

## **TABLE OF CONTENTS**

<b><u>S.No.</u></b>	<b><u>Contents</u></b>	<b><u>Modules</u></b>
1.	Lesson 1 The Lost Child	1.1& 1.2
2.	Lesson 2 The Adventures of Toto	2.1 & 2.2
3.	Lesson 3 Iswaran the Storyteller	3.1 & 3.2
4.	Lesson 4 In the Kingdom of Fools	4.1 & 4.2
5.	Lesson 5 The Happy Prince	5.1 & 5.2
6.	Lesson 6 Weathering the Storm in Ersama	6.1 & 6.2
7.	Lesson 7 The Last Leaf	7.1& 7.2
8.	A House is Not a Home	8.1& 8.2
9.	Lesson 9 The Accidental Tourist	9.1 & 9.2
10.	Lesson 10 The Beggar	10.1 & 10.2

## Module -1

### Class IX

## The Lost Child

### Learning Competencies:

- Communication
- Reflection
- Managing / Retrieving Information
- Interpretation
- Inference
- Creative thinking

### Learning Dimensions:

- Global Dimension
- Environmental
- Social
- Demographic

## Module 1.1

**Read the following paragraph and answer the questions that follow.**

A group of dragon-flies were bustling about on their gaudy purple wings, intercepting the flight of a lone black bee or butterfly in search of sweetness from the flowers. The child followed them in the air with his gaze, till one of them would still its wings and rest, and he would try to catch it. But it would go fluttering, flapping, up into the air, when he had almost caught it in his hands. Then his mother gave a cautionary call: "Come, child, come, come on to the footpath."

### Q.1 The child was given a call by his

- a. father
- b. mother
- c. brother
- d. sister

LO - reads silently with comprehension and interprets layers of meanings

### Q.2 Intercepting means the same as

- a. connect something
- b. construct something
- c. deflecting something
- d. obstruct something

LO - understands meanings of the words in different context

### Q3 Butterflies were in search of sweetness from the flowers means

- a. Butterflies were in search of sugar
- b. Butterflies were in search of honey

- c. Butterflies were in search of nectar
- d. Butterflies were in search of juice

LO - understands meanings of the words in different context

**Q4. What went fluttering flapping up into the air?**

- a. black bee
- b. butterfly
- c. dragon flies
- d. all of the above

LO -thinks critically, compares and contrasts the ideas

**Q5. What will happen if butterflies become extinct?**

**Experiential learning**

LO - organises and structures thoughts, and opinions uses interdisciplinary knowledge to reach conclusion

**Answer- key**

1. b. mother
2. d obstruct something
3. c. butterflies were in search of nectar
4. b. butterfly
5. There will be no pollination which will disrupt the balance of nature

## 1.2 The Lost Child

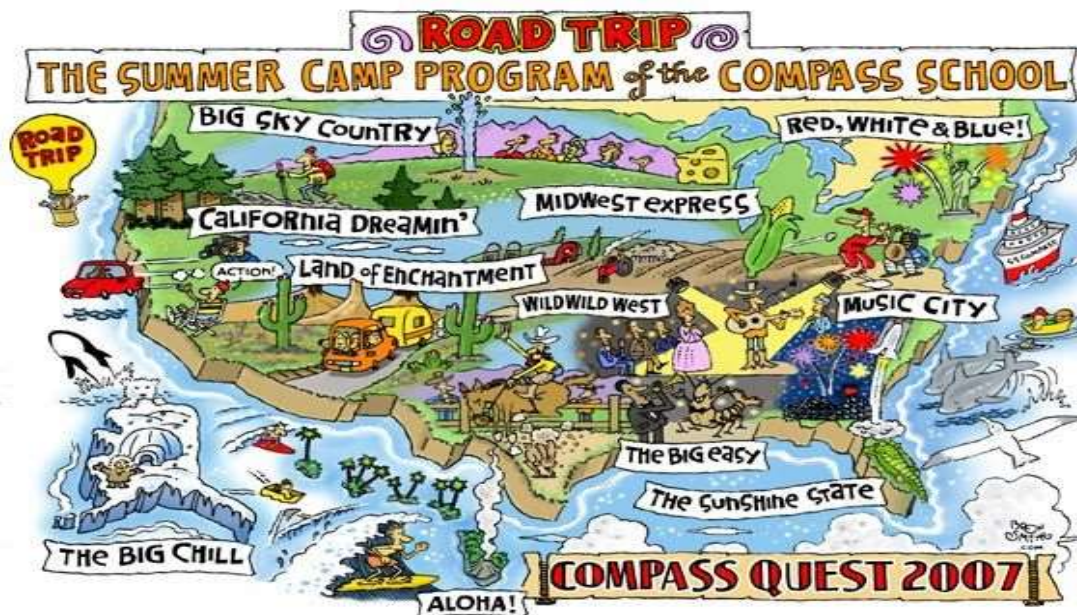
### Learning Competencies:

- Creative Thinking
- Communication
- Reflection
- Managing / Retrieving Information
- Interpretation
- Inference

### Learning Dimensions:

- Global Dimension
- Environmental
- Social
- Demographic

Study the following poster and answer the questions:



**Q.1** The above land mass is surrounded by water on three sides so it's called

- a continent.
- a peninsula.
- an island.
- an Isthmus.

LO - thinks critically to reach a conclusion

**Q.2** What does the above poster depict?

LO - reads silently and comprehends the answer

**Q3.The information regarding the road trip is of**

- a. Africa
- b. America
- c. Indonesia
- d. Siberia

LO- reads silently and comprehends the answer

**Q4.If you want to enjoy the cooler climes which place will you go to?**

LO - thinks critically to reach a conclusion

**Q5.Name the place where a ranch is located in the poster?**

LO - thinks critically to reach a conclusion

**Answer- key**

1. Peninsula
2. Summer camp programme of the compass school
3. America
4. The Big Chill
5. Wild Wild West

## Module 2

### Class IX

#### The Adventures of Toto

### LEARNING COMPETENCIES

- Critical Thinking
- Creative Thinking
- Managing / Retrieving information
- Problem Solving

#### Module: 2.1

**Read the given text and answer the questions that follow:**

His presence in the house still a secret, Toto was now transferred to a big cage in the servants' quarters where a number of Grandfather's pets lived very sociably together — a tortoise, a pair of rabbits, and a tame squirrel and, for a while, my pet goat. But the monkey wouldn't allow any of his companions to sleep at night; so Grandfather, who had to leave Dehra Dun next day to collect his pension in Saharanpur, decided to take him along.

**Q1. How many pets lived in the cage Toto was transferred to?**

**LO** - reads with comprehension the given text materials employing strategies like scanning, inferring and summarising.

**Q2. 'Sociably' in the passage means the same as**

- (A) in a friendly manner
- (B) in a secret manner
- (C) in an unfriendly manner
- (D) all of the above

**LO** - uses words, phrases, idioms and word chunks for meaning make-up in context.

**Q3. What would the monkey do at night?**

- (A) play with his companions
- (B) trouble his companions
- (C) sleep like his companions
- (D) none of the above

**LO** - reads silently with comprehension and interprets layers of meanings.

**Q4. The grandfather ...**

- (A) worked in company in Saharanpur
- (B) was retired from service
- (C) had a business in Dehradun
- (D) none of the above

**LO** - reads with comprehension the given text materials employing strategies like scanning, inferring and summarising.

**Q5. The grandfather was a pet lover. How can you tell?**

**LO** - organises and structures thought, presents information and opinion in a variety of oral and written forms for different audiences and purposes

**Answer Key 2.1**

Q1 5 pets

Q2 in a friendly manner

Q3 trouble his companions

Q4 was retired from service

Q5 He had kept many pets at home.

## Module

### Class IX

## 2.2 The Adventures of Toto

### LEARNING COMPETENCIES

- Critical Thinking
- Creative Thinking
- Managing / Retrieving information
- Problem Solving

Read the given chart carefully and answer the questions that follow:



**Q1.How do most people get their pet cats?**

**LO** - reads with comprehension the given text materials employing strategies like scanning, inferring and summarising.

**Q2. Give any two reasons why people give away their pets.**

**LO** - organises and structures thought, presents information and opinion in a variety of oral and written forms for different audiences and purposes.

**Q3. The word 'offspring' here means:**

- (A) partners
- (B) young ones
- (C) fellow dogs
- (D) none of the above.

**LO** - reads silently with comprehension and interprets layers of meanings.

**Q4. The chart/message...**

- (A) urges people not to keep pets.
- (B) tells that pets are a big problem.
- (C) provides detailed information related to pets.
- (D) urges people to keep pets.

**LO** - reads with comprehension the given text materials employing strategies like scanning, inferring and summarising.

**Q5. What is the estimated number of pets that live in homes in US?**

**LO** - reads with comprehension the given text materials employing strategies like scanning, inferring and summarising.

**Answer Key 2.2**

- Q1. From friends and family
- Q2. Not enough time/divorce or death/behaviour issues
- Q3. Young ones
- Q4. Urges people to keep pets
- Q5. 178.9 million

## Module 3

### Class IX

### 3.1 Iswaran the Storyteller

#### Learning Competencies:

- Creative Thinking
- Communication
- Reflection
- Managing / Retrieving Information
- Interpretation
- Inference

#### Learning Dimensions:

- Global Dimension
- Environmental
- Social
- Demographic

**Read the passage given below and answer the questions that follow.**

"I was studying in the junior class at that time, and was watching the whole drama from the rooftop. I don't know what came over me suddenly. I grabbed a cane from the hands of one of the teachers and ran down the stairs and into the open. The elephant grunted and menacingly swung a branch of a tree which it held in its trunk. It stamped its feet, kicking up a lot of mud and dust. It looked frightening. But I moved slowly towards it, stick in hand. People were watching the scene hypnotised from nearby housetops. The elephant looked at me red-eyed, ready to rush towards me. It lifted its trunk and trumpeted loudly. At that moment I moved forward and, mustering all my force, whacked its third toenail on the quick. The beast looked stunned for a moment; then it shivered from head to foot — and collapsed."

#### Q1. The child ran down into the open

- a. all alone
- b. with the teacher
- c. with the teacher and the stick
- d. none of the above

**LO - understands and elicits meanings of the words in different contexts.**

#### Q2. Mustering means the same as

- a. to find something
- b. to find mustard seeds
- c. to find courage
- d. none of the above

**LO - uses words, phrases, idioms and word chunks for meaning make-up in context.**

#### Q3. A ladder 13m long is placed on the ground in such a way that it touches the top of a vertical wall 12m high. Find the distance of the foot of the ladder from the bottom of the wall.

**LO - thinks and calculates by using mathematical concept**

**Q4.** The elephant was red eyed because

- a. it didn't sleep
- b. it had an eye infection
- c. it was angry
- d. all of the above

**LO** - reads with comprehension the given text materials employing strategies like scanning, inferring and summarising.

**Q5. Elephants are excellent swimmers. They can swim even when they are submerged in water. How do you think they manage to swim?**

**LO** - organises and structures thought, presents information and opinion in a variety of oral and written forms for different audiences and purposes.

**Answer Key**

Ans1. a. all alone

Ans2. c. to find courage

Ans 3. a. 5 m

Ans 4. c. it was angry

Ans 5. They are born with swimming skills and their trunks help them to breathe when they are submerged under water.

## 3.2 Iswaran the Story Teller

### Learning Competencies:

- Creative Thinking
- Communication
- Reflection
- Managing / Retrieving Information
- Interpretation
- Inference

### Learning Dimensions:

- Global Dimension
- Environmental
- Social
- Demographic

Study the following poster and answer the questions.



**Q1. What does the poster depict?**

LO - reads silently and comprehends the answer

**Q2. Who will be holding the sessions?**

LO- thinks critically to reach a conclusion

**Q3 How can you get more information about the programme?**

LO- reads silently and comprehends the answer

**Q4 Which statements stands true for Michaela**

- a. She is a song writer and yoga teacher
- b. She is a singer and dancer
- c. She is an author and director
- d. both a and c

LO - reads silently and comprehends the answer

**Q5. Which age group can enrol themselves for the above programme? Do you think it is beneficial for kids to join this programme why /why not give reasons for your answer?**

LO – organises and structures thoughts, and opinions uses interdisciplinary knowledge to reach conclusions

**Answer-key**

Ans1. Programme for yoga time and story time.

Ans2. Michaela Sangl

Ans 3. By visiting the site [www. YOGIKIDS.co.nz](http://www.YOGIKIDS.co.nz)

Ans 4. both a and c

Ans 5. Children in the age group of 2.5 to 10 years can enrol themselves for this programme. Students will give their own inputs for the second half of the answer.

## Module- 4

### Class IX

#### 4.1 In the Kingdom of Fools

##### LEARNING COMPETENCIES

- Critical Thinking
- Creative Thinking
- Managing / Retrieving information
- Problem Solving

**Read the passage given below and answer the questions.**

They saw before them the dead bodies of the king and the minister. The city was in confusion. All night they mourned and discussed the future of the kingdom. Some people suddenly thought of the guru and the disciple and caught up with them as they were preparing to leave town unnoticed. We people need a king and a minister," said someone. Others agreed. They begged the guru and the disciple to be their king and their minister. It didn't take many arguments to persuade the disciple, but it took longer to persuade the guru. They finally agreed to rule the kingdom of the foolish king and the silly minister, on the condition that they could change all the old laws.

From then on, night would again be night and day would again be day, and you could get nothing for a duddu. It became like any other place.

**Q1. On what condition did the guru agreed to be the next king?**

- A) if his disciple would be a minister
- B) if he could order without thinking
- C) if old laws are changed
- D) none

LO - The child reads with comprehension the given text materials employing strategies like scanning, inferring and summarising.

**Q2 According to the guru whose behaviour is unpredictable?**

- A) king
- B) minister
- C) foolish people
- D) disciple

LO- The child reads with comprehension the given text materials employing strategies like scanning, inferring and summarising.

**Q3 What does this story throw light upon?**

- A) foolish people and the dangers they pose
- B) kings and their ministers
- C) always be happy
- D) wise people

LO - The child reads with comprehension the given text materials employing strategies like scanning, inferring and summarising.

**Q4 How did the guru save the people of the kingdom?**

- A) by flattering the king
- B) making the king believe that the new stake will bring fortune
- C) by helping the kingdom getting rid of the foolish king and his silly minister
- D) all

LO - The child reads with comprehension the given text materials employing strategies like scanning, inferring and summarising.

**ANSWER KEY**

- (A) C
- (B) C
- (C) A
- (D) D

## 4.2-In the Kingdom of Fools

### LEARNING COMPETENCIES

- Critical Thinking
- Creative Thinking
- Managing / Retrieving information
- Problem Solving

**Study the picture carefully and answer the following questions:**



**Q1. What do you understand when you study the picture carefully?**

- (A) Busy people
- (B) Fake people
- (C) Happy people
- (D) Angry people

LO - The child organises and structures thought, presents information and opinion in a variety of oral and written forms for different audiences and purposes

**Q2. Do you think appearances matters?**

LO - The child organises and structures thought, presents information and opinion in a variety of oral and written forms for different audiences and purposes

**Q3. The images of the people depicts:**

- (A) Their honesty
- (B) Their inner happiness
- (C) Their false appearance in the public
- (D) None of the above

LO - The child organises and structures thought, presents information and opinion in a variety of oral and written forms for different audiences and purposes

**Q4. What is your take on the lives of people on social media? 22**

LO - The child organises and structures thought, presents information and opinion in a variety of oral and written forms for different audiences and purposes

**ANSWER KEY**

- (A) B
- (B) Upto the discretion of the student
- (C) C
- (D) Upto to the discretion of the student

## Module-5

### Class IX

#### 5.1- The Happy Prince

#### LEARNING COMPETENCIES

- Critical Thinking
- Creative Thinking
- Managing / Retrieving information
- Problem Solving

#### **Read the passage carefully**

So they pulled down the statue of the Happy Prince. "As he is no longer beautiful he is no longer useful," said the Art Professor at the University. Then they melted the statue in a furnace. "What a strange thing!" said the overseer of the workmen at the foundry.

This broken lead heart will not melt in the furnace. We must throw it away. "So they threw it on a dust heap where the dead swallow was also lying *"Bring me the two most precious things in the city," said God to one of His Angels; and the Angel brought Him the leaden heart and the dead bird.*

#### **Q1. Why were Prince and the Swallow so precious?**

- A) because of their kindness and selflessness
- B) because of their services
- C) because they had many possessions
- D) they were rich

LO - The child reads with comprehension the given text materials employing strategies like scanning, inferring and summarising.

#### **Q2. Name the most precious things in the story that the angel took to give to God.**

- A) leaden heart of Happy Prince and the dead Swallow
- B) Prince and his assets
- C) Ruby, sword and sapphire
- D) All

LO - The child reads with comprehension the given text materials employing strategies like scanning, inferring and summarising.

#### **Q3.What moved Swallow's heart?**

- A) Happy Prince
- B) Happy Prince's kindness
- C) Happy Prince's assets
- D) all

LO - The child reads with comprehension the given text materials employing strategies like scanning, inferring and summarising.

**Q4. Give the synonym of 'overseer'**

- (A) Supervisor
- (B) Monitor
- (C) Worker
- (D) None of the above

LO - The child understands and elicits meanings of the words in different contexts

**ANSWER KEY**

- (A) A
- (B) A
- (C) B
- (D) A

## 5.2 The Happy Prince

### LEARNING COMPETENCIES

- Critical Thinking
- Creative Thinking
- Managing / Retrieving information
- Problem Solving

### Module 5.2



**Study the picture very carefully.**

**Q1. How can one provide help to someone?**

- (A) Supporting physically
- (B) Assisting at work
- (C) Providing Financial help
- (D) All of the above

LO - The child organises and structures thought, presents information and opinion in a variety of oral and written forms for different audiences and purposes

**Q2. Have you ever helped someone? Share your experience.**

LO - The child organises and structures thought, presents information and opinion in a variety of oral and written forms for different audiences and purposes

**Q3. Who are the people who need the most help in today's time:**

- (A) Elderly people
- (B) Children
- (C) People who are unwell
- (D) The youth

LO - The child organises and structures thought, presents information and opinion in a variety of oral and written forms for different audiences and purposes.

**Q4. Give the synonym of 'HELP'**

- (A) Assist
- (B) Abet
- (C) Aid
- (D) All of the above

LO - The child understands and elicits meanings of the words in different contexts

**ANSWER KEY**

- (A) D
- (B) Upto to the discretion of the student
- (C) A
- (D) D

## Module-6

### Class IX

## 6.1 Weathering the storm in Ersama

### Learning Competencies:

- Creative Thinking
- Communication
- Reflection
- Managing / Retrieving Information
- Interpretation
- Inference

### Learning Dimensions:

- Global Dimension
- Environmental
- Social
- Demographic

**Read the following paragraph and answer the questions that follow.**

ON 27 October 1999, seven years after his mother's death, Prashant had gone to the block headquarters of Ersama, a small town in coastal Orissa, some eighteen kilometres from his village, to spend the day with a friend. In the evening, a dark and menacing storm quickly gathered. Winds beat against the houses with a speed and fury that Prashant had never witnessed before. Heavy and incessant rain filled the darkness, ancient trees were uprooted and crashed to the earth. Screams rent the air as people and houses were swiftly washed away. The angry waters swirled into his friend's house, neck deep. The building was of brick and mortar and was strong enough to survive the devastation of the wind's velocity of 350 km per hour. But the cold terror of the family grew with the crashing of trees that had got uprooted and fallen on their house, sometime in the middle of the night, damaging its roof and walls.

### **Q1 In which year did Prashant's mother pass away?**

LO – reads silently with comprehension and interprets layers of meanings

### **Q2 Menacing means the same as**

- a. scary
- b. strong
- c. threatening
- d. fierce

LO –understands meanings of the words in different context.

**Q3 Choose the correct answer**

- a. Cyclones are similar to hurricanes
- b. Cyclones are similar to tornadoes
- c. Cyclones are similar to Tsunamis
- d. both a and b

LO –understands meanings of the words in different context.

**Q4. What is the average velocity of a car that moved 60km in 3 hrs?**

LO –thinks and calculates by using mathematical concepts.

**Q5. Imagine you are with your family enjoying your holiday. But within a few hours your city is hit by a cyclone. How will you help yourself and your family members?**

LO — organises and structures thoughts, and opinions uses interdisciplinary knowledge to reach conclusions)

**ANSWER KEY**

Ans 1. 1992

Ans 2. c. threatening

Ans3. d. both a and b

Ans 4. 20 km/hr

Ans 5. 1 Turn off all electrical appliances and gas cylinders.

2. Keep eatables and drinking water within reach

3. Keep torch and medicines within reach

4. Mobile phones to be kept within reach

5. Don't venture out and keep doors and windows tightly shut.

6. Keep identity card safe in hands and wait calmly for help to arrive.

## 6.2 Weathering the Storm in Erasama

### LEARNING COMPETENCIES

- Critical Thinking
- Creative Thinking
- Managing / Retrieving information
- Problem Solving



**Study the picture carefully and answer the following questions:**

**Q1. Give a suitable title to the picture.**

LO - The child organises and structures thought, presents information and opinion in a variety of oral and written forms for different audiences and purposes

**Q2. What do you understand by the word 'natural calamity'?**

- (A) A natural disaster which causes loss of lives and environment
- (B) Something which happens naturally
- (C) Uncontrollable disaster
- (D) All of the above

LO - The child understands and elicits meanings of the words in different contexts

**Q3. What generally is the state of mind of people who face such disasters?**

- (A) Traumatized
- (B) Glad
- (C) Surprised
- (D) Sad

LO - The child organises and structures thought, presents information and opinion in a variety of oral and written forms for different audiences and purposes

**Q4. Name a few 'natural calamities' you know.**

LO - The child organises and structures thought, presents information and opinion in a variety of oral and written forms for different audiences and purposes

**ANSWER KEY**

- (A) Upto the discretion of the student
- (B) D
- (C) A
- (D) Upto the discretion of the student

## MODULE 7

### Class IX

#### 7.1 - The Last Leaf

##### Learning Competencies

- Apply Creative and Deductive-Logical Thinking
- Employ appropriate communicative styles for various situations (casual, conversational, consultative, etc.)
- Determine the truthfulness and relevance of the ideas presented in the text
- Make connections between the text to specific social issues, concerns or dispositions in life
- Apply mathematical thinking to solve a range of problems in everyday situations

##### Learning Dimensions

- Social
- Mathematical

#### 7 (a) Read the given text carefully and answer the questions that follow.

Sue and Johnsy, two young artists, shared a small flat. The flat was on the third storey of an old house.

Johnsy fell very seriously ill in November. She had pneumonia. She would lie in her bed without moving, just gazing out of the window. Sue, her friend, became very worried. She sent for the doctor. Although he came every day there was no change in Johnsy's condition.

One day the doctor took Sue aside and asked her, "Is anything worrying Johnsy?"

"No," replied Sue. "But why do you ask?"

The doctor said "Johnsy, it seems, has made up her mind that she is not going to get well. If she doesn't want to live, medicines will not help her."

Sue tried her best to make Johnsy take an interest in things around her. She talked about clothes and fashions, but Johnsy did not respond. Johnsy continued to lie still on her bed. Sue brought her drawing-board into Johnsy's room and started painting. To take Johnsy's mind off her illness, she whistled while working.

Suddenly Sue heard Johnsy whisper something. She quickly rushed to the bed and heard Johnsy counting backwards. She was looking out of the window and was saying, "Twelve!" After sometime she whispered "eleven", then "ten", then "nine", "eight", "seven". Sue anxiously looked out of the window. She saw an old ivy creeper climbing

half-way up the brick wall opposite their window. In the strong wind outside, the creeper was shedding its leaves.

**i. Which of the following words from the text is the synonym of the word "staring"?**

- |             |              |
|-------------|--------------|
| a. climbing | b. shredding |
| c. gazing   | d. saying    |

**Learning Outcomes**

The learner:

1. reads silently with comprehension, interprets layers of meaning
2. understands and elicits meanings of words in different contexts
3. uses synonyms/antonyms appropriately

**ii. 'Take her mind off' means \_\_\_\_\_.**

- |  |                                  |
|--|----------------------------------|
| a. to make her stop thinking about something | b. to make her anxious           |
| c. to make her shout angrily                 | d. to make her dance beautifully |

**Learning Outcomes**

The learner:

1. reads silently with comprehension, interprets layers of meaning
2. understands and elicits meanings of words in different contexts

**iii. Johnsy fell ill on 3<sup>rd</sup> November 2019 (Sunday) and got well on 23<sup>rd</sup> December 2019. In other words, Johnsy got well on a \_\_\_\_\_.**

- |             |              |
|-------------|--------------|
| a. Tuesday  | b. Monday    |
| c. Thursday | d. Wednesday |

### **Learning Outcome**

The learner:

1. applies mathematical thinking to solve a range of problems
2. makes correct inferences from the text
3. enumerates the sum of different numbers

**iv. The following lines show that Sue was \_\_\_\_\_.**

***“She talked about clothes and fashions, but Johnsy did not respond. Johnsy continued to lie still on her bed. Sue brought her drawing-board into Johnsy’s room and started painting”.***

- |                     |                       |
|---------------------|-----------------------|
| a. a selfish friend | b. an ignorant friend |
| c. a mean friend    | d. a true friend      |

### **Learning Outcome**

The learner:

1. reads silently with comprehension, interprets layers of meaning

**v. “A Friend in need is a friend indeed.” Do you think the story “The Last Leaf” supports this statement? Write a paragraph expressing your thoughts in 100 – 150 words.**

### **Learning Outcomes**

The learner:

1. communicates thoughts, ideas, views and opinions verbally and non-verbally
2. organises and structures thoughts, presents information and opinions in a variety of oral and written forms for different audiences and purposes

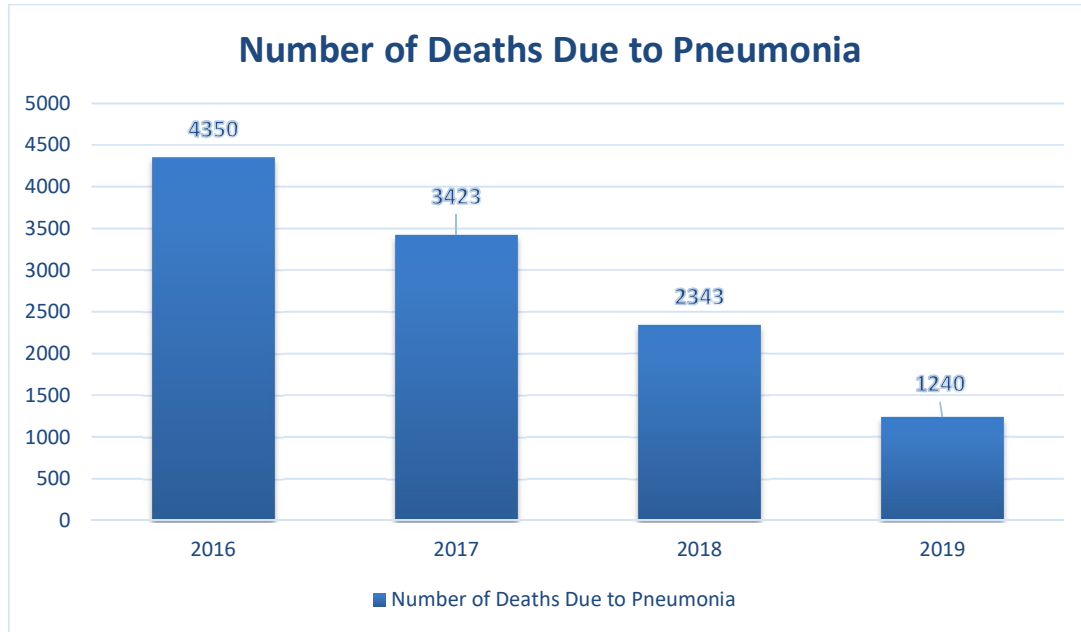
## **Module 7.1- Answer Key**

### **7 (a)**

- i. Option c (gazing)
- ii. Option a (to make her stop thinking about something)
- iii. Option b (Monday)
- iv. Option d (a true friend)
- v. Answers may vary.

## 7.1 - The Last Leaf

The given bar graph shows the number of deaths due to Pneumonia in India from 2016 to 2019. Study the graph carefully and answer the questions that follow.



i. According to the graph, there has been a/an \_\_\_\_\_ trend in the number of fatalities due to pneumonia.

- a. downward
- b. leftward
- c. upward
- d. sideward

### Learning Outcome:

The learner:

1. makes correct inferences from the map/table/graph

ii. The number of deaths due to Pneumonia in the year 2017 exceeds the number of deaths in the year 2019 by \_\_\_\_\_.

- a. 1031
- b. 2343
- c. 2183
- d. 3423

**Learning Outcomes:**

The learner:

1. makes correct inferences from the map/table/graph
2. correctly enumerates the difference between different numbers

**iii. The number of deaths due to Pneumonia in India was more than 2340 but less than 2500 in the year \_\_\_\_\_.**

- |         |         |
|---------|---------|
| a. 2016 | b. 2019 |
| c. 2017 | d. 2018 |

**Learning Outcome:**

The learner:

1. makes correct inferences from the map/table/graph

**iv. What is the difference between the number of deaths that occurred in the year 2017 and the number of deaths that occurred in the year 2018?**

- |         |         |
|---------|---------|
| a. 1080 | b. 3423 |
| c. 1000 | d. 1081 |

**Learning Outcomes**

The learner:

1. makes correct inferences from the map/table/graph
2. correctly enumerates the difference between different numbers

**v. Study the given bar graph carefully. Summarise the information by selecting and reporting the main features. Make comparisons where relevant. Write the summary in at least 150 words.**

**Learning Outcomes:**

The learner:

1. organises and structures thoughts, presents information and opinions in a variety of oral and written forms for different audiences and purposes
2. interprets map/graph/table, speaks or writes paragraphs based on interpretation

## **Module 7.2 - Answer Key**

- i. Option a (downward)
- ii. Option c (2183)
- iii. Option d (2018)
- iv. Option a (1080)
- v. Answers may vary.

## Module-9

### Class IX

## 9.1 The Accidental Tourist

### LEARNING COMPETENCIES

- Communication.
- Creative Thinking.
- Critical Thinking.
- Managing / Retrieving information.
- Problem Solving.

#### **Read the given text and answer the questions that follow:**

I would love, just once in my life, to rise from a dinner table without looking as if I have just experienced an extremely localised seismic event, get in a car and close the door without leaving 14 inches of coat outside, wear light-coloured trousers without discovering at the end of the day that I have at various times sat on chewing gum, ice cream, cough syrup and motor oil.

#### **Q1. Why does the author make the above wish?**

- (A) He desires to behave like normal people
- (B) He wants to carry out his routine action with ease
- (C) He does not want to cause any more accidents
- (D) all of the above

LO: reads with comprehension the given text / materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring.

#### **Q2. Explain the phrase 'extremely localized seismic event' in the above passage.**

LO: reads silently with comprehension, interprets layers of meaning.

#### **Q3. What does the title of the story speak?**

- (A) accidents caused by the writer
- (B) accidental tours by the writer
- (C ) places visited by the writer accidentally
- (D) None

LO: reads silently with comprehension, interprets layers of meaning.

#### **Q4. The writer finds out that he has made his light colour trousers dirty at the end of the day. What does this show about his character?**

LO: writes short answers / paragraphs, reports using appropriate vocabulary and grammar on a given theme.

**Q5. Have you ever found yourself or any family member in an awkward position in a public place due to forgetting a simple thing or due to carelessness? Describe any one incident**

LO: communicates thoughts, ideas, views and opinions verbally and non-verbally.

**Answer key**

1 all of the above

2 A kind of earthquake that effects a very small area.

Or

Bill's dining table appears as if an earthquake has struck.

3 accidents caused by the writer

4 this shows he is very clumsy in his manner / careless at public places / un organized person / laughs at himself and does not take the shortcoming seriously / (or any given relevant answer)

5 Any relevant description of an incident using proper vocabulary, pronunciation and grammar

## 9.2 The Accidental Tourist

### LEARNING COMPETENCIES

- Communication.
- Creative Thinking.
- Critical Thinking.
- Managing / Retrieving information.
- Problem Solving.

Read the below given schedule and answer the questions that follow:

New routes and flights schedule:

Flt No	From	To	Dep	Arr	Frequency	Fares in Rs
184	Delhi	Chandigarh	9:50	11:10	Daily, ex Su	1707
164	Chandigarh	Delhi	22:50	0:20	Daily, ex Su	2121
160	Ahmedabad	Lucknow	14:30	16:30	Daily, ex Su	2746
161	Lucknow	Ahmedabad	17:15	19:20	Daily, ex Su	2487
250	Kolkata	Lucknow	16:30	18:10	Daily	2010
251	Lucknow	Kolkata	18:50	20:45	Daily	2209
248	Kolkata	Guwahati	4:55 (8:35 on W & Su)	6:00 (9:35 on W & Su)	Daily	2039
253	Guwahati	Kolkata	14:35	15:50	Daily	2143
249	Guwahati	Kolkata	10:35	11:50	Daily, ex W, Su	2143
252	Kolkata	Guwahati	12:25	13:40	Daily, ex W, Su	2039
184	Chandigarh	Ahmedabad	11:50	13:55	Daily, ex Su	3074
164	Ahmedabad	Chandigarh	20:10	22:10	Daily, ex Su	3874

(ex – excluding, Su-Sunday, W-Wednesday)

**Q1. The city of Guwahti is located in Assam state, the state is well know for .....**

- (A) bird life sanctuary and jute production
- (B) bamboo production and Gir National Park
- (C) tea palnation and Kaziranga National Park
- (D) spices production and Nanda Devi Biosphere reserve

LO: recognises and appreciates cultural experiences / diversity in the text make oral and written presentations.

**Q2. What would be the total amount of fare to be paid by two adult passengers travelling from Delhi to Chandigarh and then flying from Chandigarh to Ahmedabad?**

LO: Solves problems that are not in familiar context of the child using all the learning. These problems should include the situations about which child is not exposed earlier.

**Q3.Mention the flight numbers of the flights flying from the eastern part of India.**

(LO: reads with comprehension the given text / materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring)

**Q4.Which of the flights given above have travel time of exact two hours?**

LO: calculates mean, median and mode for different sets of data related with real life contexts.)

**Q5.What important documents are required by a passenger travelling abroad? (mention any two)**

LO: communicates thoughts, ideas, views and opinions verbally and non-verbally)

### Answer key

1 tea plantation and Kaziranga National Park

2 fare for Delhi to Chandigarh = Rs.1707

+

fare for Chandigarh to Ahmedabad = Rs 3074

Total =  $4781 \times 2 = \text{Rs } 9562/-$

3 Flight nos: 250, 248, 253, 249, 252

4 flight no 160 Ahmedabad to Lucknow & flight no 164 Ahmedabad to Chandigarh.

5 passport, visa, travel insurance, air ticket etc.

## MODULE 10

### Class IX

#### 10.1- The Beggar

#### Learning Competencies

- Apply Creative and Deductive-Logical Thinking
- Employ appropriate communicative styles for various situations (casual, conversational, consultative, etc.)
- Determine the truthfulness and relevance of the ideas presented in the text
- Make connections between the text to specific social issues, concerns or dispositions in life
- Apply mathematical thinking to solve a range of problems in everyday situations

#### Learning Dimensions

- Global
- Social
- Economic
- Mathematical

**Read the given text carefully and answer the questions that follow.**

One evening, as Sergei was standing at the ticket window of a theatre paying for his seat, he noticed a little man beside him with a coat collar of curly fur and a worn sealskin cap. This little individual timidly asked the ticket seller for a seat in the gallery and paid for it in copper coins.

"Lushkoff, is that you?" cried Sergei, recognising in the little man his former wood-chopper. "How are you? What are you doing? How is everything with you?"

"All right. I am a notary now and am paid thirty-five roubles a month."

"Thank Heaven! That's fine! I am delighted for your sake. I am very, very glad, Lushkoff. You see, you are my godson, in a sense. I gave you a push along the right path, you know. Do you remember what a roasting I gave you, eh? I nearly had you sinking into the ground at my feet that day. Thank you, old man, for not forgetting my words."

"Thank you too." said Lushkoff. "Thank you for your kind words and deeds. I am very grateful to you and to your cook. God bless that good and noble woman! You spoke finely then, and I shall be indebted to you to my dying day; but, strictly speaking, it was your cook, Olga, who saved me."

**i. Which of the following words from the text is the synonym of the word "nervously"?**

- |            |             |
|------------|-------------|
| a. nearly  | b. finely   |
| c. timidly | d. strictly |

**Learning Outcomes**

The learner:

1. reads silently with comprehension, interprets layers of meaning
2. understands and elicits meanings of words in different contexts
3. uses synonyms/antonyms appropriately

**ii. The term 'Thank heaven!' is used to express \_\_\_\_\_.**

- |                           |                          |
|---------------------------|--------------------------|
| a. relief or appreciation | b. annoyance or vexation |
| c. grief or distress      | d. anger or bitterness   |

**Learning Outcomes**

The learner:

1. reads silently with comprehension, interprets layers of meaning
2. understands and elicits meanings of words in different contexts

**iii. What is the annual salary of Lushkoff in Indian Rupee? Note that 1 Russian Rouble (RUB) is equal to 1.057 Indian Rupee (INR).**

- |               |               |
|---------------|---------------|
| a. Rs. 445.98 | b. Rs. 443.94 |
| c. Rs. 442.56 | c. Rs. 441.23 |

**Learning Outcome**

The learner:

1. correctly enumerates the product of different numbers

**iv. Which of the following words can be used to describe Lushkoff's sealskin cap?**

- |              |           |
|--------------|-----------|
| a. ragged    | b. woolen |
| c. multihued | d. modern |

### **Learning Outcomes**

The learner:

1. reads silently with comprehension, interprets layers of meaning
2. uses synonyms/antonyms appropriately

**v. "The Beggar" remarkably showcases the positive impact of selfless and noble deeds on human beings. It shows how the magnanimity of the cook "Olga" changed the very nature of a man that had hopelessly strayed from the path of prudence. It was indeed the nobility of the thoughtful cook that impelled the obstinate drunkard to mend his ways.**

**Today, when the world is becoming increasingly skeptical and apprehensive, an act of kindness can certainly be a light of hope. Each spontaneous act of kindness takes us out of self-centeredness and enables us to freely reach out to other people.**

**In light of the foregoing, write and give a speech on "Good Deeds Can Change the World" in 150 – 200 words.**

### **Learning Outcomes**

The learner:

1. communicates thoughts, ideas, views and opinions verbally and non-verbally
2. organises and structures thoughts, presents information and opinions in a variety of oral and written forms for different audiences and purpose

### **Module 10 - Answer Key**

#### **10 (a)**

- i. Option c (timidly)
- ii. Option a (relief or appreciation)

iii. Option b (Rs. 443.94)

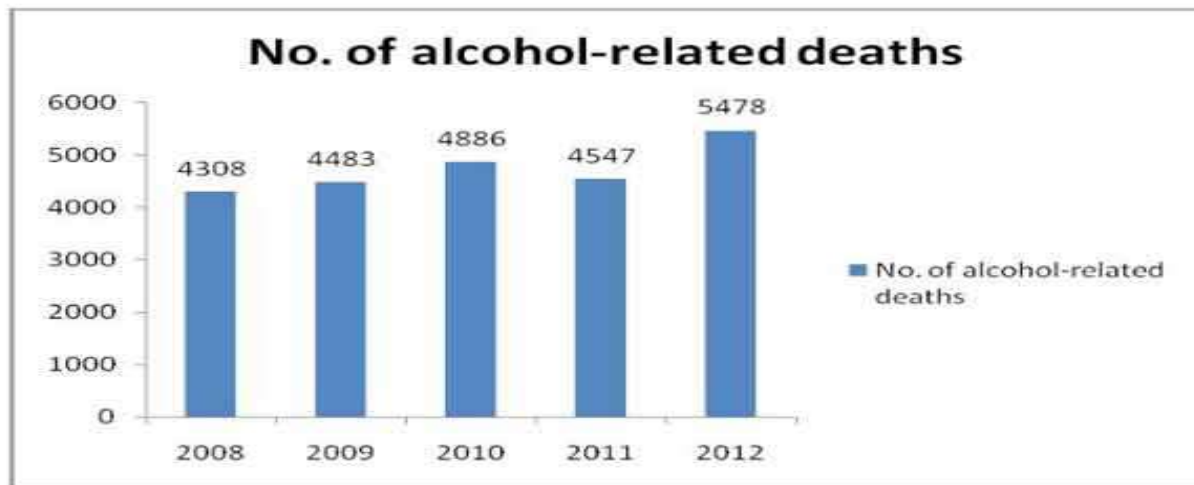
iv. Option a (ragged)

v. Answers may vary

## 10.2

The chapter highlights the problem of drunkenness and its ruinous effects. Alcoholism is considered to be one of the major causes of unemployment. Moreover, the World Health Organisation gauges that alcohol kills three million people throughout the world every year. In other words, alcohol is the cause of 5.3% of all human deaths annually. The given bar graph shows the number of alcohol-related deaths in India from 2008 to 2012. Study the graph carefully and answer the questions that follow.

**Exhibit 1: Total number of alcohol –related deaths in India**



**Source: NCRB**

**i. Which of the following years shows a downward trend in alcohol-related fatalities?**

- a. 2009
- b. 2010
- c. 2011
- d. 2012

### **Learning Outcomes:**

The learner:

1. makes correct inferences from the map/table/graph
2. understands and elicits meanings of words in different contexts

**ii. The number of alcohol-related deaths in the year 2012 exceeds the number of alcohol-related deaths in the year 2011 by \_\_\_\_\_.**

- a. 1031
- b. 931
- c. 441
- d. 831

**Learning Outcomes:**

The learner:

1. makes correct inferences from the map/table/graph
2. correctly enumerates the difference between different numbers

**iii. The number of alcohol-related deaths in India was more than 4490 but less than 4600 in the year \_\_\_\_\_.**

- |         |         |
|---------|---------|
| a. 2009 | b. 2008 |
| c. 2012 | d. 2011 |

**Learning Outcome:**

The learner:

1. makes correct inferences from the map/table/graph

**iv. How many alcohol-related deaths occurred in the two leap years that are included in the graph?**

- |         |         |
|---------|---------|
| a. 9786 | b. 9194 |
| c. 9567 | d. 9976 |

**Learning Outcomes**

The learner:

1. makes correct inferences from the map/table/graph
2. correctly enumerates the sum of different numbers

**v. The given bar graph is shown to the students by the teacher in the English lesson. The teacher asks the students to pen down the thoughts that arise in their mind after seeing the bar graph. As a student of the class, write a relevant article to complete the assigned task. Make sure that the article is titled appropriately.**

**Learning Outcomes:**

The learner:

1. organises and structures thoughts, presents information and opinions in a variety of oral and written forms for different audiences and purposes
2. interprets map/graph/table, speaks or writes paragraphs based on interpretation

**Module 10.2 - Answer Key**

- i. Option c (2011)
- ii. Option b (931)
- iii. Option d (2011)
- iv. Option a (9786)
- v. Answers may vary.