



Mount Abu Public School

H-Block, Sector-18, Rohini, New Delhi-110085

CLASS-IX
SUBJECT-ENGLISH
LESSON- SUBJECT-VERB CONCORD (GRAMMAR)
LESSON PLAN-V

DATE-21.01.2021

LINK- <https://www.learncbse.in/cbse-class-9-english-grammar-subject-verb-concord/>

1. Number:

The basic principle of subject-verb agreement is that singular subjects need singular verbs. Plural subjects need plural verbs:

Singular

The girl is playing.
The boy has gone to school.
He likes sweets.

Plural

The girls are playing.
The boys have gone to school.
They like sweets.

2. Person:

The rules regarding the person are as follows:

(i) The first person singular or plural takes a singular verb:

- I like this scenery.
- We like this scenery.

(ii) The second person singular or plural takes a singular verb:

- You like this scenery.

(iii) The third person singular takes a singular verb:

- He likes this scenery.

(iv) The third person plural takes a plural verb:

- They like this scenery.

3. **Uncountable Noun:**

When We use an uncountable noun as the subject of a verb, we use a singular form of the verb:

- Honesty is the best policy.
- Fear begins to haunt him.

4. **Singular and Plural Nouns:**

When we use a singular noun as the subject of a verb, we use a singular verb. Plural nouns take a plural verb:

- The moon was shining in the sky.
- The sun is about to set.
- The children were swimming.
- The farmers were ploughing.

5. **One of + Plural Noun:**

When the subject consists of 'one of + plural noun', the verb is singular:

- One of the girls was singing.
- One of the students was talking.
- One of the birds was chirping.

Long Subject:

When a clause or a long group of words is the subject, we have to be careful to make the verb agree with the subject:

- The chairs which I bought yesterday are very costly.
- The woman whom I met in the market was my friend's sister.

7. **Introductory 'there':**

The verb has to agree with the real subject that follows the introductory there. If the subject is singular, then there will be followed by a singular verb. If the real subject is plural, then 'there' will be followed by a plural verb:

- There is no chair in the room.
- There are no chairs in the room.
- There are fifty boys in the class.

- There is one girl in the class.

8. **Two or More Nouns:**

When two or more nouns function as subject, a plural verb is used:

- Satish and his sister have gone to see a movie.

- My friend and his father are meeting us tomorrow.

9. Distances, Weight, etc:

For distances, weight, height or amounts of money, we use a singular verb even when the subject is plural:

- Ten thousand rupees is not a small sum.
- Three kilometers is a small distance.
- Five hundred feet above sea level is not a great height.

10. Plural Names:

The title of a book, the name of a house or a hotel in plural takes a singular verb:

- “The Arabian Nights” has interesting stories.
- “The Hotel Brewers” is a five-star hotel.

11. Plural Nouns with Singular Meaning:

Nouns which are plural in form but singular in meaning usually take a singular verb:

- Mathematics is not an easy subject.
- Economics is a dull subject.
- Measles is an infectious disease.
- The latest news is that the criminal has been arrested.

12. Singular Nouns with Plural Verb:

Some nouns which appear to be singular in form take a plural verb:

- The police have arrested three terrorists.
- The Indian cricket team won the match.

13. Collective nouns like group, crowd, flock, regiment, etc. are generally followed by a singular verb:

- A group of boys was playing in the ground.
- A crowd of people rushes into the hall.
- A regiment of soldiers was marching towards the town.

14. ‘Class’ nouns such as food, furniture, clothing, etc. take a singular verb:

- This furniture is very old.
- This imported cutlery is very costly.
- His clothing consists of a bullet-proof jacket, a blue pair of trousers and some other items.

15. Some nouns which appear to be plural in form when preceded by a pair of take a singular verb, for example, shoes, scissors, trousers, etc.

- A pair of scissors was taken out of the drawer.
- A pair of trousers was washed by the servant.
- A pair of shoes was bought by him.

But when these nouns are used without 'a pair of', they take a plural verb:

- His shoes have worn out.
- My scissors do not cut well.

Some nouns are preceded by a lot of, a plenty of, a great deal of, etc. These nouns take a singular verb when they refer to amount or quantity. But they take a plural verb when they refer to number:

- A lot of people visit the exhibition.
- A plenty of water was supplied to the villagers.

17. When a singular subject is joined by as well as, in addition to, except, etc. with another noun or pronoun, we use a singular verb.

- Sohan as well as his brother has come.
- My father in addition to our neighbour has gone out for a walk.
- Everyone except Satish was present.

18. A singular verb is used with singular pronouns, e.g. each, either, neither, anyone, etc.

- Each of the boys was given a prize.
- Neither of the students was absent.
- Everybody has helped her.

When two or more subjects are connected by nor or or, the verb is used according to the number of the noun nearest to it:

- Neither she nor her sisters visit the temple.
- Either they or he is telling a lie.

20. A collective noun such as jury, committee, family, etc. takes a singular verb when it is considered one unit. But when they are regarded as individuals, they take a plural verb:

- The jury is about to give its decision.
- The jury are divided in their opinion.
- The committee is meeting tomorrow.

- The committee have decided to raise the membership fee.
- Our family has decided to visit Shimla this summer.
- The family now live in London.

21. When some nouns are regarded as one unit, they take a singular verb:

- Bread and butter is a wholesome food.
- Brick and stone is lying scattered all over the place.
- Time and tide waits for none.
- The novelist and poet is dead.



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CLASS-IX
SUBJECT-ENGLISH
LESSON- SUBJECT-VERB CONCORD (GRAMMAR)
ONLINE ASSIGNMENT

DATE-22.01.2021

LINK- <https://www.learnocr.com/english-grammar/subject-verb-concord-exercises-for-class-9/>
<https://www.learninsta.com/subject-verb-agreement-exercises-for-class-9/>

Q1 Fill in the blanks with the appropriate verbs in agreement with its subject.

- (a) A dog a faithful animal.
- (b) Neither my parents nor relatives present yesterday at the party.
- (c) Each of the boys honest.
- (d) The entire class as well as the principal, agreed to the proposal.
- (e) Neither Rasipa nor Reeta present.
- (f) His briefcase and wallet been lost.
- (g) Politics his bread and butter.
- (h) The committee issued its report.
- (i) Three parts of the business left for me to do.
- (j) Either he or I mistaken.

Q1 In each of the following sentences, there is an error. Find out the error *and* provide the correction. First one has been done as an example.

(i)	Error	Correction
	are	is

The quality of the
apples are not good
Many of them is rotten.

(a)

Cause of worries are
that the children

(b)

does not know the fact.

(c)



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CLASS-IX
SUBJECT-ENGLISH
LESSON- TENSES (GRAMMAR)
LESSON PLAN-IV

DATE-19.01.2021

LINK- <https://www.learnbse.in/cbse-class-10-english-grammar-tenses/>

I. How would you define the term 'Tense'?

The term 'Tense' denotes the form of a verb which shows the time at which an action happened. So, the tense shows two things : (i) the time of the action (iii) state expressed by the verb.

Look at these sentences:

- Reshma goes to school.
- Reshma went to school.
- Reshma will go to school.

In the above sentences (i) 'goes' (ii) 'went' and (iii) 'will go' are verbs.

In sentence (i), the verb 'goes' denotes the present tense and refers to the present time.

In sentence (ii), the verb 'went' denotes the past tense and refers to the past time.

In sentence (iii), the verb 'will go' denotes the future tense and refers to the future time.

By 'Tense' we can understand the correspondence between the form of the verb and our concept of time (past, present and future).

II. 'Time' and 'Tense' are not the same thing. 'Time' is a universal concept. It has three divisions: past, present and future. 'Tense' is related only to the verb.

It is not necessary that if the verb is in the present tense, it will show only the present time. It is also not necessary that if the verb is in the past tense, it will show the past time.

Look at the sentences:

- The match takes place on Sunday.

Here the verb 'takes place' is in simple present tense but expresses an action that will take place in the future time.

- Mohan is about to come.

Here 'present tense' expresses the near future time.

- The Sun sets in the west.

It is a universal truth. Here, it stands for all the three times: past, present and future.

Note: Modern grammarians believe that there is no future tense in English to express future time. We use the modal auxiliaries 'shall' and 'will', with the present tense, etc. to express future time. But we are following the traditional grammarians in this book.

According to them English has three tenses, (i) Present Tense (ii) Past Tense and (iii) Future Tense

Here is a list of rules of these tenses:

	Simple Forms	Progressive Forms	Perfect Forms	Perfect Progressive Forms
Present	Ist form + s / es	am/is/are + Ist form + ing	have/has + IIIrd form	have/has been + Ist form + ing
Past	IIInd form	was/were + Ist form + ing	had + IIIrd form	had been + Ist form + ing
Future	will/shall + Ist form	will be + Ist form + ing	will have + IIIrd form	will have been + Ist form + ing



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CLASS-IX
SUBJECT-ENGLISH
LESSON- TENSES (GRAMMAR)
ONLINE ASSIGNMENT

DATE-20.01.2021

LINK- <http://www.perfectyourenglish.com/grammar/tenses-worksheets-for-grade-10-cbse.htm>

Q1 Complete the following sentences using the most appropriate form of the verb given in the brackets.

The world1..... (be) online. Everyone2..... (use) computers and internet for business and pleasure. There is growing concern about the effects this has on children. Nowadays children3..... (spend) a lot of time online4..... (play) games,5..... (chat) with their friends and6..... (watch) videos. Priceless childhood hours7..... (spend) sitting indoors opposite a computer screen instead of playing outdoors.

Some people believe that children should8..... (allow) to spend time online. In their opinion, the hours spend on the computers are actually very good for them. Their logic is simple. Nowadays computer skills are absolutely essential for success in the workplace. Therefore, the time they spend on the computer9..... (be) actually helping them to gain the skills they10..... (need) to become productive adults.

Passage 2

Many scholars and learned men1..... (use) to visit King Krishna Deva Raya's court. The king himself was a learned man and2..... (love) to entertain those distinguished guests. Very often, the scholars, who3..... (visit) his court4..... (challenge) his courtiers. The king greatly5..... (enjoy) these contests of wit and wisdom.

One day, a scholar6..... (come) to the palace. He was a well-learned person and7..... (speak) many languages. The

king8..... (welcome) him with great pleasure
and9..... (request) him to spend a few days in the palace. The
visitor10..... (accept) the invitation happily. He
also11..... (challenge) Krishna Deva Raya's courtiers to find
out what his mother tongue12..... (be).

The courtiers13..... (try) every trick in the book. They spoke
with him in several languages. Interestingly, the scholar14.....
(be) fluent in all of them and therefore the courtiers15..... (not) figure
out what his mother tongue was.

Meanwhile, Tenali Raman16..... (sit) quietly in one corner.
He17..... (not even make) an attempt to speak to the scholar.
Tenali Raman was the most intelligent among Krishna Deva Raya's courtiers. So the
king18..... (surprise). He19..... (ask) Raman
why he20..... (not take up) the challenge.

Suddenly Tenali Raman21..... (rise) from his seat. He turned
towards the king and22..... (say) that he had something urgent to do.
Saying this, he23..... (rush) towards the door. As
he24..... (go) past the scholar, he25..... (trip)
and26..... (step) hard on the man's toes. The
scholar27..... (badly hurt) and28..... (cry) out in pain.



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CLASS-IX
SUBJECT-ENGLISH
TEXTBOOK- BEEHIVE
LESSON- THE ROAD NOT TAKEN
POET-ROBERT FROST
LESSON PLAN-III

DATE-16.01.2021

LINK- <https://www.learnbse.in/road-not-taken-cbse-notes-class-9-english-literature-reader-2/>

The Poet

Robert Frost (1874*1963) was born in San Francisco. He spent most of His adult life in rural New England. He made attempts to write poetry while working on a farm or teaching in a school. In 1913, his first book was published. Gradually, he became one of the country's-best loved poets. He employed traditional patterns to Write a poem. He chose "The old fashioned way to be new." His well-known poems are 'Stopping By Woods on a Snowy Evening', 'Mending Wall', 'The Road Not Taken' etc.

The Summary

'The Road Not Taken' is an autobiographical poem.; Once, the poet come across a junction when his path diverged into two and he had to take a decision of which road to take. He stood there for a Long time and gave a serious thought to each road. Then he decided to take the road which was less travelled. The reason for this was that it was grassy and as far as the condition of the road was concerned, both the roads were equally worn.

He decided to keep the other road for some other time, though he knew that he might not be able to go back to that road.

That morning, both the road lay equally covered in leaves. No traveller had trodden on them that day. The poet felt that after ages he would be telling with a sigh that both the roads diverged in a forest. And the decision of taking the less travelled road made all the difference in his life.

The Central Idea

The poem revolves round a general problem that one, faces in life. It is of making a choice in life. Life gives us many opportunities and one has to take a decision and

stick to it. One can't get everything in life. The decision taken can sometimes be wrong also but the choice has to be made. The choice affects our life, but the step once taken cannot be retraced.

Explanation of the Poem

1. Two roads.....in the undergrowth.

Explanation

The poet was standing at a junction where the road forked into two. It was a forest full of yellow leaves due to the autumn season. As the poet could not travel both the roads, he stood there for a long time, deciding which road to take. He looked down at one road as far as he could and to where it bent and disappeared in the wild bushes.

2. Then took..... about the same.

Explanation

After viewing both the roads, the poet decided to take the second road because it was grass and had not been travelled by many. The poet was adventurous and wanted to travel on the road which had not worn off. As far as the passing of traveller was concerned, both the roads had worn in the same manner.

Poetic Device:

Alliteration : Because it was grassy and wanted wear.

3. And both.....ever come back.

Explanation

Both the road lay in the same condition in front of the poet that morning. No leaf had been crushed black as no one had passed from both the roads that morning and both of them were covered with leaves. The poet decided to go back on the first road some other day although he knew that one way leads to another and had the doubts if he would ever be able to travel on the first road.

Poetic Device:

Repetition: Yet knowing how way leads on to way.

4. I shall be..... all the difference.

Explanation

The poet was not sure about the success of his choice. He thought he might regret about his decision of travelling on the second road and he might tell about it with a sigh. He again talked about the two roads from which he selected the one which was less travelled by and the choice made all the difference in his life.

Poetic Device:

Repetition: Somewhere ages and ages hence.

Rhyme scheme (all stanzas): abaab.



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CLASS-IX
SUBJECT-ENGLISH
TEXTBOOK-BEEHIVE
LESSON-THE ROAD NOT TAKEN
POET-ROBERT FROST
ONLINE ASSIGNMENT

DATE-18.01.2021

LINK- <https://www.thefreshreads.com/the-road-not-taken-important-questions/>

Q1 Read the extract given below and answer the questions that follow.

*Then took the other, just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same.*

1. Name the poem and the poet.
2. Identify the line from the given extract that describes the road that the poet took ?
3. What does 'the other' refer to ?
4. What is the antonym for the word 'fair' ?
5. Which expression means that nobody walked on the road taken by the poet ?

Answer

1. The poem is 'The road not taken' by Robert Frost.
2. 'Because it was grassy and wanted wear;'
3. 'The other' refers to the road that the poet took.
4. Unfair
5. 'wanted wear' is the expression which means that nobody walked on the road taken by the poet.

Q2 Read the extracts given below and answers the questions that follow:

*Two roads diverged in yellow wood,
And sorry I could not travel both
And be one traveller, long I stood
And locked down once as far as I could
To where it bent in the undergrowth;*

1. At which point in the woods, the poet had reached?
2. Why was the traveller feeling sorry?
3. Where did the first road lead to?
4. Give the opposite to 'met at a point' from the passage?
5. At what point did the roads diverge?
6. At what point did one road lead to?
7. Was the traveller feeling sorry?
8. What does 'yellow wood' stand for?

Answer

1. The poet is standing at a point where two roads diverged in the yellow wood.
2. The poet is feeling sorry because he could not travel on both the roads.
3. dense forest
4. diverged
5. The roads diverged in the yellow wood.
6. The first road led to dense growth of plants and animals.
7. Yes, the traveller was feeling sorry.
8. autumn season

Q3 Read the extracts given below and answers the questions that follow:

*And both that morning equally lay
In leaves no step had trodden back Oh,
I kept the first for another day!
Yet knowing how way leads on to way,
I doubted it if I should ever come back*

1. Which road does the poet choose?
2. Why was the poet doubtful about the first road?
3. In stanza 'both' refers to _____.
4. Find a word from the extract that means 'crushed'.

Answer

1. The poet chooses the second road.
2. He was very doubtful that he would never be able to come back to it.
3. two roads in different directions.
4. Trodden.

Q4 Read the extracts given below and answers the questions that follow:

*Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.*

1. The antonym for the word, 'leads' is _____.
2. What did the poet keep for some another day?
3. What is the doubt in the poet's mind?
4. To whom 'I' is referred to in the stanza?

Answer

1. Follows
2. The poet kept the first road for another day that had been less travelled by others.
3. The poet doubts whether he will ever be able to travel on the first road again.
4. 'I' is referred to the poet Robert Frost.

Q5 Why will the choice between two roads that seem very much alike, make such a big difference many years later in the life of the poet?

Ans5 A choice between two roads that seem very much alike, will make such a big difference many years later in the poet's life since this particular decision, the path opened up many different opportunities for him in future. The decision that he now makes, will influence him and his life along with his rest of the decisions, since the two roads are same, they still have varied options in them.

Q6 After reading the poem, can you detail the tone in the entire poem?

Ans6 The overall tone of the poem is of regret. The poet believes that at some time far in the future, he would still be thinking of his two possible paths 'with a sigh'. He does not anticipate being any less conflicted then or any more satisfied with his choice. He realizes that his choice will make 'all the difference' in his life, but he is presently uncertain about what the difference would turn out to be.

Q7 Was the poet doubtful or clear that he would return to take the other path which he could not take earlier?

Ans7 Throughout the poem and the poet's journey, he faces an archetypal dilemma. He doubts if he would ever be able to come back to take that other road which might have given him some other more lucrative options in life. The poet believes and we all know that one road leads to another, so going back to the original path is not easy.

Q8 What would the poet tell after ages with a sigh?

Ans8 After ages, the poet would tell the story of how two roads had diverged into the wood and he had taken the one less travelled. This decision to take the 'road not taken' had made all the difference in his life.

Q9 Does the speaker feel that he has made the wrong choice in taking the road 'less travelled by'? If not, why does he 'sigh'? What does he regret?

Ans. No, the speaker does not feel that he has made a wrong decision by taking the less travelled road. The poet wanted to explore both the roads. He tells himself that he will explore one and then come back and explore the other, but he knows that he would probably be unable to do so.

Q10 And that has made all the difference. What is your opinion of the difference — was it for the better or the worse? Substantiate your answer.

Ans10 The poem does not clearly state whether the choice made by the poet made him happy or sad. However, if examined by the way of the world, we find that the individuals who have achieved recognition and fame have always eschewed the beaten track. Hence, we can reason that the poet – traveller was happy by choosing the less travelled path, not the beaten track. The concluding line of the poem — ‘And that has made all the difference’ connotes the poet’s joy.



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CLASS-IX
SUBJECT-ENGLISH
TEXTBOOK- BEEHIVE
LESSON- THE SOUND OF MUSIC
AUTHOR- DEBORAH COWLEY
LESSON PLAN-II

DATE-13.01.2021

LINK- <https://www.toppr.com/guides/english/english-beehive/the-sound-of-music-summary/>

The Sound of Music summary is a great way for students in Class 9 to learn about the chapter in short. This chapter is about two music maestros and their lives. We will learn about multi-percussionist, Evelyn Glennie and Bismillah Khan, the *shehnai* player. The Sound of Music summary recaps the whole chapter in a simpler and easier form. In this chapter, students will learn about the interesting lives of the two musical legends. One part is about the Scottish musician, Evelyn and the other is about Indian legend, Bismillah Khan. Further, this chapter chooses these two musicians because of their interesting lives. It will help students gain insight into their struggles and hard work. You will learn how hard work and determination can serve us well. It stays true to its name and gives inside stories and facts behind the glitz and glamour of these musicians.

The Sound of Music divides into two parts. Each part focuses on two musicians, Evelyn Glennie and Bismillah Khan. Part one throws light on Evelyn's life and struggles to become a successful musician. Students will learn that she is a multi-percussionist. She has the talent to play hundreds of instruments perfectly. It tells how she gained international recognition.

What's interesting is the Evelyn is profoundly deaf. The musician learned to listen to music through her body and not ears. She does not hear music, she feels it. You will learn that was 11 years old when she found out she had trouble hearing. Nonetheless, that did not stop her from pursuing her career in music.

Thus, her teacher, Ron Forbes was the one to recognize her talent. He unlocked doors to her potential and helped her achieve the impossible. She is now one of the most renowned names in the music industry. She has many accolades and awards to her name and serves as a great inspiration to the specially-abled community.

Next comes part II, where we learn about Bismillah Khan as well as the origin of shehnai. It was Bismillah Khan who popularized this instrument and took it to the

world stage. He broke the myth of shehnai not being capable to create independent tunes. He came from a family of musicians.

Further, Bismillah Khan had a very secular upbringing. He grew up practising on the banks of River Ganga. He went to the mosque as well as the temple. After achieving immense success, he was awarded various titles. He is also a recipient of the highest civilian award of India- The Bharat Ratna.

In addition to that, he has won all three awards of Padma Bhushan, Padmashree and Padma Vibhushan. Interestingly, he was the first person to be invited to play shehnai at the Red Fort in 1947, while greeting Independent India.

Most importantly, he represented India on the international stage as well. An auditorium in Tehran is also by his name. Moreover, despite many opportunities, Bismillah Khan never left his home-town Varanasi. He dedicated his life to music and passed away in 2006.



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CLASS-IX
SUBJECT-ENGLISH
TEXTBOOK-BEEHIVE
LESSON-THE SOUND OF MUSIC
AUTHOR-DEBORAH COWLEY
ONLINE ASSIGNMENT

DATE-15.01.2021

LINK- <https://www.thefreshreads.com/the-sound-of-music-important-questions/>

Q1 Why was Evelyn nervous while going to Royal Academy of Music?

Ans1 Evelyn was nervous while going to the Royal Academy of Music as she was just 16 years old and was fresh from the Scottish farms which added to her nervousness.

Q2 What was a priority for Evelyn? Where did she give free concerts ?

Ans2 Giving classes to young musicians was a priority for Evelyn. She gave free concerts in prisons and hospitals.

Q3 When was Evelyn's deafness first noticed? When was it confirmed?

Ans3 Isabel had a doubt about Evelyn's hearing ability when she did not move after her name was called to play on the piano. At the age of 11, it was confirmed when she was taken to a specialist.

Q4 How did Evelyn's deafness come to light?

OR

When did Evelyn's mother notice that something was wrong with her hearing?

Ans4 At the age of 8 when her name was announced to play on piano, she did not respond. At the age of 11, her marks deteriorated. The headmistress urged her parents to take her to a specialist and her hearing impairment was discovered.

Q5 What was James Blade's opinion about Evelyn Glennie ?

Ans5 James Blades, the master percussionist, felt that God might have taken her hearing but he had given her back something extraordinary. He said, "What we hear, she feels – far more deeply than any of us. That is why she expresses music so beautifully."

Q6 When and how did Evelyn lose her power of hearing?

Ans6 Evelyn lost her power of hearing due to gradual nerve damage. At the age of 8 it was noticed and then at the age of 11 it was confirmed that Evelyn had lost her hearing ability.

Q7 How did Evelyn hear music despite being deaf?

Ans7 Evelyn could sense music passing through her body. While playing on the xylophone, she could sense music through her fingertips and would lean against drums to feel. On the wooden floors, she used to remove her shoes and sense music through her feet moving up in the legs.

Q8 What did Evelyn determine to do?

Ans8 Evelyn was determined to lead a normal life and pursue her interest in music. She was determined to make a career in music.

Q9 Who helped Evelyn to continue with music? What did he do and how?

Ans9 When Evelyn wanted to pursue her career in music, everyone discouraged her. It was a percussionist Ron Forbes who helped and encouraged her to listen to the music and feel the music through her body.

Q10 How has Evelyn Glennie inspired handicapped people?

Ans10 When the handicapped people used to see Evelyn Glennie, they used to say, 'If she can do it, I can', and so, she inspired them.

Q. What is Evelyn's secret of success? What message does she give to achievers?

Ans. Evelyn's secret of success was strong determination and hard work. The message that she gives to the achievers is to work hard and get what they want.



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CLASS-IX
SUBJECT-ENGLISH
TEXTBOOK- MOMENTS
LESSON- THE LOST CHILD
AUTHOR-MULK RAJ ANAND
LESSON PLAN-VI

DATE-23.01.2021

LINK- <https://www.thefreshreads.com/the-lost-child-summary/>

'The Lost Child' is a famous story by Mulk Raj Anand. In this story the narrator narrates a story of a boy who went to a fair with his parents.

Summary

Many people including men, women and children in new clothes in a happy mood were going to join the fair. The boy was very happy and excited. He demanded the sweets and toys displayed in the shops. He felt attracted towards many things so he lagged behind time and again. When the boy demanded a toy, his father looked at him red-eyed in his familiar tyrant's way. The boy tried to catch the dragon-flies in the mustard field on the way and again was left behind. Then his parents called him again. Then his parents took rest for a while under a banyan tree and after some time they reached the fair. The boy lost his mind in the whirlpool of the fair. Then he suddenly listened to the loud voice of a sweet seller and slowly murmured 'I want that Burfi'. But he did not do so for fear of his father. He also eagerly watched gulmohur flower, balloons.

Then the boy boldly requested his parents to let him have a ride on a roundabout and turned back to look them. But to his surprise no sign of them was there. A full, deep cry rose within his dry throat and with a sudden jerk of his body he ran from where he stood, crying in real fear: 'Mother, Father'. Now the boy had been separated from his parents. The poor child struggled to make his way between the feet of people but was knocked to and fro by their brutal movements. He might have been trampled underfeet, had he not shrieked at the highest pitch of his voice: 'Mother, Father'. The boy was not able to find his parents anywhere.



Mount Abu Public School
H-Block, Sector-18, Rohini, New Delhi-110085

CLASS-IX
SUBJECT-ENGLISH
TEXTBOOK-BEEHIVE
LESSON-THE FUN THEY HAD
AUTHOR-ISAAC ASIMOV
ONLINE ASSIGNMENT

DATE-12.01.2021

LINK- <https://www.thefreshreads.com/the-fun-they-had-important-questions/>

Q1 How was the book that Tommy found different from his own books?

Ans1 The book that Tommy found was an old, real book which belonged to his grandfather's grandfather. It had crinkly, yellow pages whereas, Tommy's books were telebooks and were taught by mechanical teachers and computers.

Q2 What kind of book did Tommy show to Margie?

Ans2 book that Tommy showed to Margie was an old, real book which belonged to his grandfather's grandfather. It had crinkly yellow pages, where all the stories were printed on paper and the words stood still.

Q3 Why did Margie find the book strange?

Ans3 The book had yellow and crinkly pages and the words were standing still unlike moving on a screen. When they turned back to the pages read before, there were the same words on it when they read it the first time. All these things were strange for Margie.

Q4 Tommy thought the old books were funny and a big waste. Why?

Ans4 Tommy thought that the old books were a waste because the words stood still and did not run. He also thought that they were a big waste because, they could not be reused like the screen of their mechanical teacher.

Q5 Why did Margie hate school?

Ans5 Margie hated school, which was a room in her house only, because her teacher was a mechanical one. It kept giving her test papers where answers had to be written as punch codes. The results were given instantly.

Q6 What differences do you find in present school and the school described in the lesson 'The Fun They Had'?

Ans6 In present day schools, students studied together in a separate building and teachers are human beings whereas, according to the lesson the school was at home and the teacher was mechanical.

Q7 How does Tommy describe the old kind of teachers?

Ans7 Earlier, the teachers were not mechanical teachers, they taught the children in a special building where all children went to learn. They asked questions and gave them home work. They used to teach face to face.

Q8 Describe Margie and Tommy's first experience of reading a printed book.

Ans8 Margie's and Tommy's first experience of reading a printed book was good. It was a very old book with yellow crinkly pages. It was funny for them to read words which stood still and find the same words on turning back to the pages before. Both of them felt that printed books were waste because they had to be thrown away from reading.

Q9 What did Margie and Tommy's mother tell them about a teacher?

Ans9 Margie and Tommy's mother told them that a teacher had to be adjusted to fit the mind of each boy and girl it teaches and that each kid had to be taught differently.

Q10 Why did Margie's mother send for the County Inspector? What did he do ?

Ans10 Margie was not performing well in her Geography tests. The County Inspector took the teacher apart and put it together again as its geography sector was geared a little too quick.



Mount Abu Public School
H-Block, Sector-18, Rohini, New Delhi-110085

CLASS-IX
SUBJECT-ENGLISH
TEXTBOOK-MOMENTS
LESSON-THE LOST CHILD
AUTHOR-MUL RAJ ANAND
ONLINE ASSIGNMENT

DATE-25.01.2021

LINK- <https://www.thefreshreads.com/the-lost-child-important-questions/>

Q1 Where did the child go with his parents? What did he want there?

Ans1 The child went to a fair with his parents. He wanted garlands, balloons and sweets over there. He also wanted to see the snake and take a ride on the swing.

Q2 What attracted the child towards the balloons? Why didn't his parents give him the balloons?

Ans2 The child was attracted by the rainbow glory of their silken colours. His parents didn't give him the balloons as he was too old to play with such toys.

Q3 Parents were in a hurry to reach the fair but the child was delaying them. How?

Ans3 The boy got distracted by toys which he wanted to buy, butterflies and dragon flies which he wanted to catch and flowers that he wanted to gather. And, out of pure innocence, he delayed his parents to reach the fair.

Q4 Why did the little boy lag behind?

Ans4 While going to the fair, the little boy was fascinated on seeing toys, balloons, garland of gulmohur, then a swing, a snake-charmer, etc. He got attracted towards those different things. So, he lagged behind his parents.

Q5 Why didn't the boy wait for an answer after he had pleaded for sweets?

Ans6 The boy didn't wait for an answer after he had pleaded for sweets because he knew that his parents would say that he was greedy and would refuse to buy the sweets.

Q7 What happened when the lost child reached the temple door?

Ans7 When the child reached the temple door, men jostled each other. The poor child struggled to thrust his way out but was knocked. He might have been trampled if he had not shouted at his highest pitch.

Q8 How did the mother distract the child's mind from the toy-seller?

Ans8 The mother distracted the child's mind from the toy-seller by pointing towards a flowering mustard field. He saw colourful dragon flies and started running after them.

Q9 What plea did the child finally make to his parents? Was his plea heard?

Ans9 In the end, the child pleaded to his parents to go on the round about. When he could not get any reply, he turned and found that his parents were not there. He had been separated from his parents. Thus, he was lost in the fair.

Q10 What happened when the 'lost child' entered the grove? How did he enjoy there?

Ans10 When the 'lost child' entered the grove, a shower of young flowers fell upon him. He began to gather the raining petals. He heard the cooing of doves and ran towards his parents. He had a fun-filled splendid time in the grove.



Mount Abu Public School
H-Block, Sector-18, Rohini, New Delhi-110085

CLASS-IX
SUBJECT-ENGLISH
ARTICLE(WRITING)
LESSON PLAN-VII

DATE-27.01.2021

LINK- <https://www.learncbse.in/cbse-class-9-english-letter-writing-articles/>

The students will be asked to attempt a long piece of composition of minimum 100-120 words in length. The composition will be in the form of an article. The students may be provided with a verbal or visual input. They can take help from the given input, information or notes and can expand them in their own language to 100-120 words. Sometimes the given input can be in the form of a figure, a diagram or a cartoon. The aim of the examiner by inserting an input is only to provide clues along which the article has to be developed. The subject on which the article can be based may be burning social, cultural, economic, ethical, behavioural, religious and political issues. You may be asked to write an article on any topic under the sun.

GENERAL GUIDELINES FOR ARTICLE WRITING

1. Always study the given input, information or notes carefully.
2. Arrange them in a systematic order.
3. Develop each point in a simple, grammatically correct language.
4. Your article must present your ideas not in a sketchy but in a coherent and logical manner. Develop your writing into paragraphs.
5. Confine yourself to the given subject. Superfluous and unnecessary details must be avoided at all cost.

SOLVED EXAMPLE

Taking help from the verbal input given below along with your own views, write an article on 'Cleaning and Rejuvenating the Ganga'. You are Nikhi/Neha.

Hints: • Cleaning the Ganga • an unprecedented national social effort • Govt, committed to clean and rejuvenate the Ganga • SC not satisfied • a time bond proposal to fulfill the mission • inland waterways • river navigation • extending sewerage infrastructure • prevent open defecation • restoring wholesomeness of the Ganga • development of ghats • Zero liquid discharge by industries • provisions for public amenities for pilgrims and tourists

Cleaning and Rejuvenating the Ganga

—Nikhi/Neha

The Ganga is not merely a river for all the Indians and more particularly to the Hindus, but it is the lifeline of India and the physical and spiritual nourisher of crores of its people. It is a symbol of India's great heritage, ancient traditions, cultures, songs and stories. We can't think of India without the Ganga and the Himalayas. Unfortunately, the sacred Ganga has become one of the most polluted rivers of the world in recent years. Fortunately, the Modi government has shown its commitment to clean and rejuvenate the Ganga. Uma Bharti heads a specially created ministry for cleaning the holy river. Cleaning the Ganga will be an unprecedented national social effort. What makes the Ganga a heavily polluted river? Various factors and causes contribute to make the river what it is. The worst criminals are more than one thousand industries that discharge their toxic wastes into the river. The government will have to take strict measures to treat solid and liquid discharges making them totally pollution free. The sewerage infrastructure will have to be extended and updated. The people residing on the banks will be involved and enlightened. Burning and throwing of dead bodies into the river must be stopped. Open defecation on the banks will have to be stopped.

Development of ghats at Kedamath, Haridwar, Varanasi, Kanpur, Allahabad and Patna is an important feature of the plan. Provisions for public amenities for pilgrims and tourists will be made. Inland waterways river navigation will be another priority.



Mount Abu Public School
H-Block, Sector-18, Rohini, New Delhi-110085

CLASS-IX
SUBJECT-ENGLISH
ARTICLE(WRITING)
ONLINE ASSIGNMENT

DATE-28.01.2021

LINK- <https://www.learncbse.in/cbse-class-9-english-letter-writing-articles/>

Q1 Taking help from the information given below and inventing your own ideas, write an article on 'Swachha Bharat Abhiyan' or 'Clean India Campaign'.

Hints: • 'Swachha Bharat Abhiyan' • announced by the PM on 15th August, 2014 • launched on 2nd October • addressed public rally at Rajpath • himself swept a parking at Mandir Marg Police Station and pavement in Valmiki Basti • aims to accomplish the vision 'Clean India' by 2019 • 3 million govt, employees and students to participate • responsibility of all 1.25 billion Indians • not only the responsibility of 'Safai Kaamgar' • mission beyond politics • inspired by patriotism • good response on the social media.

Q2 You happened to overhear the following conversation:

Rahul : Where have you planned to go during the summer holidays?

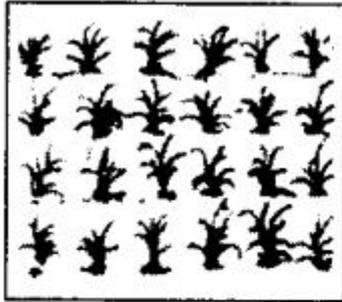
Jeevan: I wish I could go and enjoy boating on the Dal Lake.

Rahul : Is it safe to go to Kashmir now? Don't you hear a lot about terrorism in the newspapers?

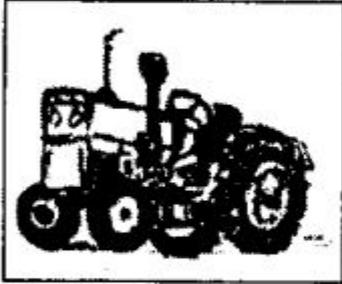
On hearing this dialogue you decide to write an article for a local daily on the need to provide security at tourist spots and suggest ways and means by which such spots could be made more attractive to tourists. Using ideas from the unit on 'Travel and Tourism' along with your own ideas, write the article.

Q3 Pramod/Pramila comes across the following visual in a magazine. He/She feels quite happy to see the progress made by India since its Independence. He/She decides to write an article for the school magazine on the topic entitled "India's Progress since Independence". Using ideas from the visual and your own ideas, write the article.

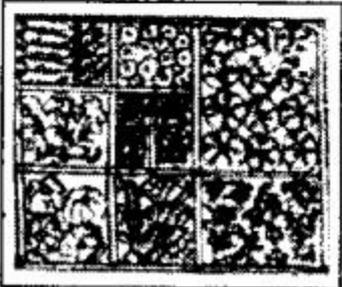
Green Revolution



India emerged as the second largest paddy producer in the world and second largest sugar producer.



Mechanisation of agriculture has led to self-sufficiency despite rapid expansion of population.

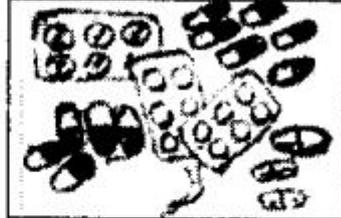


With emphasis on Horticulture India is the largest producer of fruits and 2nd largest producer of vegetables.

White Revolution



India is the world's largest producer of milk.



Indian pharmaceutical industry ranked 4th in the world.



Contagious diseases brought under control.



India has made rapid strides in defence preparedness.



Mount Abu Public School

H-Block, Sector-18, Rohini, New Delhi-110085

CLASS-IX
SUBJECT-ENGLISH
LETTER(WRITING)
LESSON PLAN-VIII

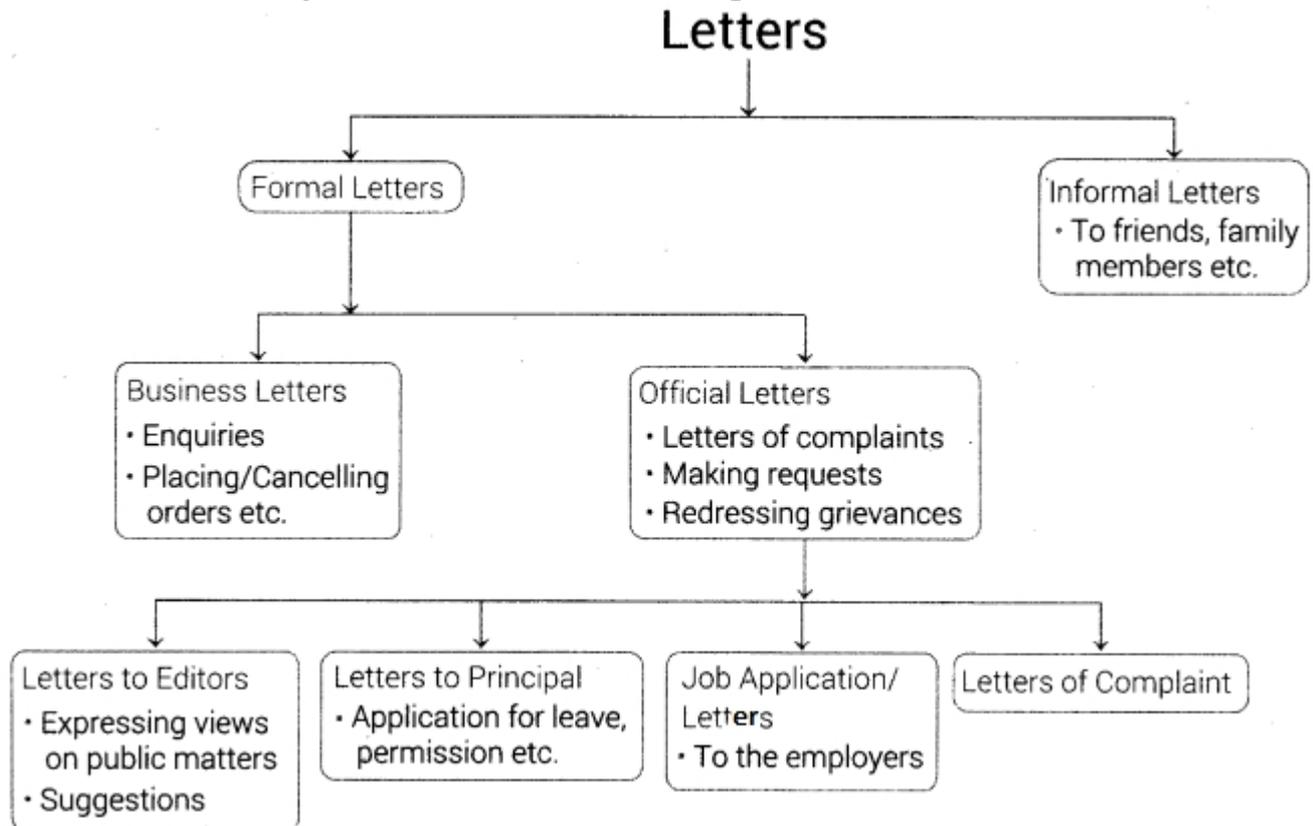
DATE-29.01.2021

LINK- <https://www.aplustopper.com/formal-letter-writing-for-class-9-icse/>

Formal Letter Writing: Letter is such a written message that we sent to persons who are far away from us and we want to convey our message to them in a clear and forceful manner. We usually write letters to our friends and relatives. Although advent of IT-Telephones, Mobile SMSs and Chat-has reduced the importance of personal letter writing, but this art is still required where there is need of formal communication. Art of letter writing is no more an ornamental accomplishment but something that every educated person must acquire for practical purposes. In the examination, it consists of 10 marks weightage.

Types of Letters:

Letters can be broadly classified into two main categories



Formal Letters

Formal letters are meant to be addressed to the heads or managers of civil, public or private companies, such as the Police Commissioner, Director, Branch Manager, Chairman, Mayor etc. Hence, the language used to write such letters must be positive, polite and formal. Also the message must be to the point and short. Informal language and jargons should be avoided in these type of letters.

Formal letters are written to serve the following purposes

- To ask or give information
- To register complaints
- To apply for job
- To apply for leave
- To redress grievances (to bring into notice public/social issues)
- To persuade customers etc.

Steps to Write a Formal Letter

1. Sender's Address

Make sure that the sender's address is clear and precise. It is written at the top on the right hand corner of the page. Specify the house number first, followed by the street, town/state and pincode. Next comes the date on which the letter is written.

Example:

2334/31, Mangal Pandey Nagar
Ekta Park
Meerut-250002

12th December, 20XX

This portion includes the sender's full address. While writing the address, one must NOT use a comma at the end of each line.

2. Date and Receiver's Address

While writing date, always remember the day is written in figures, month in words and year in full figures. The receiver's address comprises of the receiver's name/designation and the complete address.

Example:

12th December, 20XX

The Editor

The Times of India
Daryaganj
New Delhi-110002

3. Subject

Subject is written in order to highlight the purpose of your letter. It gives the reader a quick and clear idea of your letter and talks about its importance too. It must be brief as possible, maximum three or four words.

4. Salutation

The salutation used in formal letters is a greeting to whom the letter is addressed. This consists of the words of greetings and is written below the subject line. It is never followed by any other word.

• Dear Sir/Madam

This is used when you do not know the name of the person you are writing to.

• Dear Mr/Mrs/Ms

When you know the receiver's name. In case of woman, write 'Ms' if you are not sure whether the woman is married or unmarried.

5. Body of the Letter/Message

This is the main part of the letter. Your message or the purpose of writing the letter comes in this part. So, it must be drafted carefully so as to create a convincing and appealing impact on its readers.

The message can be divided into paragraphs to distinguish or mark the subject matter properly. If the matter is too short, it is not required to divide it into paragraphs.

The body of the letter can be divided into the following parts

- Introductory Paragraph/Sentence State the purpose of writing.
- Information Paragraph Give details of the issue, problem (cause, effect, solution etc.)

- Concluding Paragraph States your hopes, request, comment etc.

6. Subscription/Leave Taking

You should not end your letter abruptly with only your name or signature for that may look rude. So, there should be proper leave taking followed by your name.

It is a courteous way of ending the letter. The expression used must match the salutation.

For example,

Yours sincerely / Yours faithfully/ Yours truly. The first letter of the second word (here 's', 'f', 't') is never written in capital letter.

7. Name and Signature

It is written just below the subscription and includes the sender's name and his/her signature. If applicable, the sender's designation may be added in brackets.

Points to be Kept in Mind While Writing a Letter

- Read the question carefully to understand it properly.
- Write the key points for establishing good content and make sure that the body of the letter is in sync with the main theme.
- Your letter must be coherent and not begin or end abruptly.
- Avoid using long sentences. Avoid writing too much for explaining a single point.
- Keep your letter brief and to the point.
- Use simple language so that the letter is easy to understand.
- Never ask the Editor to solve your problem.
- These letters are written in a crisp and clear pattern and in a matter of fact style.

Format of Formal Letter

Write a letter to the Chairman, Local Municipal Corporation complaining about the malaria epidemic in your city. State the causes and suggest ways to deal with the

problem.

70, Model Town Roopnagar	Sender's Address Sender's address is written here (Never put your name here).
16th July, 20XX	Date The date appears directly below the address after leaving a line.
The Chairman Municipal Corporation Roopnagar	Receiver's Address Receiver's name/designation and his/her address.
Subject Malaria Epidemic in the City	Subject of the Letter Indicate the Theme/Subject here.
Dear Sir/Ma'am	Salutation
As a responsible citizen, I would like to bring to your notice about the out breaking of malaria in our city. Many have already been suffering from malaria and the situation is getting worse. Roads are left uncleaned for days together by the sweepers, which is resulting in the accumulation of garbage here and there from which bad odour is emitted which is engulfing the entire area. Moreover, the drains in our locality are not covered and they remain waterlogged. It has thus resulted in malaria which has sprung in epidemic form in the city.	Introduction It describes the purpose of writing.
Most painfully, I have to mention here that our repeated requests to the local civic authorities have failed to evoke any response from them for the redressal of the pathetic situation. To improve the situation, the drains need to be cleared regularly. People should be made aware about the necessary precautions against the disease and the measures they should take. Free health camps should also be set up so that the epidemic does not outbreak into more quarters.	Informative Paragraph Always change the paragraph while making a new point.
I would also request you to look into the matter immediately to prevent further outbreak of malaria.	Conclusion Having hope/comment/request.
Yours faithfully Ravi Shankar	Complimentary Closure Name and Designation of the sender.

Marking Scheme

Format : 3 marks

Body : 1 mark—Two complaints (1/2 accumulation of garbage + 1/2 drains remain waterlogged)

1 mark—Two suggestions (1/2 drains need to be clean + 1/2 set up of health camp)

Expression : 5 marks



Mount Abu Public School

H-Block, Sector-18, Rohini, New Delhi-110085

CLASS-IX
SUBJECT-ENGLISH
LETTER(WRITING)
ONLINE ASSIGNMENT

DATE-30.01.2021

LINK- <https://cbsencertanswers.com/2014/02/sample-questions-for-writing-skill.html>

- 1)Write a letter to the Editor of 'India News' attracting attention towards an article on 'India and its History' which contained some errors. Make a Request for a prompt correction showing the errors and should acknowledge the mistake as a responsible news agency.
- 2)Write a letter to the District Education Department expressing your concern about the lacuna of positive class room activities, teacher- student ratio, accommodation and other troubles.
- 3)You have purchased a digital camera. But the camera turned out to be faulty. You requested the shopkeeper to replace, but the shopkeeper did not pay any heed. Write a complaint to the Director of the camera company to take necessary steps to do justice.
- 4)Write a letter to the editor of a National daily expressing your concern about the irreparable harm we are doing to the existence of the earth with the advancement of Technologies.
- 5)You are of the view that every citizen of your country must go through one year military training. Write a letter to the editor of a national daily expressing your view on this.