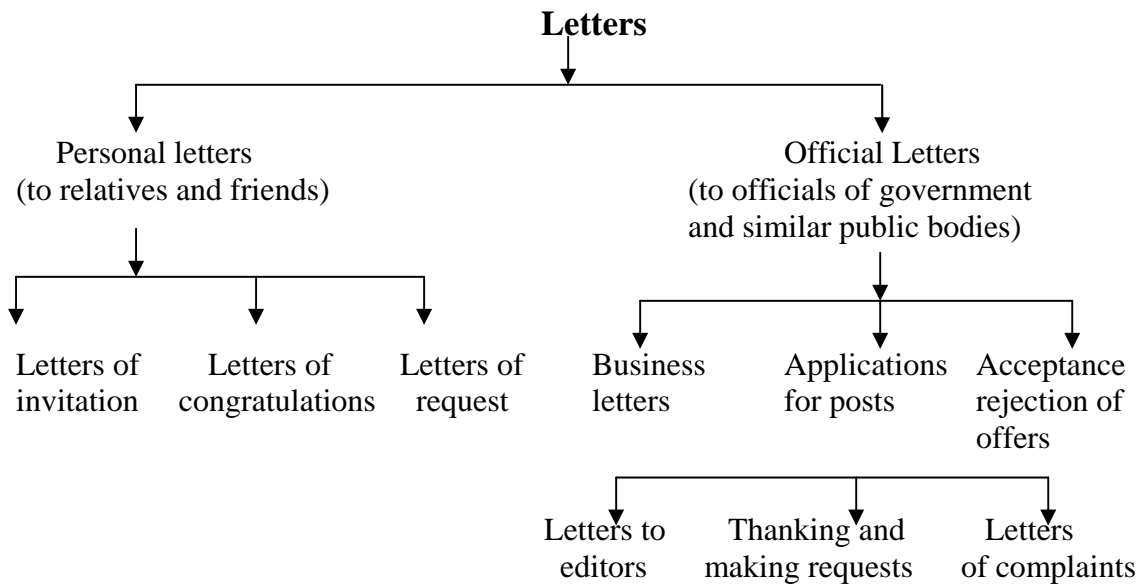
(a) **व्यक्तिगत :** परिवार के सदस्य या मित्र को पत्र।

(b) **औपचारिक :** शिकायत दर्ज करवाना, जानकारी प्राप्त करने हेतु, आग्रह या आवेदन।

यह प्रश्न 6 अंकों का होगा इस manual में दोनों प्रकार के पत्रों के format उदाहरण, परीक्षा उपयोगी प्रश्न दिए जा रहे हैं। शिक्षक : बंधु अध्यापन के दौरान इनका उपयोग कर सकते हैं। साथ ही Text Book व Work Book में निम्नांकित पृष्ठों पर पत्र लेखन के विषय में जानकारी दी गई है।

Text Book : 19, 76

Work Book : पेज नं. 11, 46, 49, 57, 140



Various Parts of Letters

A letter consists of the following parts :

1. **Sender's Name and Address.** It includes the writer's name and address. It is written at the top on the left hand corner of the page. If the address consists of several parts, each part is given a separate line;
2. **Date.** While writing date, note that the day is written in figures, month in words and year in full figures. The year is preceded by a comma, when the date is written before it. The date should be written follows :

20th May, 2001

or

May 20, 2001

But do not write 20-05-2001

or

20 $\frac{5}{2001}$

3. **Receiver's Address/The Inside Address.** This is not required in a personal letter. The official letters are not addressed to the individual but to his/her official capacity.
4. **Subject (In case of official letters only).** Though not required in Personal letters, it is a must in official letters. It must be as brief as possible, maximum three or four words. It must be the pivot for the body of the letter.
5. **Salutation.** It is the complimentary little greeting to the person to whom the letter is addressed. It is a formal way of beginning a letter. The form of greeting or salutation depends on the relation and degree of intimacy between the writer and the addressee in personal letters. But in official letters 'Sir' or 'Madam' is used mostly.

Note – If the person, who will read the letter, is known to you, you can address him by name : as

Dear Mr.Gupta

The appropriate title Mr., Mrs., or Miss is to be placed before the name.

6. **Body of the Letter.** This is the main part of the letter. It consists of three parts : an introduction which gives the reason of the letter, the message which includes the main information and a conclusion, which always is expressed politely or gives suggestions about the problems expressed. It should be well arranged and divided suitably into separate paragraphs unless it is very short. Be brief,

courteous and to the point. It should be clear and brief because an official/a businessman has no time to attend to unnecessary details.

7. **The Subscription (or the complimentary close).** The most common forms in business letters are 'Yours truly' and 'Yours faithfully'. In very formal letters, you may use 'Respectfully yours'. If you have used a personal name in the salutation, the subscription should be 'Yours sincerely'. In case of personal letters, the most common form is 'Yours affectionately'.
8. **Signature.** The formal letters require your full signature. Below the signature, the name of the person and the position are mentioned. In personal letters write the name by which you are known among your relatives and friends.
Note. Do not use any punctuation mark after the signature.
9. **Outside Address.** The is written on the envelope or the postcard. It should be written neatly, legibly and spaced carefully. If you write the Pin Code, you can be sure of your letter reaching the addressee without delay.

FORMAT

_____	Sender's	
_____	address	

_____	Date	
_____	Receiver's	
_____	address	

_____	Salutations	
_____	Subject	
_____		Body
_____		of
_____		the
_____		letter
_____	Complementary close	
_____	Signature	

The following table gives a clear picture of the correct forms of salutations along with their respective subscription

Relation	Salutation	Subscription	
1. Blood relations older than the writer	My dear Or Dear Or Dearest	Father, Mother, Brother, Sister, Uncle, Aunt, Cousin, Yours affectionately Or Yours very affectionately Or Affectionately yours Or Yours affectionate Your loving	Son, sister Brother, Nephew, Daughter, Cousin,
2 Younger Relations	My dear Or Dear	Lalit, Usha, Prakash, Yours affectionately Or Yours affectionate Or Your loving	Father, mother, Brother, sister, Uncle, aunt, Cousin
3 Friends	My dear Or Dear	Arun Yours sincerely, Or Sincerely yours	
4 Acquaintances	Dear Mr. Kapur Dear Dr. Chopra Dear Prof. Sharma My dear Sir,	Yours sincerely, (sign full name)	
5 Strangers	Dear Sir, or Sir, Dear Madam, or Madam	Yours truly, (sign full name)	
6 From one officer to another	Sir,	Yours faithfully	
7 Application for employment	for sir	Yours faithfully	
8 To Teachers, Headmasters Principals or Employers, for leave or other purposes	Sir	Yours obediently	
Relation		Salutation	Subscription
9. Editor of a News (i) for publication (ii) in a business letter	Sir Dear sir		Yours truly, Yours faithfully
10. Complaints to such officers as Health Officer, Post master or Agents of Railways	Dear sir		Yours faithfully
11. To Deputy Commissioner Or Superintendent of Police	Sir,		Yours faithfully
12. A firm, Company, or Book-seller etc.	Dear sir Dear sirs		Yours faithfully

Ques. :- You are Lalit/ Laxmi of Jai Narain Public School, Morena. You are selected to reported your state in the National Athletics Meet. Write a letter to the Principal requesting her to grant you permission to attend the school one hour late for 15 days as you have to attend the coaching.

14th Aug. 07
The Principal
Jai Narain Public School.
Morena
Madam,

Sub: Permission to attend the school late.

I am glad to inform you that I have been selected to represent our state in the National Athletics Meet 2007, which is scheduled to be held on 4th, Sep. 07 at Hyderabad. I have to undergo a hectic training for a fortnight which is going to start from 16th Aug. at Police Ground, Morena.

Kindly grant me permission to attend the school one hour late from 16th Aug. to 31st Aug. as I have to attend the athletic coaching camp.

Yours obediently
Lalit Kumar
Class IX-A.

Ques. :- You are Harish/ Harsha, living at 592, katra Bazaar, Sagar. Write a letter to the Divisional Engineer, MP.E.B. Sagar, complaining about the frequent failure in your area.

592, Katra Bazaar,
Sagar

20th Aug. 07
The Divisional Engineer
M.P.E.B.
Sagar
Sir,

Sub. : Frequent Power Failures in Sagar.

I would like to draw your kind attention towards the frequent power failures in Sagar for the last three months. The residents are facing a lot of problem. Apart from the declared period of power cut i.e. 4 pm to 6 pm, we are facing it frequently even during the

night hours. Frequent power cut has become a cause for major and minor mishaps. When enquiries are made from the nearest stations, no satisfactory answer is given.

I, therefore request you to kindly pay attention to our problem and take immediate steps to solve it.

Yours faithfully

Harish.

QUESTIONS FOR PRACTICE

1. You are Pradeep/ Perna living at House No. 6, Kailash Nagar, Narsighpur. Your colony is facing the problem of polluted water supply that smells foul. Write a letter to the Chief Municipal Officer complaining about the problem.
2. You are Raman/Rama living at 592, Tapti Colony, Betul. Write a letter to the superintendent of police about the problem complaining him about the poor patrolling in your area.

INFORMAL LETTERS FORMAT

**47, Civil Lines
Bhopal
10th Aug.07
Dear Ramesh**

BODY OF THE LETTER

**With love/ regards
Yours affectionately/ sincerely
Mohan**

Ques. :- You are Devendra/ Devna studying in St. Xavier's Convent School, Pune. Write a letter to your father about your poor performance in the first term test, assuring him of improvement.

Room No. 10, Hostel-2,
St. Xavie's Convent School,
Pune
25th Sep. 07

Dear Father,

I received your letter yesterday. I am happy that you, Mummy and Devesh are all fine. The result of first term examination was declared yesterday but I have not performed well in it. Though I got good marks in language but I could get only 33 % in physics, chemistry and Mathematics. I was not able to revise these subjects thoroughly, but I assure you that I shall fare well in the Annual Examination. Now I have decided to put in extra hours for study. I am confident that I will improve my percentage significantly. Convey my regards to Mummy and love to Devesh.

With regards
Yours affectionately
Devendra.

SOLVED EXAMPLES

1. You are Arpan/Archana, living in Bhopal. You are an active member of Eco Club of your school. Your club has given you the responsibility of developing a park in your neighbourhood with the help of volunteers. Write a letter to your friend narrating this and urge him/her to do the same in his/her neighbourhood.

R.K. Villa
New Saket Nagar, Bhopal
8th May, 07

Dear Namit,

It was really a great pleasure to receive this invitation from you for summer vacation. But I regret to say that this year I'll not be able to enjoy your company.

You'll be glad to know that I am an active member of Eco-club of our school. Recently we celebrated 'Earth Day' and decided to bring the awareness about our surroundings to the other people. A detailed plan has been laid to carry out this task. I am given the responsibility to develop a park in front of our colony which had been lying unattended for last few years. I believe one can easily understand that we can have fun only when our earth is safe and green. Convey my regards to uncle and aunt and give my love to Sumit.

Yours
Arpan

2. Your uncle has presented a book 'A' Dictionary of Quotations, on your Birthday. You feel glad to have the possession of such a nice book which is also very useful for you. Write a letter to your uncle thanking him for this valuable gift. You are Anishi/Animesh living in Madras. Write the letter for her/him in not more than 100 words.

10, Lok Vihar

Burhanpur

20th Sept.,07

My Dear Uncle,

It really delights my heart to receive this letter from you. I thank god for being so lucky and to have an uncle like you, who never forgets to send gift on my Birth Day. You can imagine my pleasure when I received 'A Dictionary of Quotations' from you.

Kindly accept my gratitude for being so caring and loving. These beautiful Quotations can certainly teach me a number of things, which elders would want us to imbibe. I am sure the book will be useful to me throughout my life.

I thank you again for such a nice and useful gift.

Yours lovingly

Anishi

QUESTION FOR PRACTICE

1. You are Elizabeth / James of House No. 56, Church Road, Shahdol. Write a letter to your friend Ranu describing how you celebrated your birthday.
2. You are Suman living at 285, Ashok Vihar, New Delhi. Write a letter to your friend Amna inviting her to come to Delhi during the summer vacations.

* * * * *

NOTE MAKING

Note making एक बहुत उपयोगी skill है। यह विद्यार्थियों को सभी विषयों का अध्ययन करने में सहायक है क्योंकि :-

1. यह समस्त जानकारी याद रखने में मदद करता है।
2. परीक्षा के पहले revision करने में सहायक है।
3. विषय-वस्तु को समझने में सहायक है।
4. बड़े-बड़े पाठ इसकी सहायता से छोटे रूप में लिखे जा सकते हैं।

HOW TO MAKE NOTES

1. सबसे पहले दिए गए passage को अच्छी तरह से पूरा पढ़े और समझने की कोशिश करें— यह passage किसके बारे में लिखा गया है?—आपको theme का पता चल जाएगा। इसकी सहायता से title लिखें।
2. फिर से passage पढ़ें और मुख्य बिंदुओं को underline करते जायें।
3. इसके बाद मुख्य बिंदुओं के बारे में जो सहायक बातें हैं उन्हें ढूँढ़ लें।
4. इसके पश्चात् नीचे दिए गए format के अनुसार इन बिंदुओं को नोट्स के रूप में लिखें।
5. Notes लिखते समय abbreviations का प्रयोग करें और चार शब्दों की सूची बनायें।
6. Full sentences का प्रयोग न करें।

Note:- Text Book में पृष्ठ 14 पर Note Making के बारे में विस्तृत जानकारी दी गई है। शिक्षक-बंधु कृपया उसका प्रयोग करें।

FORMAT

TITLE

1. Sub-heading .

- 1.1 Point
- 1.2 Point
- 1.3 Point
 - 1.3.1
 - 1.3.2

2. Sub-heading

- 2.1 Point
- 2.2 Point

3. Sub-heading

- 3.1 Point
- 3.2 Point

ABBREVIATIONS

- (i)
- (ii)
- (iii)

(iv)

NOTE MAKING

Section B में B-2 प्रश्न के रूप में पूछा जायेगा। Vocabulary Test के स्थान पर प्रश्न B-2(b) में दिए गए passage की summary लिखनी होगी। Note- Making पर 3 अंक और summary पर 3 अंक इस तरह यह प्रश्न कुल 6 अंकों का होगा।

SOLVED PASSAGES

I

Early rising leads to health and happiness. The man who rises late can have little rest in the course of the day. Anyone who lies in bed late is compelled to work till a late hour in the evening. He has to go without the morning exercise which is so necessary for his health. In spite of all efforts, his work will not produce as good results as that of the early riser. The reason for this is that he cannot take advantage of the refreshing hours in the morning. Some people say that the quiet hour of midnight is the best time for working. Several great thinkers say that they can write best only when they burn the midnight oil. Yet it is true to say that few men have a clear brain at midnight when the body needs rest and sleep. Those who work at that time soon ruin their health. Bad health must, in the long run, have a bad effect on the quality of their work.

- a) On the basis of your reading of the above passage, make notes on it. (3)
b) Write a summary of the above passage (3)

ANSWERS

(a) **NOTES**

ADVANTAGES OF EARLY RISING

1. **Adv. Of Early Rising :-**

- 1.1 health
- 1.2 happ.
- 1.3 Good result of work.

2. **Disadv. Of Late Rising :-**

- 2.1 No rest during the day.
- 2.2 Comp. to work till late in the eve.
- 2.3 No morn. Ex.
- 2.4 No adv. of refreshing morn. hrs.

3. **For Some People :-**

- 3.1 Midnight- best time for working.
- 3.2 Can think & write best in quiet hrs.
- 3.3 Ruins, health

ABBREVIATIONS

Disadv.	=	disadvantages
Happ.	=	happiness
Comp.	=	compelled
Morn	=	morning
Ex	=	exercise

Note - (b) इस प्रकार notes तैयार करने के पश्चात इन्हीं notes को full sentences के रूप में लिखें तो summary तैयार हो जाएगी। summary लिखते समय शब्द-सीमा का ध्यान रखें।

SUMMARY

ADVANTAGES OF EARLY RISING

Early rising leads to health and happiness. A late riser can have no rest during the day and has to work till late in the evening. It affects his health and quality of work although some people say that they can think and work best in the quiet hour of midnight but it ruins their health.

PASSAGE (II)

Familiar to most people for its medicinal properties, the Neem is recognized by few despite its distinctive cured leaves and annual profusion of star shaped sweet scented flowers it is an evergreen medium sized or large sized tree with a straight trunk, a native of India, Myammar and Srilanka. Young leaves are pale, tender, green tinged with rust. These are eaten on new year days to ward off sickness during the coming year. Some people to whom the tree is sacred, also festoon fresh leaves across their houses when there is an epidemic of chicken pox or to keep evil spirits away when there is a birth or death. Dried leaves are put in drawer or cupboards keep out moths and cockroaches. These magic leaves are used as poultice for healing wounds. The famous Margosa oil, obtained from the yellow fruit is effective in the treatment of leprosy, rheumatism and skin disease. The bank and gum yield valuable medicines. Neem, timber is used for ship building, carts and furniture.

- a) On the basis of your reading of the above passage, make notes on it. (3)
- b) Write a summary of the above passage (3)

ANSWERS

(a) NOTES

THE AMAZING NEEM

1. Physical prop. of Neem :-

- 1.1 Med. Or large tree with st. trunk.
- 1.2 Evergreen
- 1.3 curved leavers
- 1.4 Star shaped sweet scented flowers
- 1.5 Young leaves- pale, tender green tngd. With rust.

2. Uses Of Neem Leaves :-

- 2.1 Eaten on New Years Day to ward off sickness.
- 2.2 Fresh leaves festooned across the houses.
 - 2.2.1 as protection from chicken pox.
 - 2.2.2 Keep evil spirits away.
- 2.3 Keep out moths and cockroaches
- 2.4 poultice for healing wounds.

3. Margosa Oil Treats :-

- 3.1 Leprosy
- 3.2 Rheumatism
- 3.3 Skin disease

4. Other Uses Of Neem :-

- 4.1 Valu. Med.
- 4.2 Neem timber used for
 - 4.2.1 ship building
 - 4.2.2 cart
 - 4.2.3 furniture

ABBREVIATIONS

prop.	=	properties
med.	=	medium
tngd.	=	tinged
valu.	=	valuable

(b) SUMMARY

THE AMAZING NEEM

Neem is an evergreen or large sized tree with straight trunk, curved leaf and star shaped sweet scented flowers. Its young leaves are pale, tender green tinged with rust. The Neem leaves are eaten on New Years Day to ward off sickness. The fresh leaves are

festooned across the houses as protection from chicken pox and to keep the evil spirit away at the time of birth and death. Neem leaves are also used to keep out moths and cockroaches and as poultice for healing wounds. The margosa oil obtained from the yellow fruit is used in the treatment of leprosy, rheumatism and skin diseases. Neem gives valuable medicines while the timber is used for ship building, cart and furniture. Thus, every part of Neem is useful.

PASSAGES FOR PRACTISE

PASSAGE I

The camel is the oldest of domestic animals. It has been used for thousands of years by the desert people of Africa and Asia to supply many of their needs. On the fertile edges of the desert, camels pull ploughs, turn wheels to irrigate the fields and carry goods to the market. In the desert itself, they are still almost the only means of transport. They supply food, milk and clothing in the form of wool and leather.

This useful animal is well adapted to life in harsh arid lands. The Arabian camel has one hump, the Bactrian camel has two. The hump is in fact, a store house of fat which is used up as a source of energy when food and water are scarce. When it does drink, the camel can take up to 100 liters of water in 10 minutes.

The camel has broad, soft feet for a speedy grip in the sand. A thick skin protects it from the fierce day time Sun and bitterly cold nights. The camel's eyes have three eyelids to help keep out sand. Its ears and nose are also adapted to keep out sand storms.

Camel eat grass, clothes and grain when available. Deep in desert they survive on dry leaves, seeds and bones.

- a) on the basis of your reading of the above passage, make suitable notes. Give an appropriate title to it.
- b) Also make a summary using those notes in not more than one third of the passage.

PASSAGE II

Man has depended on plants ever since life began. The reasons are various for food, shelter and clothing. The destruction of plants has been a cause of tremendous concern to him. Hence he tries to preserve plants from both man-made and natural calamities. He adopts various methods to overcome these calamities. To do so, the scientists have evolved the process of tissue culture whereby complete plants can be developed from just a part of the plant. This has proved to be a boon. This technique involves a process in which small pieces of different parts of a plant body are grown on a nutritional media under completely sterile conditions. This concept date back to 1878 when a German Botanist Vacating said that from a small plants piece, whole plant could

be regenerated. Late Haberlandt in 1902 postulated that the cultivation or artificial embryos is possible depending on the nutritional media.

- a) On the basis of your reading of the above passage, make notes on it in point only. Using headings and sub-headings. Also use recognizable abbreviation and supply a suitable title.

Write a summary of the above passage.

COMPOSITION

ARTICLE / SPEECH / REPORT

Class IX में प्रश्न B-3 के अन्तर्गत दिए हुए शब्दों या चित्र की सहायता से एक composition लिखना है (80 शब्दों में) यह प्रश्न 8 अंकों का होगा।

या

दिए हुए विषयों में से किसी एक विषय पर 200 शब्दों में निबंध लिखना है। दो या तीन वर्ष बाद जब शिक्षक एवं विद्यार्थी composition से भलीभाँति परिचित हो जायेंगे तब Essay हटा दिया जाएगा।

Text Book : 11, 23, 54, 65, 81, 90, 98, 106, 110, 123, 134

Work Book : 12, 20, 25, 32, 33, 50, 66, 76, 81, 99, 110, 115, 116, 122, 141, 147.

FORMAT (ARTICLE)

TITLE/ HEADING	-	Short and Informative
WRITER'S NAME	-	
BODY	-	1. Introduction – arise interest. 2. Body- logical sequence of ideas 3. Conclusion – Sum up your views – conclude in an interesting way.

- शीर्षक छोटा परन्तु आकर्षक होना चाहिए।
- शीर्षक के नीचे लेखक का नाम लिखें।
- प्रस्तावना – दो या तीन वाक्यों में लिखना चाहिए। जो पाठक में रुचि पैदा कर सके। शीर्षक से संबंधित कोई छोटा कोटेशन भी लिखा जा सकता है।
- विषय वस्तु – अपने विचारों को क्रमबद्ध कर प्रस्तुत करें।
- उपसंहार – अपने विचारों को sum-up करें। उपसंहार 2–3 वाक्यों का होना चाहिए।

FOLLOW CODER

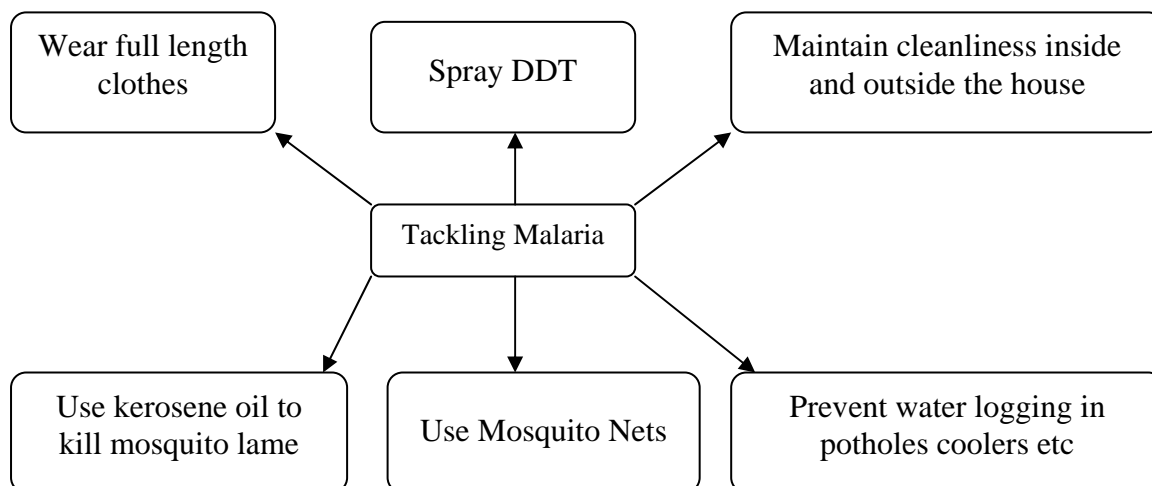
- | | | |
|----------|--------------------------------|---|
| C | - Collect your ideas | - अपने विचारों को एक ही स्थानों पर लिखें। |
| O | - Organize your ideas | - उन्हें महत्व के अनुसार क्रम से जमाएँ। |
| D | - Draft- make a rough draft | - एक rough draft तैयार करें। |
| E | - Edit your work | - आवश्यकतानुसार उसमें संशोधन करें। |
| R | - Revise and rewrite your work | - पुनःरावृत्ति कर Fair वर्क करें। |

SPEECH

- Introduce the topic
- Add details
- Sum up
- Conclude

SHORT WRITING COMPOSITION (80 words)

Ques. :- Write an article on tackling Malaria by using the ideas given in the chart.



PREVENTION IS BETTER THAN CURE

Malaria can be tackled if certain measures are rigorously followed. First of all it is necessary to maintain cleanliness both inside and outside the house. Mosquitoes breed in water filled area like potholes, coolers etc. one should adequately cover one's arms and legs like wearing full, shirts, pants, etc Spraying of DDT also helps stop the growth of mosquitoes. Above all using mosquito nets while sleeping and using kerosene oil to destroy malarial larvae are effective steps.

Ques.:- Look at the picture given below on mountain climbing. Use the picture and your own ideas to write an article on mountaineering, its thrills and dangers.

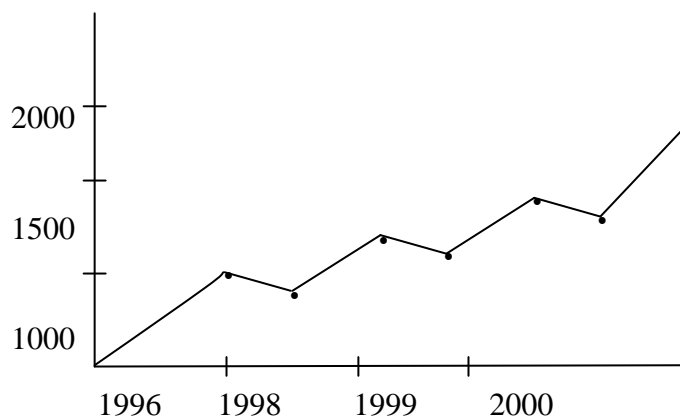


MOUNTAINEERING : AN ADVENTURE

Ans. :- Mountaineering is an exciting but dangerous sport. It is a sport full of adventure.

Those who climb mountains have to carry oxygen Cylinders because at higher altitudes there is very little oxygen. The climbers also have to encounter steep rocks extremely cold temperatures and breathlessness at higher altitudes.

Ques.:- You are a graduate from ITI Mumbai. You are getting many opportunity to works in foreign countries. You have an urge to see that all Indians working in the USA should go back to India and work there. Write an article making use of the graph.

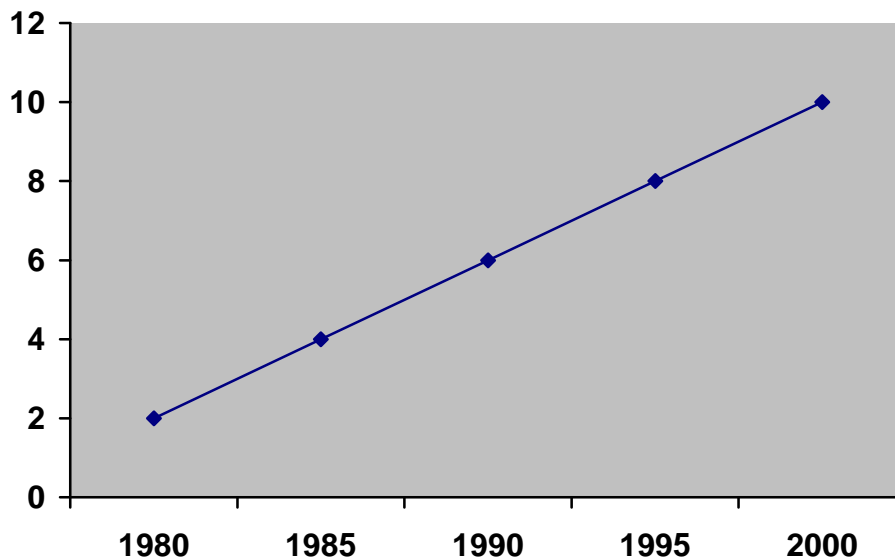


BRAIN DRAIN

Ans. :- The Graph illustrates the fact that the number of Engineers coming to USA for services is rapidly increasing. This is not a good trend. India, these day is going through a phase of rapid growth and is on the path of progress. At this time, it requires a large proportion of skilled and qualified manpower to man its growing economy. It is time that our professional working in the USA go back to India as it will be a matter of pride for them when they see that they are contributing their mite to their country's march towards a self-reliant economy.

QUESTIONS FOR PRACTICE

Ques. 1:- There is a lot of violence and bloodshed in our society. The following graph shows that death due to violence has increased considerably during recent years. Write a paragraph on the reasons for the rise in violence and bloodshed.



Ques 2.:- A survey was conducted to find out how teenagers spend their free time. Following trends were observed. Using the data given, write an article on the topic “ How Teenagers Spend Their Free time”

- Collecting materials for Hobbies - 5%
- Watching sports on TB - 10%
- Talking to friends - 15%
- Reading comices and Generals knowledge books - 25%
- Playing Indoor & Outdoor Games - 5%
- Watching movies, songs, serials on TV - 40%

Ques.3 :- Poly bags not only harm the environment, they are a hazard for stray animals too. Look at the picture of poly-bags in a waste dump and a write a paragraph on the need to ban poly bags.



6. TEACHING OF GRAMMAR

कक्षा 9वीं के नए पाठ्यक्रम में ग़रामर को विशेष स्थान दिया गया है। उक्त कक्षाओं की पाठ्यपुस्तकों तथा work book में ग़रामर पर आधारित बिन्दुओं पर विस्तृत चर्चा की गई है। अतः हम यहाँ सिर्फ़ कुछ कठिन बिन्दुओं पर ही चर्चा कर, उन पर आधारित प्रश्नों का अभ्यास करेंगे। प्रस्तुत पाठ्य पुस्तकों में कुछ नवीन अभ्यास भी दिये गये हैं अतः उन पर आधारित प्रश्नों का अभ्यास भी करेंगे।

1. Teaching of Clauses

What is a Clause ?

Clause is a part of a sentence which has a subject and a finite verb, e.g.,

This is the place where I was born,

In this sentence there are two clauses. In the first clause 'this' and 'is' are the subject and verb respectively.

In the second clause 'I' and 'was born' are the subject and verb respectively.

In this way, the more finite verbs- the more clauses in a sentence. If there is a single 'finite verb' in a sentence, then it is not a clause and is a simple sentence, e.g.,

He goes to school. (Simple Sentence-No clause)

Note. If there are more than one finite verb in sentence, that is either a Complex or Compound sentence.

Kind of Clauses. Clauses are of three types :

1. The Principle Clause. The Principal Clause is a clause which is complete in itself and express its known as 'the main clause', 'the independent clause' or 'complete clause', e.g.,

I do not know where he lives.

In this sentence 'I do not know' is the Principal clause because it provides clear meaning.

Note.- The Principal Clause never begins with any Conjunction.

2. **The Sub-ordinate Clause.** The Sub-ordinate clause is a clause which is not complete in itself for expressing its clear meaning. It can not provide its meaning clearly without the help of the Principal Clause So, it is also known as ‘the dependent clause’ or ‘the incomplete clause’, e.g.,

I asked her why she came late.

In this sentence, the clause ‘why she came late’ does not provide its clear meaning that is why it is the subordinate clause.

3. **The Co-ordinate Clause.** This clause is totally independent. It does not take any support from any other clause for making its meaning clear. They are like simple sentence joined by co-ordinate conjunctions. But with it comes the one it becomes the supporter of the same. So, it loses its identity, e.g.,

I shall go and she will come.

In this sentence ‘I shall go’ and ‘She will come’, both are independent clauses. But the first one is Principal Clause and the second one is Co-ordinate clause.

Note.- As the Co-ordinate clause has no more importance due to its identity, we have to understand only ‘the Principal Clause’ and ‘the Sub-ordinate Clause’.

Kinds of Sub-ordinate Clause. The Sub-ordinate clause is divided into three parts:

1. The Noun Clause
2. The Adjective Clause
3. The Adverb Clause

1. **The Noun Clause.** The Noun clause is a clause which does the work of a noun in the sentence.

2. **The Adjective Clause.** The Adjective clause is a clause which does the work of an adjective in the sentence.

3. **The Adverb clause.** The Adverb clause is a clause which does the work of an adverb in the sentence.

The Noun Clause

Recognition. Ask the question ‘what’ to the main verb, the answer is always the noun clause, e.g.,

He told me that he was feeling unwell.

Question : He told me.....what?

Answer : That he was feeling unwell. (Noun Clause)

The Noun Clause generally begins with the connectives-who, whose, whom, when, where, which, what, why, how, that, if and whether.

The Adjective Clause

Recognition.

1. The Adjective Clause generally begins with relative pronouns-who, whose, whom, that, which, as, as well as relative adverbs-when, where, why and how.
2. The adjective Clause always qualifies the Principal Clause, e.g.,
 1. He is the boy who had made a noise.
 - (a) He is the boy.....Principal Clause.
 - (b) Who had made a noise.....Sub. Adjective Clause.

Qualifying the noun 'boy', e.g.,

2. You know the time when he is coming.
3. This is the place where I was born.
4. This is the boy whose father has been appointed Collector.
5. God helps those who help themselves.

The Adverb Clause

Recognition. The Adverb Clause is used to modify verb, adjective or adverb given in any other clause. It expresses the following things :

1. **Time.** Adverb Clause of time indicates time and generally starts with the Subordinating conjunctions-when, whenever, till, until, before, after, since, while, as, as long as, so long as, etc. Example:
 1. As soon as he saw me, he began to weep.
 - (a) He began to weep.....Principal Clause.
 - (b) As soon as he saw me.....Sub. Adverb Clause, showing 'time', e.g.
 2. When the cat is away, the mice will play.
 3. I get up before the sun rises.
2. **Place.** Adverb Clause of place indicates place and generally starts with the subordinating conjunctions-where, wherever, whither, whence, etc. Example :

1. I shall go where he goes.
 - (a) I shall go.....Principal Clause.
 - (b) Where he goes.....Sub. Adverb Clause showing 'place'.

Example :

2. He will follow you whither you go.
3. Where there is a will, there is a way.
4. He makes friends wherever he goes.
5. I go where I like.

3. Purpose. Adverb clause of Purpose indicates purpose. It generally starts with the sub-ordinating conjunctions-that, so that, in order that, lest etc., e.g.,

1. We eat so that we may live.
 - (a) We eat.....Principal Clause.
 - (b) So that we may live.....Sub. Adverb Clause showing 'purpose'.
2. Walk carefully lest you should fall.
3. Work hard so that you may pass.
4. Run fast lest you should miss the train.
5. Be active lest you should miss the chance.

4. Reason. Adverb clause of Reason shows reason. It generally starts with the sub-ordinating conjunctions since, because, for, as, that, etc. Example:

1. He cannot understand it because he is dull.
 - (a) He cannot understand it.....Principal Clause.
 - (b) Because he is dull.....Sub. Adverb Clause showing 'reason'.
2. I am glad that you have passed.
3. Since you are my friend, I must help you.
4. I am sad that you have failed.
5. She is happy that Gita has topped the class.

5. Manner. Adverb clause of Manner shows manner. It generally starts with the sub-ordinating conjunctions-as, as...so, as if, as though, according as, etc. Example:

1. As you sow, So shall you reap.
 - (a) So shall you reap.....Principal Clause
 - (b) As you sow.....Sub. Adverb Clause showing 'manner'.
2. He spoke as if he had gone mad.
3. I did as I was told.
4. Try to finish it as I have shown you.
5. Plants breathe as animals do.

6. **Condition.** Adverb clause of Condition shows condition. It generally starts with the sub-ordinating conjunctions-if, unless, provided, in case, whether....or, etc.

Example:

1. If you work hard, you will pass.
 - (a) You will pass.....Principal Clause.
 - (b) If you work hard.....Sub. Adverb Clause showing 'condition'.
2. I shall let you go provided you speak the truth.
3. Were I in your position, I would resign.

7. **Result.** Adverb clause of Result shows result of a thing. It generally starts with 'that' but so or such is used before in the principal clause, e.g.

1. He is so poor that he cannot pay his fee.
 - (a) He is so poor.....Principal Clause.
 - (b) That he cannot pay his fee.....Sub. Adverb Clause showing 'result'.
2. I am so tired that I cannot walk further.
3. It was so cold that many died.

8. **Comparison.** Adverb clause of Comparison shows comparison between two objects or things. It generally starts with the Sub-ordinating conjunctions-than, as etc. Example :

1. She is not so intelligent as you think.
 - (a) She is not so intelligent.....Principal Clause.
 - (b) As you think.....Sub. Adverb Clause showing 'comparison'.
2. He is not so foolish as you.
3. No one is a better monitor than Mohan.

9. **Contrast.** Adverb clause of Contrast shows difference between two objects. It generally starts with the sub-ordinating conjunctions-though, although, even if, however, all the same, etc., e.g.,

1. Although it was raining, I went to school.
 - (a) I went to school.....Principal Clause.
 - (b) Although it was raining.....Sub. Adverb Clause showing 'contrast'.
2. However hard he may work.....Sub. Adverb Clause showing 'contrast'.
3. Whatever you may say, I shall not believe you.

2. Teaching of Modal Auxiliaries

Modal auxiliaries are verbs used before ordinary verbs to express different meanings such as permission, possibility, ability, necessity, certainty, obligation, etc. Some of the modal auxiliaries are will, would, shall, should, can, could, may, might, must, ought to and need to.

The following tables the use of various modals.

Permission	May	Formal permission	a request	May I come in?
	Can	Less formal than 'may'	a request	Can I use your book? You can take it.
Possibility	Could	Past tense of 'can', conditional	Permission in the past	She said that I could leave anytime. When we were young, we could play most of the time. If you could ring up, he may agree.
	May	Expresses possibility in affirmative sentences	'may not' show improbability, something unlikely	Wednesday may be a holiday. The shop may not be open. The may be waiting for our response. It may not happen that way.
Possibility	Might	Past tense, conditional	More unlikely than suggested by 'may'	He might not have come. I thought that he might give us a lift. If you ask him, he might agree.
	Can	Expresses general and occasional possibility, used in interrogative	'cannot' show impossibility, used in negative sentences	This strike can lead to more unrest among the workers. I can smell something burning. Can you explain this to me? He cannot be a leader.
	Could	to say you are not sure, past tense of 'can'	it can be an alternative to 'may/might'	There could be a storm. He could still be searching for a suitable house. He couldn't have gone far. He wondered whether it could be rectified.

	Can	Ability to do something, one's capacity	Alternative to 'be able'	I can drive a car. He can do this work alone.
	Could	Ability in the past, conditional	To introduce a request, an alternative to 'would you'.	In her childhood Rina could dance well. Could he convey the message? I could get you a helper, if you want one. Could you please send the message immediately?
Ability	Be able	Ability to do something, ability in the past	Is used after another modal verb such as should, will, must, might	He will be able to complete it in a few days. Were you able to catch the train? When I was young, I was able to paint. Since his dismissal, I haven't been able to contact him. You should be able to complete it in time.

Has to/ Have to/Had to/Shall have to/will have to.

To show obligation, compulsion, duty, desire, desire etc.

Has Mohan to wash his own clothes? (or)

Mohan does not have to wash his own clothes.

Does Mohan have to wash his own clothes?

Mohan has not to wash his own clothes.

Have you to work late hours?

You haven't to work late hours.

Do you have to work late hours?

You don't have to work late hours.

Note : Please note that we can form questions and negatives in the above two ways, i.e., with or without 'Do'.

SENTENCE REORDERING

इस तरह के अभ्यास को कक्षा IX में नवीन रूप में शामिल किया गया है। इस अभ्यास को कराते समय शिक्षक एक वाक्य के अन्दर प्रयुक्त शब्दों को स्थान बदलकर लिख दें। तथा छात्रों को उन्हें उचित स्थान पर उपयोग कर वाक्य को पूर्ण करने को कहें। इससे छात्र वाक्य की सही संरचना करना सीखेंगे।

जैसे – on Sunday/ going to/ I am/ See/ a film

I am going to see a film on Sunday.

Look at the words and phrases below. Rearrange them to form meaningful sentences.

- (a) can result/or fire/electrical faults/in shock.
Electrical faults can result in shock or fire.
- (b) Can kill/electric shock/an
An electric shock can kill.
- (c) Can kill/even/of current/a small/amount
Even a small amount of current can kill.
- (d) Of electricity/water/an excellent conductor/is.
Water is an excellent conductor of electricity.
- (e) Perspiring/there fore/when wet/never touch/live wire/a/or.
Therefore never touch a live wire when wet or perspiring.

Questions for Practice.

1.

- (a) extremely dry/are places/that are/deserts.
- (b) the/in these places/less than/annual rain fall/is/ 25 cms.
- (c) deserts/for/like Sahara/remain/years/dry.
- (d) burning hot/the day/such deserts/are/during.
- (e) the same/freezing cold/deserts are/at night.
- (f) apart/also/there are/from hot deserts/cold deserts

2.

- (a) place to place/because I/I travel/move from.
- (b) me/the sense/it gives/of freedom/enjoy/I
- (c) and/it pleases/of responsibilities/me/be/to/duties/rid
- (d) odd people/I/moment/who/amuse me/meet/for a

(e) add/often tired/feel/travel/I am/to my/I can/personality/of myself/and/that by

3.

(a) retailer/ice-cream/to tell/the Swad/has a story

(b) is a/ice-cream/that/tough business/selling/he feels

(c) now a days/in the market/there are just/selling/too many brands/ice-creams/of

(d) there were/varieties/just two or three/different/a decade ago/to choose/from

(e) try/some people/a new brand/who/come back/again and again/for it.

(f) it's the king cones/hot cakes/sell like/that

4.

(a) The minister/an impossible task/he was upset/had set him/told Gopal/because the Nawab.

(b) Gopal told/this difficult task/to tell the Nawab/to complete/one year/ the minister/ that it would take.

(c) He also asked/a lot of work/for a million rupees/as there was/to be done/the minister to ask/for expenses.

(d) Gopal promised/after one year/that he would/with the results/the minister/go to the Nawab.

ANSWER

1.

(a) Deserts are places that are extremely dry.

(b) The annual rainfall in these places is less than 25 cm.

(c) Deserts like sahara remain dry for years.

(d) Such deserts are burning hot during the day.

(e) The same deserts are freezing cold wight.

(f) Apart from hot deserts thare are cold deserts also.

2.

(a) I travel because I like to move from place to place.

(b) I enjoy the sense of freedom it gives me.

(c) It pleases me to be rid of responsibilities and duties.

(d) I meet old people who amuse me for a moment.

(e) I am after tired of myself and feel that by travel I can add to my personality.

3.

- (a) The Swad ice-cream retailer has a story to tell.
- (b) He feels that selling ice-cream is a tough business.
- (c) There are just too many brands of ice-creams in the market now-a-days.
- (d) A decade ago there were just two or three varieties to choose from.
- (e) Some people who try a new brand come back again and again for it.
- (f) It's the king cones that sell like hot cakes.

4.

- (a) The minister told Gopal he was upset because the Nawab had set him an impossible task.
- (b) Gopal told the minister to tell the Nawab that it would take one year to complete this difficult task.
- (c) He also asked the minister to ask for a million rupees for expenses as there was a lot of work to be done.
- (d) Gopal Promised the minister that he would go to the Nawab with the results after one year.

CLASS IX

EDITING

सम्पादन –

1. इस तरह के अभ्यास में दिए गए passage की लगभग हर लाईन में एक error होती है। छात्रों को वाक्य में आई हुई error को खोज कर उसके स्थान पर आने वाले सही शब्द के साथ दिए गए स्थान पर लिखने हेतु कहा जाता है। सही शब्द के नीचे underline करने को कहें।
2. दिए गए passage की लगभग हर लाईन में एक शब्द missing रहता है। छात्रों को वह missing word के पहले का शब्द, missing word फिर बाद का शब्द लिखकर उसे underline करने को कहा जाता है।

Ques. There is an error in the use of determiners in each line. Find the error, write the correct word and underline the same.

- | | | |
|---------------------------------------|-----|-----------|
| One winter morning father left a | (a) | a.....the |
| Riding club on horseback. Their horse | (b) | |
| fell with him. Not only did a | (c) | |
| stupid animal fall but she | (d) | |
| landed on father's foot | | |
| Father | - | |

got a horse up and went for his ride. (e)

But he found later that second of his (f)

toes had been bent and she couldn't (g)

straighten it out.

(b) Their.....His (c) a = the (d) she = he

(e) a = the (f) second = one (g) she = he

Ques. There is an error in the use of verb in the following lines. Find the error and write the correct word in your answer sheet.

When Gagarin has been in space for eg-has = had

rather an hour, he had nearly complete (a)

a journey right round the earth. It is (b)

time to prepare for the landing. This is (c)

perhaps the most dangerous part of the trip. -

If he comes into the air too quickly, (d)

his ship will rub against the air particles (e)

and the friction will make the ship very (f)

hot. It could burn up. The speed (g)

of the Vostok have to be checked. (h)

Ques. There is an error concerning 'modals' in each line of the following passage. Find the error and write the correct word in your answer sheet.

You could not worry about my health, could not = needn't

I would recover soon enough. However, (a) would - shall

you must do me a favor if you don't (b) must - will

tell everyone you meet about my ill-health. -

you know how irritating it should be (c) should - can

to answer the same questions time and -

again. I dared not annoy the people (d) dared - dare

and yet I want peace. I know I could answer (e) could - must

all questions of the doctor -

but why could others trouble me? (f) could - should

perhaps I can be impolite in it (g) can - may

but then the sick need be excused (h) need - should

for their ill manners.

Ques. There is an error concerning 'prepositions' in each line. Find the error and write the correct word.

His coat was thrown open, two buttons in his	in = <u>on</u>
vest were undone and on his rather	(a) on - in
shabby clothes he was certainly unimpressive	-
He seemed not for care what the whole	(b) for - to
world thinks by him. John wanted	(c) by - of
him in wear his good clothes when he	(d) in - to
went out but he would only laugh from	(e) from - away
John booked anxiously on Grace who	(f) on - at
had turned near the bargain counter.	(g) near - to
He said to her, "There's not a breath of fresh air from here".	(h) from - in

Class - IX

INTEGRATED EXERCISE

EDITING

Ques. – The following passages have not been edited There is one error in each line. Write the incorrect word and the correction as given in example.

- A.** There are countable texts on leadership cover everything from how everyone can was a leader to the immutable laws of leader while this texts have something to offer a struggling group leaders they rare seem to articulate fully what makes one leader so different with others. Nor how Goldman Sachs become the global powerhouse that he is today.
- countable = countless
(a) cover - covering
(b) was - be
(c) leader - leadership
(d) this - these
(e) leaders - leader
(f) rare - rarely
(g) with - from
(h) become - became
- B.** Longer before Newton, Aristotle and Galileo have done a lot of research on the subject of gravity. Aristotle stating that a
- Longer = Long
(a) have - had
(b) stating - stated

heavier object needn't fall to the Earth	(c) needn't - shall
fastest than a lighter one. Legend has	(d) fastest - faster
it that Galileo disproved those theory by	(e) those - this
throwing down objects with different weights	(f) with - of
from a leaning Tower of Pisa and	(g) a - the
proved that it took practically the same time	(h) it - they
to hit the ground.	

C. When I went up to University, I am given a room of my own. The common link in friendship was snapped. My grandmother accepted his seclusion with resignation. She rarely left my spinning which to talk to none from sunrise to sunset she sat by her wheel spin and reciting prayers. Only in a afternoon she relaxed for a while to feed the sparrows. When she sat in the verandah break the bread into little bits; they collected round her.

Rama was a naughty boy that lived	that = <u>who</u>
in the village of Tenali. Her mother	(a)
clid not know what to do at him	(b)
since he refused to study or did any	(c)
work. One day she take him to see	(d)
a guru. She told an holy man	(e)
that she has brought the boy	(f)
to him since he should	(g)
make something about him	(h)

In ancient days, doctors use to	use = used
treat their patients by the help	(a)
of leeches. It was belief that	(b)
certain diseases were caused by to much	(c)
blood or by impure blood getting	(d)
blocked in one of the organ	(e)
of the body. The doctors will	(f)
make a slit on the body or attach	(g)
leeches there. It sucked the blood and	(h)
prevented it form clotting.	

DIALOGUE COMPLETION

इस तरह के अभ्यास में किन्हीं दो व्यक्तियों के बीच बातचीत के अंश दिए जाते हैं। जिसमें दिए गए प्रश्न-उत्तर की सहायता से वक्ता द्वारा बोले गए वाक्यों को complete कर उसका उत्तर दिए गए स्थान पर लिखने को कहा जाता है।

Ques.- Shabnam is being interviewed for a teaching job complete the Dialogue below.

Principal : Miss shabnam, (a) _____?

Shabnam : I did my B.A. (Hons) in Eng Lit. from Delhi University. After that I joined B.Ed. in R.I.E. Ajmer and have completed it in I Div.

Principal : (b) _____

Shabnam : My hobbies are singing, dancing and reading.

Principal : (c) _____

Shabnam : I do admit that handling children is not an easy job. But I am confident that with my B.Ed. training and your guidance. I shall be able to do it.

Question :

- (a) What are your qualifications?
- (b) What are your hobbies?
- (c) Do you have any previous experience as a teacher?
- (d) How will you handle the children?

Question : Ram and shyam are discussing their plans for the weekend. Complete the dialogue below.

Ram : _____?

Shyam : No, I could not watch the Talk show programme last week. Some guests came to my house _____?

Ram : Yes, it was very interesting. The guests on the show were Shahrukh Khan and Salman Khan.

Shyam : How sad I missed it?

Ram : Don't worry. I've taped it _____ it at my place?

Shyam : Definitely. I _____ my homework now. I'll complete it and be at your place in half an hour.

Answer :

- (a) Did you watch the Talk show programme on the TV last week?
- (b) Was it very interesting? Who were the guests?
- (c) Can you come to see.
- (d) I am doing my homework.

7. TEACHING TEXT BOOK (PROSE)

शिक्षकगण कृपया पढ़ाए जाने वाले पाठों को छोटी-छोटी यूनिट्स में विभाजित कर गद्य पाठों को पढ़ाए। पढ़ाते समय passage में आए कठिन शब्दों को विभिन्न विधियों द्वारा छात्रों को समझाएं तथा फिर उस passage पर आधारित प्रश्नों के माध्यम से छात्रों को passage समझ में आया है या नहीं यह Test करें। नए प्रश्न पत्रों में पढ़ाए जाने वाले पाठों से objective प्रश्न भी पूछे जाने हैं तथा reading skill के अन्तर्गत आने वाले प्रश्नों को हल करने हेतु भी prose lesson को छोटे-छोटे passages में विभक्त कर पढ़ाया जाना छात्रों के हित में होगा।

गद्य शिक्षण

- सर्व प्रथम दिए गए पाठ को छोटे-छोटे paragraphs में विभक्त करें।
- तत्पश्चात् स्वयं readign करें तथा छात्र-छात्राओं से पढ़वाएं।
- Paragraphs में आए कठिन शब्द / Unfamiliar words को correct pronunciation करना सीखाएं और उनका अर्थ context के आधार पर ग्रहण करना सीखाएं।
- सही अर्थ बताते हुए उन शब्दों के वाक्य बनाएं।
- तत्पश्चात् silent reading करवाएं ताकि छात्र passage को समझ सकें।
- फिर छोटे-छोटे प्रश्न प्रश्न पूछ कर यह जानने का प्रयास करें कि सभी बच्चों को यह समझ में आ गया है।
- यदि नहीं आया है तो आप स्वयं समझाएं। छोटे-छोटे प्रश्नों की सहायता से understanding test करें।
- Teachers talk कम से कम हो व students talk, activity आदि होना चाहिए।

नीचे दिए गए seen passages पाठ्य पुस्तक के पाठों में से लिए गए हैं। जिस पर आधारित प्रश्न कक्षा 9वीं में 5-5 अंकों के पूछे जाएंगे।

गद्य पाठ में से कोई दो extract पूछे जाएंगे 5-5 अंक के जिसमें से 4 अंक प्रश्नों के उत्तर लिखने पर व 1 अंक vocabulary testing का होगा।

eg : - Read the extract carefully and answer the question follow –

Along with her husband, she made a special appeal to women, asking them to spin and wear khadi, boycott government schools and colleges and remove untouchables. She was arrested in 1931 and again in 1932 for picketing liquor and foreign cloth shops.

Question –

- (a) Who is 'she' in these lines?

1

- (b) What did she appeal to the women 1
- (c) Why was she arrested? 1
- (d) Who was her husband? 1
- (e) Find a word in the passage which means “the activity of standing outside the entrance to a building in order to protest about something and stop people from entering it”

Answer –

- (a) Kasturba Gandhi.
 - (b) She appealed the women to spin and wear khadi, boycott government schools and colleges and remove untouchables.
 - (c) She was arrested for picketing liquor and foreign cloth shops.
 - (d) Mahatma Gandhi
 - (e) ‘picketing’
- I.** “The real aim of this school is not to teach thought but thought fullness – humanity, kindness and citizenship. That is the ideal. I have always had and happily there are parents good enough to trust me to try and put it into practice. Look out of the window a minute, will you?”
- (a) Who is I?
 - (b) What kind of school was it?
 - (c) What was the real aim of the school?
 - (d) What was the attitude of the parents towards the school?
 - (e) Find a word in the passage which means “the quality of being kind to people and animals”?
- II.** “My son, it is now obvious that I am not wanted in your house. Kindly give me a monthly allowance so that I can set up a separate kitchen.”
- (a) Who is the speaker?
 - (b) Whom does she address as ‘my son’?
 - (c) Why does she feel herself to be unwanted?
 - (d) What does she want from him?
 - (e) Find a word in the passage which means the same as ‘easy to see or understand’.

III. The emperor was so pleased that he offered the saint a seat of honors and asked him whether he could perform any miracles. The saint said that he could produce any person the king wished to meet.

- (a) Who is emperor?
- (b) Why was he so pleased with the saint?
- (c) Who did the king wish to meet?
- (d) Find a word in the passage which means the same as 'respect'.

IV. One day he said to his servant, "Be ready tonight. I would like to see for myself whether my subjects are safe or not. I wish to inspect areas outside the walls of the city".

- (a) Who is 'he' in these lines?
- (b) What would he like to see?
- (c) Where did he like to visit?
- (d) Which 'city' is referred to here?
- (e) Find a word in the passage which means the same as 'citizens.'

8. Teaching Poetry

Extracts From Poems

नए पाठ्यक्रम के अनुसार कक्षा 9 में पढ़ाई गई कविताओं में से कुछ अंशों पर आधारित 3 अंकों के प्रश्न पूछे जाएंगे। अतः शिक्षकगण नीचे दिए गए उदाहरणों के आधार पर छात्रों को पढ़ाई गई कविताओं में से दिए गए अंशों के आधार पर *seen passage from poem* को हल करना सीखाएं। शिक्षकगण पाठ्य पुस्तक का अध्ययन कराते समय यह ध्यान रखे कि छात्र प्रत्येक पाठ एवं कविताओं के लेखकों एवं कवियों के नामों से भली भांति परिचित हो जाएं। क्योंकि वस्तुनिष्ठ प्रश्न इस तरह से भी पूछे जा सकते हैं –

Class IX

Extracts from Poems

I. Don't tell me of tomorrow

There is much to do today

That can never be accomplished

If we throw the hours away.

(a) Why does the poet not want to be told of tomorrow? (2)

(b) What would happen if we waste our present time? (1)

Ans. (a) The poet does not want to be told of tomorrow because the work can be done today. We can complete the work if we do not waste time.

(b) If we waste our present time, we can never finish our work assigned for today.

II. "A harvest mouse goes scampering by

With silver claws and silver eye;

And move less fish in the water gleam

By silver reeds in silver stream."

(a) What is the significance of the repetition of the word 'silver'?

(b) Name the poem & the poet?

Ans. (a) The word 'silver' signifies that it is a moonlit night. So, everything in the night is shining like silver.

(b) Poem - silver

Poet - Walter de La Mare.

Questions for Practice

- I.** Full are my pitchers and far to carry Lone is the way
Why, o why was I tempted to tarry
Lured by the boatmen's song?
- (a) Who does 'my' refer to here? Why did 'my' go far from home? (2)
(b) What tempted 'my' to stay there for long? (1)
- II.** "No, you are the sun's life, his soul
We praise you in the sun.
The sun is the body, you are its life-spark."
- (a) Who does 'you' refer to in these lines? (1)
(b) Why does the poet call 'you' as sun's soul and life-spark? (2)
- III.** Am I an adult or a child?
No! Not an adult – I couldn't look after myself;
The understanding is just not there.
I pay a half fare on a bus to school,
But does that mean that I am a child?
- (a) Why does the speaker not consider him as an adult?
(b) How much bus fare does he pay in the bus?

9. Evaluation

शिक्षकगण कृपया इस निर्देशिका में दिए गए प्रत्येक कक्षा के प्रश्न पत्र के Blue Prints, प्रश्न पत्र के प्रारूप, निर्देशों का अच्छी तरह अध्ययन कर यह समझ ले की नवीन पाठ्यक्रम के अनुसार हमारा प्रश्न पत्र किस तरह का होगा। प्रत्येक प्रश्न पत्र में 25% अंकों के प्रश्न वस्तुनिष्ठ प्रकार के होंगे। अतः यह हमारे छात्रों एवं शिक्षकों के लिए हितकर होगा की हम सत्र के आरम्भ से ही प्रश्न पत्र के प्रारूप को ध्यान में रखकर अपना शिक्षा कार्य योजनाबद्ध तरीके से पूरा करे। Blue Prints के साथ ही उस पर आधारित एक आदर्श प्रश्न पत्र एवं उसका उत्तर दिया गया है।



Blue Print of Question Paper

Exam: IX
Subject: GENERAL ENGLISH

Max.Marks: 100
Time: 3 HOURS

S.No.	UNIT/AREAS OF LEARNING	Unitwise Allotment of Marks	NUMBER OF QUESTIONS MARKWISE										TOTAL SUB-QUESTIONS (PROPOSED)	TOTAL QUESTION
			1 Mark	2 Mark	3 Mark	4 Mark	5 Mark	6 Mark	7 Mark	8 Mark	9 Mark	10 Mark		
	QUES. NO.1 OBJECTIVE TYPE (a) POEM (D9) 2Marks (a) PROSE (D5) 4 Marks (c) GRAMMAR (C1) 10Marks	-	16	-	-	-	-	-	-	-	-	-	16	01
A.	READING	15												
	(i) PASSAGE NO A1 (HAVING 50 TO 80 WORDS)		03 02 (Voc)	-	-	-	-	-	-	-	-	-	12	01
	(ii) PASSAGE NO A2 (HAVING 50 TO 80 WORDS)		03 02 (Voc)	-	-	-	-	-	-	-	-	-		
	(iii) PASSAGE NO A3 (HAVING 50 TO 80 WORDS)		03 02 (Voc)	-	-	-	-	-	-	-	-	-		

B.	WRITING	20												
	B-1(i): LETTER WRITING		-	-	-	-	-	01	-	-	-	-		01
	B-2(ii): MAKING NOTES ON THE GIVEN PASSAGE & (iii)SUMMARISING		-	-	01	-	-	-	-	-	-	-	02	01
	B-3(iv) COMPOSITION WRITING		-	-	01	-	-	-	-	-	-	-		01
C.	(i) GRAMMAR	15	05	-	-	-	-	-	-	-	-	-	05	01
	(ii) TRANSLATION	05	05	-	-	-	-	-	-	-	-	-	05	01
D.	TEXT-BOOK	45												
D-1	PROSE (EXTRACTS FROM PROSE LESSONS) 1 MARK FOR VOCABULARY IN EACH EXTRACT		05	-	-	-	-	-	-	-	-	-	05	01
D-2			05	-	-	-	-	-	-	-	-	-	05	01
D-3	PROSE (ONE OUT OF TWO)		-	-	-	-	-	01	-	-	-	-	01	01
D-4	DRAMA (TWO D-4A OUT OF FOUR) D-4B		-	-	-	-	01(B)	01(A)	-	-	-	-	02	01
D-6	POETRY SECTION ONE OUT OF TWO EXTRACT		01	01	-	-	-	-	-	-	-	-	02	01
D-7	TWO OUT OF THREE SA TYPE		-	-	02	-	-	-	-	-	-	-	02	01
D-8	ONE OUT OF TWO QUES. CENTRAL IDEA		-	-	-	01	-	-	-	-	-	-	01	01
	TOTAL												58	14

FORMAT OF QUESTION PAPER

CLASS: IX

M.M.-100

SUBJECT: GENERAL ENGLISH

TIME- 3 HRS.

Unit/Area of learning	Marks allotted to unit	Main question No	Sub question No's	Type of question	Marks	Options
OBJECTIVE TYPE QUES. (a)POEM (D9) 2Marks (b)PROSE(D5) 4Marks © GRAMMAR (c-1) 10Marks	-	Q1	a-p	Objectives	16	No Options
A. READING	15	Q2	A-1 COMPR- a,b,c Voc.d,e A-2 COMPR- a,b,c Voc.d,e A-3 COMPR- a,b,c Voc.d,e	VSA Objectives Objectives Objectives	Compre 9x1=9 Vocab 3x2=6	NO OPTION
B. WRITING	20					
B-1: LETTER		Q3	-	LA	1X6=6	INTERNAL OPTION
B-2: NOTE MAKING & SUMMARISING		Q4	-	SA	1X3=3 1X3=3	NO OPTION
B-3: COMPOSITION		Q5	-	LA	1X8=8	ONE OUT OF FOUR
C. (i)GRAMMAR	15	Q6	1	VSA	1X5=5	INTERNAL OPTION
(ii) TRANSLATION	05	Q7	1,2,3,4,5	VSA	5X1=5	FIVE OUT OF SEVEN
D. TEXT-BOOK	45					
D-1 & D-2 EXTRACT FROM PROSE		Q8	D-1 Compar- a,b,c,d Vocab- e D-2 Compar- a,b,c,d Vocab- e	VSA Objectives Objectives	10x1=10	NO OPTION
D-3PROSE		Q9	-	LA	1X6=6	ONE OUT OF TWO
D-4: DRAMA		Q10 A Q10 B	- A - B	LA SA	1X6=6 1X4=4	TWO OUT OF FOUR

D-6: EXTRACT FROM POEMS		Q11	- A - B	Objectives SA	1X1=1 <u>2X1=2</u> 3	ONE OUT OF TWO EXTRACT
D-7 POEMS		Q12	1,2,3	SA	3X2=6	TWO OUT OF THREE QUES.
D-8 CENTRAL IDEA		Q13	-	SA	1X4=4	ONE OUT OF TWO

INSTRUCTIONS -

1. The questions paper should strictly adhere to the syllabus issued by the Board.
2. The question Paper should be average with 40% easy, 40% average and 20% difficult questions, keeping the students of the remotest area in mind.
3. The paper should contain objective type questions of at least 25% marks so as to ease the students from the examination tension. These questions may include fill up the blanks, matching column, multiple choice, one word answer type etc. These questions may be set at one place as for as possible. Questions on vocabulary test should also be included in objective test questions; these may be given along with the passage.
4. The paper should be set in such a way that an average student can solve it in 2.30 hours, giving him enough time to think and check it.
5. The paper must be set with an absolute objective attitude, focusing on the student's benefit while testing what skills they have achieved during the educational session.
6. Word limit should not be given for answering questions.
7. Options should be given in every questions as for as possible.

10. General English Class IX

Annual Evaluation

Model Question Paper

Class IX

Subject: Gen. English

Time: 3 hours]

[Max. Marks: 100

Note: Attempt all questions.

Internal choices are given in some question.

Word limit is given wherever required.

Q.1 Choose the correct option and answer these questions. 06

(a) *Fill in the blanks*

1. Kavita face an interview today. (has to/have to/must)
2. I come in madam. (can /may/should)
3. He writes ink. (in/at/with)
4. I saw today one eyed man. (an/a/the)
5. There is milk in the pot. (any/some)
6. Do you have book on this topic? (some/any)

(b) *Do as direct:* 04

1. I saw a man who was wearing a blue cap.
The underlined clause is,
(a) noun clause (b) relative clause (c) adverb clause
2. _____ the teacher came in the class, the students stood up.
(a) No sooner (b) As soon as (c) As well as
3. He denied that he had written the letter.
The underlined clause is
(a) noun clause (b) relative clause (c) adverb clause.
4. _____ he works hard, he will not pass.
(a) If (b) unless (c) If not

(c) *Choose the correct option and complete the sentences:* 04

- (1) Kasturba was taught by her
(a) *father* (b) *mother* (c) *brother* (d) *husband*
- (2) Advertisements on the T.V. make an instant
(a) *appeal* (b) *approach* (c) *approval* (d) *agreement*
- (3) In the opinion of the wise saint a best friend of a man on the earth is
(a) *his own good sense* (b) *his courage* (c) *his physical power*
(d) *his smartness*
- (4) King Vikram went out in disguise because he wanted to check on his
(a) *subjects* (b) *princess* (c) *neighbors* (d) *ministers*

(d) *Choose the correct option:* 02

- (1) The writer of the poem 'Today and Tomorrow' is -
(a) J. E. Carpenter (b) Sarojini Naidu
(c) Thomas Reed (d) Hari Bharati
- (2) The poem 'Am I a child' depicts the feelings of -
(a) an old man (b) a child
(c) a teenager (d) a lady

SECTION A

Q.2. Read the following passages carefully and answer the questions given under them.

15

A) A happy is the man who acquires the habit of reading when he is young. He always has a pleasant occupation of leisure moments; so that he need never feel board. He is possessor of wealth more precious than gold. Ruskin called books 'Kings' Treasures'. Treasuries filled not with gold and silver and precious stores but with riches more valuable than these – knowledge, noble thoughts and high ideals. Poor indeed is the man who does not read, and empty is his life.

Questions

1. What type of man is happy?
 2. What does Ruskin called books?
 3. Whose life to empty?
 4. Give words from the passage with similar meaning for the words given below:
(a) glad
(b) somebody's profession
- b) Some imagine that computers are complex and difficult, while others imagine that computers are capable of solving any problem. The former fear that the rules are necessary to run computers, including programmer are too tedious, while the latter fancy that computers alone them to do whatever jobs they want. It seems that these extremes keep computers away from them. To make good use of computers, it is important to remove these prejudices.

Questions

1. What do some people think about computers?
 2. What are the fears and fancies of people about computers?
 3. Who are responsible for keeping the computers away from people?
 4. Fancy means:
(a) want to do some thing (b) passion
(c) very modern (d) fears about something
 5. Prejudices are:
(a) pride (b) established facts
(c) false notions (d) liking for somebody
- (C) Discipline means obedience to the established rules of conduct. Certain rules have been laid down in every society to control and regulate the life and activities of its members so that the society as a whole may progress in harmony peace. If any of these rules is broken, there is trouble and society suffers. In fact discipline is the very basis of progress in every sphere, public or private. A man without discipline is like an engine without a brake. It is the duty of every student to follow discipline if they want to build their lives prosperous.

Questions

1. What does discipline mean?
 2. Why are certain rules of conduct laid down by the society?
 3. What is a man without discipline?
 4. The one who obeys what is told to him, is (a) polite (b) obedient (c) disciple (d) punctual
- A pleasing combination of related things is known as (a) balance (b) proportion (c) harmony (d) harmful

SECTION B

Q.3 Your friend Rajesh stood first in the examination. Write him a letter of congratulation on his grand success you are Ajay Mishra, residing at A 250 Anand Nagar, Ujjain (M.P.) 06

OR

You are Gautam Roy, a student of Class IX in Govt. Higher Secondary Shamshabad Distt. Vidisha. Write an application to the Principal of your school requesting him to issue your some books since you cannot buy them.

Q.4 Read the passage carefully and make notes and summarize the passage also. 3+3=06

Pollution is the fouling of the environment land, water and air- by waste, smoke, chemicals and other harmful substances. The most serious pollution occurs where there are large cities and many factories. Every industrial country faces the problem of waste. As factories produce new goods for people to buy, old ones are thrown out with household rubbish. Burning this refuse pollutes the air, dumping it in rivers and seas pollutes the water and rubbish tips are unpleasant sights and take up much needed space. Getting rid of plastics is particularly difficult. Wood and paper decay after some time through the action of bacteria. But plastics never decay. The more we throw away, the more litter is produced.

Q.5 Anurag has to speak on the importance of books in the morning assembly. On the basis of the points given below, write a composition on books for Anurag. (80 words 08

- Source of knowledge, information, entertainment
- Written by master minded genius
- Make wise, intelligent, thoughtful
- Bring change in life.
- Fodder to soul, training to mind

OR

Write an essay on the given topics (200 words)

- | | |
|------------------|-----------------------------------|
| (i) A picnic | (ii) Wonders of Science |
| (iii) Your hobby | (iv) Any match you have witnessed |

SECTION C

Q.6 Do as directed (any five) 05

1. I said to Manoj. "I want your books for two days" (change into indirect speech)
2. She does her work in time. (change into interrogative sentence)
3. I helped him always. (change the voice)
4. Akbar said to Birbal, "Come in". (change into indirect speech)
5. Asha read a novel. (change into passive)
6. They plays football daily. (correct the sentence)
7. She was watering the plants. (change into present perfect tense)

Q.7 Translate into English. (any five) 05

1. वह टी.वी. नहीं देखता है।
2. क्या सीमा फूल तोड़ती है?
3. हम पुस्तकें खरीदते हैं।
4. गजेन्द्र सुबह से साइकिल चला रहा है।
5. तुम सोमवार से परीक्षा की तैयारी कर रही हो।
6. सुबह से वर्षा हो रही है।
7. चारु अपना गृहकार्य पूर्ण कर चुकी है।

SECTION D

Q.8 Read the extracts carefully and answer the questions given under them. 10

I) Kasturba not only took part in the campaigns but also delivered significant speeches wherever she went. For instance, addressing the woman of Vadhtal village on 6 April 1918, she said, “The true religion of a woman is to follow the footsteps of her husband like Sita. If she also encourages her husband to stick to the sacred pledges (of non-payment of the revenue dues), her progeny is sure to be brave and India will then win Swaraj.”

In the first Non-cooperation movement launched by her husband Gandhiji, she accompanied him and went from village to village. Along with her husband, she made a special appeal to women, asking them to spin and wear khadi, boycott government schools and colleges and remove untouchability.

Questions

1. Who delivered significant speeches?
2. What is the true religion of a woman?
3. Who launched the first Non-co-operative Movement?
4. What was the special appeal to women?
5. Find out word for – ‘A series of planned activities’.

(II) Although more famous as a biologist, Bose was a great physicist as well. He can rightly be called the inventor of Wireless telegraphy. Though Marconi invented the wireless, Bose had already demonstrated its functioning in public in the year 1895, a year before Marconi’s patent for the telegraph. This impressed the Royal Society of England and, he was honoured with the degree of Doctor of Science. In fact Bose was a pioneer in multimedia communication. He was the first to fabricate the device that generated radio wave-length.

Another example of Bose’s greatness is revealed in the invention of radar. Bose worked out some details of very great importance which are used in the working of the radar. Jagadish Chandra Bose has a permanent place in the world of science especially in botany.

Questions

1. Who was a great physicist also?
2. What impressed the Royal Society of England?
3. Bose was a pioneer in
4. Give another example of Bose’s greatness?
5. Write the synonym of – *construct*.

Q.9 What do you mean by noise pollution? How does noise create pollution? 06

OR

How does Miss Beam give the children an idea of suffering in the world? How is the blind day educative to both the ‘blind’ and the helpers?

Q.10 (A) What was the cause of annoyance for Chaturbhuj Babu? How did he react to it? 06

OR

What did Humayun decide to do to help Rani Karnavati?

(B) What did the Zamindar understand by M.A. and B.A.? 04

OR

Why was Humayun surprised to find messenger from Udaipur?

Oh Light, who are you?
Daughter of the Sun?
No, you are the Sun's life, his soul.
We praise you in the Sun.
The Sun is the body, you are its fire spark.
When were you born, O Light?
Who made you?

Questions

1. Who is the poem addressed to?
2. What is the light according to poet?

OR

Slowly Silently! Now the moon
Walks the night in her silver shoon,
This way and that, she peers and sees
Silver fruit upon silver trees.

Questions

1. Give one word for 'to look closely'.
2. How does the moon walk?

Q.12 Answer the questions (any two)

06

1. Why does the poetess say, 'I shall die'?
2. What do you mean by 'My dream world'?
3. Why does the poet want to protect the old oak from the woodman?

Q.13 Give the central idea of the poem *O Light!*

04

OR

Today and Tomorrow

Model Answers

Class – IX

Subject – English (General)

Q.1 Objective type questions.

(a) Answers (Fill up blanks)

1. has to 2. can 3. in 4. a 5. some 6. any

(b) Answers 1. relative clause 2. As soon as 3. noun clause 4. Unless

(c) 1. husband 2. appeal 3. his own good sense 4. Subjects

(d). Answers

1. J.E. carpenter 2. a teenager

Section – A

Q.2 Answer

(A) 1. A man who acquires the habit of reading at an young age is happy.

2. Ruskin Bond calls books as the 'King's Treasures'.

3. The life of the man who does not read is empty.

4. (a) happy (b) occupation

(B) 1. Some people think that computers are difficult and complex.

2. Some people fear that tedious rules are necessary to run computers. The others fear that the computers allow them to do any job they want.

3. Extreme people are responsible for keeping the computers away from people.
 4. Want to do something
 5. false notions
- (C)
1. Discipline means the obedience to some established rules of conduct.
 2. Rules are laid down by the society to control and regulate the life and activities of its members.
 3. A man without discipline is like an engine without brake.
 4. An obedient
 5. harmony

Section – B

Q.3 Letter

Ajay Mishra
A-250, Anand Nagar,
Ujjain
Date : 28/5/2007

Dear Rajesh,

I am well here and hope the same for you. In the evening today I saw your name among the toppers of Middle School examinations. Really you deserved it.

I congratulate you on your grand success. Wish you a bright future. Convey my regards to your parents and love to Chinky.

Do write to me.

Yours
Ajay Mishra
Ujjain

OR

Weightage for letter and application

Salutation	-	1 mark
Body	-	3 marks
Subscription	-	2 marks

No marks should be given if suitable body of the letter is not written. Appropriate weightage should be given to format and expression

Application

To,

The Principal
Govt. Higher Secondary School
Shamshabad, Vidisha (M.P.)

Subject – Regarding issue of books from the book bank.

Respected Sir,

Humbly I want to say that I am a poor student of class IX in your school. My father is a poor farmer. He can't buy books for me.

So I request you to please issue me the following books from the book bank.

1. Mathematics
2. Science
3. Social science

Thanking you Sir.

Yours obediently
Gautam Roy
Govt. H.S.S. Shamshabad
Distt. Vidisha (M.P.)

Dated : 20.7.2007

Q. 4 Note making

1. **Pollution**
 - 1.1. the foiling of the envrnmnt
 - 1.1.1 land
 - 1.1.2 waste
 - 1.1.3 air
2. **Causes**
 - 2.1 Waste, smoke, chemicals
 - 2.2 Large cities, factories
 - 2.3 House hold rubbish
 - 2.3.1 Goods for people
 - 2.3.2 dmpng in the rivers
 - 2.3.2.1 it goes to the people thrgh water
 - 2.3.2.2 Plstcs are most dngrs
3. **Difficulty**
 - 3.1 plastics nevr decay
 - 3.2 usefl space occupied

Summary

Pollution is caused by harmful chemicals and substances. The faitouies produce waste and cities produce household rubbish which cause pollution. Plastics are the most harmful because it never decays.

(Note – Appropriate weightage should be given if the notes are made accordingly. Abbreviations used should also be given weightage)

Q.5 Composition

Books are the major source that provide us knowledge, information and entertainment. Books help in development of our thoughts. They are written by masterminded geniuses. They make us wise, intelligent and thoughtful. They also train our mind and thus are a source of inspiration to everybody. They not only provide us with knowledge but we get many other information from them. It is really good to read good books.

8. **Essay writing**

*	Introduction	-	2
*	Body	-	4
*	conclusion	-	2

Note : appropriate weightage should be given to unity, coherence, relevance and proportion.

Section – C

Q. 6 Answer

1. I said to Manoj that I wanted his book for two days.
2. Does she do the work in time?
3. He was helped by me always.
4. Akbar ordered Birbal to go in.
5. A novel was read by Asha.
6. They play football daily.
7. She has watered the plants.

Q.7 Translation

1. He doesn't watch T.V.
2. Does Seema pick flowers?
3. We buy books.
4. Gajendra has been cycling since morning.
5. You have been preparing for the examination for seven days.
6. It has been raining since morning.
7. Charu has done her homework.

Section – D

Q.8 (I) Answers to the questions

1. Kasturba delivered significant speeches.
2. The true religion of a woman is to follow the footsteps of her husband.
3. Mahatma Gandhi launched the first Non-cooperative Movement.
4. The special appeal was to spin and wear khadi, boycott government schools and colleges and remove untouchability.
5. Movement.

(II) Answers

1. J.C. Bose was a great physicist also.
2. Bose's demonstration of the wireless impressed the Royal Society of England.
3. Bose was a pioneer in – Multimedia communication.
4. Bose's greatness also revealed in the invention of the 'Radar'.
5. Although.

Q.9 Answer

The presence of unwanted sound is called noise pollution. It is unpleasant human or machine made sound that disrupts environment. Depending on the level of this sound, it can produce serious health problems.

OR

Miss Beam makes each child of her school feel the pain of being blind, deaf and lame for one day. In this way she gives the children an idea of suffering in the world. The 'blind' child needs assistance in everything. The other children are told to help and lead the child. Thus it is educative to both of them.

Q.10 (A) The cause of annoyance for Chaturbhuj Babu was that everybody showed more interest in the cat and nobody cared for his achievement. So he lost his patience and reached by losing his temper.

OR

Humayun decided to prepare an army to help his sister who was in trouble. He also decided to lead the army. He declared that it was great honour for him to have a sister like Karnavati.

(b) 'Meye' is the Bengali word which sounds like M.A. and means 'daughter'. Similarly 'Biye' sounds like B.A. and means 'marriage' in Bengali. This is what the Zamidar understood by M.A. and B.A.

OR

Both the Mughals and the Rajputs were great warriors. They were not on friendly terms in those days. That is why Humayun was surprised to find a messenger from Udaipur.

Q. 11 extracts from the poem –

Answers to questions:

1. The poem is addressed to Light.
2. According to the poet, Light is the daughter of the Sun, and the life of the Sun.

OR

1. peer
2. The moon walks slowly and silently

Q.12 Answer these questions:

1. The poetess has used this utterance to show her deep fear. Basically in Indian languages, this a common way of expressing one's fear.
2. The poet calls the child's world a dream world because a child lives in a world of fantasies.
3. The poet wants to protect the old oak from the woodman because it has sheltered him in his youth.

Q. 13 Ans. Central ideas.

1. O Light !

The poet says that the Light is the soul of the Sun. Later on he calls this light as wisdom and knowledge. The poet prays the Nature as the enchanter mother of Light. In the end the poet praises the light to prosper and bring the light of knowledge in this world.

2. Today and Tomorrow

The poet says that we should not put off till tomorrow what we can do today. The time once wasted never returns. Nobody knows what the future has in store. We should not let precious moments go waste. We should make full use of the present.

* * * * *