

## Section A.

<b>Name of the Institute</b>	<b>SCERT, Punjab</b>
<b>Name of the Teacher</b>	<b>Manjit Kaur Subject Expert</b>
<b>Class</b>	<b>IX</b>
<b>Subject</b>	<b>English</b>
<b>Name of the chapter</b>	<b>A Vine On a House</b>
<b>No. of period required</b>	<b>Twelve</b>

Expected outcomes: the children will be able to

1. Read and comprehend the story
2. Use appropriate vocabulary.
3. Apply grammatical items (Determiners, Personal letters)
4. Messages on the basis of inputs/pictures
5. Speak on the basis of visual inputs
6. Write in their own words.

Period No.	Activity/Content	Strategy	Interaction/CCE	TLM
01.	<p>Introduction to the Story 'The Vine on a House'</p> <p>Let the children describe</p> <p>The teacher will ask questions:</p> <p>Student may answer in mother tongue</p>	Whole – Class Activity	<ol style="list-style-type: none"> <li>1. What do you guess from the name of the story?</li> <li>2. Have you ever seen a vine on a house?</li> <li>3. What is a vine?</li> <li>4. Is it erect like a tree?</li> <li>5. Where does a vine grow?</li> <li>6. When does a vine shake?</li> <li>7. Is it a tree?</li> <li>8. What support does it take to climb?</li> <li>9. What does it climb on?</li> <li>10. When do the leaves shake?</li> <li>11. Do they shake without wind?.</li> <li>12. Wouldn't you be surprised or will you be afraid?</li> </ol>	

			<p>13. What will you do?</p> <p>14. Do you think there can be a ghost?</p> <p>15. Have you ever heard a ghost story?</p>	B.B.
2.	<p>Reading for Comprehension About 'three..... house' Para 1</p> <p>:Give them 10 minutes</p>	<p>Group Activity:</p> <p>Silent Reading</p>	<p>The teacher will ask the following questions</p> <ol style="list-style-type: none"> <li>1. Where was the old house?</li> <li>2. Who lived in that house?</li> <li>3. Who lives in it now?</li> <li>4. Are there any window panes on the window?</li> <li>5. Are there any doors?</li> <li>6. What kind of a roof does it have?</li> <li>7. How do the wall look?</li> <li>8. Why do they look grey?</li> <li>9. Does the house have greenery around?</li> <li>10. What over runs the large house?</li> <li>11. Who is a botanist?</li> <li>12. Do you know the name of any botanist?</li> <li>13. Do you think there is something ghostly about it?</li> </ol>	<p>Text Book B.B.</p> <p>GLOSSARY Annexure I</p> <p>Answers Annexure II</p>
3.	<p>Editing</p> <p><b>The</b> teacher will discuss the questions and write the responses after discussing with the students</p>	<p>Group Activity:</p> <p>Discus the questions</p> <p>I</p>		B.B. Text Book
4.	<p>Writing skill</p> <p>Write a paragraph of on "A House" in your own words.</p> <p>The teacher will show the C.D. in orderto make the children write the above Paragraph</p>	Individual Activity		Chart/ PES/ ENG./9/A Vine on a House

5	<p>Reading para 2,3 “The Harding family..... haunted”</p> <p>The teacher will ask question &amp; discuss</p>	Whole Class Activity	<ol style="list-style-type: none"> <li>1. Who all lived in the house?</li> <li>2. How many were they in total?</li> <li>3. How old was Robert Harding?</li> <li>4. Was he talk active? Did he talk to people?</li> <li>5. Was he friendly?</li> <li>6. How did he make a living?</li> <li>7. Was he shunned in the neighborhood?</li> <li>8. Tell three things about Mrs. Harding,</li> </ol>	Text book Glossary Annexure 3
06	<p>Editing The children may answer in mother tongue, and the teacher will write the correct response on the board after discussing with the students</p>	Whole class activity		Answers Annexure 4
07	<p>Creative Writing: The teacher will tell the students to write a few lines about Mr. Harding based on Para 2. And put the writing on a chart on the wall</p>	Individual writing		Chart B.B.
08	<p>Silent Reading At same tune – haunted: The teacher will ask questions from the text read</p>	Whole Class Activity	<ol style="list-style-type: none"> <li>1. Where had Mrs. Harding gone in 1884?</li> <li>2. Did Mrs. Harding ever return?</li> <li>3. After 2 years what did Mr. Harding do?</li> <li>4. Did anyone know where Mr. Harding and family had gone?</li> <li>5. What happened to the move able goods?</li> <li>6. What happened to the deserted house?</li> </ol>	GLOSSARY Annexure ‘5’

9	Editing: The teacher will write the correct responses after discussion	Whole Class Activity		Annexure '6'
10	Silent Reading: Page 2 Para 4-6 The teacher will ask questions  Silent Reading Comprehension (Para 3)	Whole class activity	<ol style="list-style-type: none"> <li>1. Which two men met in front of Mr.Harding's house?</li> <li>2. What did they decide?</li> <li>3. What did they want to do?</li> <li>4. How long did they sit?</li> <li>5. How was the evening?</li> <li>6. What happened?</li> <li>7. What did they do?</li> <li>8. What started shaking violently?</li> <li>9. What did Mr. Hyatt say?</li> <li>10. Was there any movement in the other trees?</li> <li>11. Though the branches of the trees were not moving , was the vine still shaking?</li> <li>12. Was there any sign or cause of the vine shaking so violently?</li> <li>13. What did they decide?</li> <li>14. Did they leave then?</li> <li>15. Where did they go from there?</li> <li>16. What did they do?</li> <li>17. What did they do the next evening?</li> <li>18. How many prople were there now?</li> <li>19. Did the mysterious phenomenon happen again?</li> <li>20. Did they try to stop the vine from shaking?</li> <li>21. How?</li> <li>22. When did they leave the place?</li> </ol>	Glossary  Annexure '7'
11	Editing: The teacher will write the correct response After discussion Reading Comphersion:Page 2	Whole Class Activity		Annexure '8'

	(para 4-6) The teacher will ask questions			
12	Grammar: Determiners Para (4-6) Articles-a,an,the Practice The teacher will write the fill ups on the board.	Individual Activity 1. Revd Gruber and Mr. Hyatt,_____attorney met each others	<ol style="list-style-type: none"> <li>1. Revd Gruber and Mr. Hyatt.....attorney met each other.</li> <li>2. They decided to go into _____ house.</li> <li>3. The vine covered _____ house and _____ porch.</li> <li>4. We shall have_____storm.</li> <li>5. They were again on_____porch of_____Mr. Harding's house.</li> <li>6. After_____hour they left the place.</li> </ol>	
13	Editing: The teacher will write the correct responses after discussion & explanation	Individual Activity		Annexure 9 Fill ups & explanation
14	Silent Reading Page 2 – 3 (Para 7-9) Reading Comprehension 'In no time -- one' The teacher will ask question	Whole Class Activity	<ol style="list-style-type: none"> <li>1. When did the entire neighborhood come to know about it?</li> <li>2. What did the people gather to see every evening?</li> <li>3. What was decided?</li> <li>4. What was the debate about?</li> <li>5. What was found when the vine was dug up?</li> <li>6. What did the root look like?</li> <li>7. Describe the human figure?</li> <li>8. Who did not have a left foot in the story?</li> <li>9. How did every one come to know whose figure it resembled?</li> <li>10. Who settled the matter?</li> <li>11. Who is a sheriff?</li> <li>12. What is his job?</li> <li>13. Did Mrs. Harding ever visit Iowa?</li> <li>14. Did her relatives</li> </ol>	B. Board Chart Text Book  GLOSSARY 10-A

			<p>know she was supposed to visit Iowa?</p> <p>15. Where is Robert Harding and the rest of the family?</p> <p>16. Is it still called a 'haunted house'?</p> <p>17. Does the new vine behave like the old one?</p> <p>18. Why?</p>	
15	<p>Editing:</p> <p>The teacher will write the correct responses after communicating with the students.</p>	Whole Class Activity		Annexure 10-B
16	<p>Personal Letter Writing</p> <p>The teacher will lead the students to understand the format of a personal letters, through various questions.</p>	Whole Class Activity	<ol style="list-style-type: none"> <li>1. Children have you received a letter from someone like your brother or sister, parents</li> <li>2. Have you ever done so or replied to a letter?</li> <li>3. What are the part of a personal letter?</li> <li>4. Where is the sender's name written?</li> <li>5. Where is the sender's address written?</li> <li>6. Where is the date written?</li> <li>7. How do we write the date? What is the correct way of writing the date?</li> <li>8. After the date what is written in a personal letter?</li> </ol>	<p>B.B.</p> <p>Board Chart</p>

			<p>9. After the salutation/greeting comes what?</p> <p>10. After this comes the body. In how many parts should we write the body of the letter?</p> <p>11. Should there be a beginning, a middle and an end?</p> <p>12. What is the subscription? How is it written in a personal letter?</p> <p>13. What comes at the end?</p> <p>14. Should we write full name or full signature in a personal letter?</p>	
17	<p>Personal letter writing</p> <p>(a) Write a letter to your brother. Advising him not to be a book worm.</p> <p>(b) The teacher will ask &amp; write the correct version</p> <p>Use the hints to write the letter</p>	Individual Activity	<p>So now, will you write the digging scene?</p> <ol style="list-style-type: none"> <li>Who all had collected there?</li> <li>What came out when the vine was dug?</li> <li>Whom did the root resemble?</li> <li>Did the people come to know what happened to Mr. Harding?</li> <li>What was planned?</li> </ol>	B. Board Chart PES/ENG/ LETTER WRITING
18	<p>Editing: The teacher will correct the letter</p> <p>(a) Written by student on board/chart.</p> <p>(b) Can be done on their own.</p>	Whole Class Activity		B.B. Chart PES/ENG/ LETTER WRITING
19	<p>Reading &amp; Writing Activity: The teacher will give strips of paper with</p>	<p>Group Activity: 6-7 students in each group. Will put the sentences in correct order/sequence</p>	<p>Activity Strips:</p> <ol style="list-style-type: none"> <li>About three miles from the little town of Norton stands an old</li> </ol>	B.B.





5. No, there are not any doors.
6. It has shingle roof.
7. The walls look grey.
8. They look grey because they have not been painted.
9. Yes, it has.
10. The vine over runs the whole house.
11. A botanist is a person dealing with botanical sciences.
12. J.C. Bose or any other botanist
13. Yes

#### Annexure '3'

1. Consisted
2. Silent
3. Cold-mannered
4. Cared of none
5. Made a leaving
6. Neighbourhood
7. Brushes and brambles
8. Sister in law
9. Gentle
10. Sad eyes                      -                      unhappy looking eyes
11. Lacking                      -                      to be without
12. Shunned                      avoided

#### ANNEXURE '4'

1. Mr. Harding, his wife, sister-in-law and two kids stayed there
2. They were 5 in total
3. He was 42 years old.
4. No, he was a silent man. He remained quiet.

5. No, he was a cold a mannered man and made no friends in the neighborhood.
6. He made a living for a little farm.
7. yes, he was.
8. Mrs. Harding was(1) gentle (2) sad eyes(3) did not have a left foot.

#### Annexure '5'

1. appointing                      -                      arranging
2. agent
3. property
4. removing
5. household goods           -                      things in a house
6. movable
7. disappeared
8. deserted
9. haunted

#### Annexure '6'

1. She had gone to Iowa to meet her mother.
2. No, Mrs. Harding never returned.
3. After two years he left his house without
  - (a) Appointing an agent.
  - (b) Removing household goods.
4. Nobody knew where Mr. Harding and his family had gone.
5. People removed them/ cook them away.
6. It became haunted.

#### Annexure '7'

#### Glossary

1. Decided
2. Porch
3. Business matter
4. Stagnant
5. Irolently
6. Storm
7. Exclaimed
8. Movement
9. Hasttily
10. Visibly
11. Strange experience
12. Several friends
13. Accompanied
14. Shaking
15. trunk
16. force

Annexure '8'

- Revd. Gruber and Mr. Hyatt and attorney met in front of Mr. Harding's house.
- They decided to go and sit in the porch.
- They wanted to discuss some business matter.
- They sat till late and it almost grew dark.
- The evening was very warm and the air was stagnant.
- Suddenly both men were startled.
- They got up from their seats.
- The vine started shaking violently.
- Mr. Hyatt said that they would have a storm/
- No, there was no movement in other tress.
- Yes, though there was no movement in other tress, the vine to shacking violently.
- No, there was no sign or came for the vine to shake violently.
- They decided to leave the place.

- Yes they left the place.
- They want to Norton from there.
- They told several friends about it.
- The next day they came to Mr. Hording's house with their friends at the same time.
- There was four people then.
- Yes, it happened again.
- Yes, they tried to stop the vine from shaking.
- They held the trunk with force.
- They left the place after an hour.

#### Annexure '9'

- An (Indefinite Article) because we use 'an' before a word/noun that begins with a vowel sound, here attorney.
- the – definite article – we already know which house is being talked about.
- the definite article we already know which house is being talked about.
- a because we use a/an with a singular countable noun 'storm' start with a consonant sound. Counter check
- the, the - the porch and the house is already known to us.
- 'an' we use a /an in front of every singular countable noun. Here 'an' is used because 'hour' starts with a consonant sound. 'H' is silent.

#### Annexure '10'A

##### Glossary

- Started gathering -
- Debate -
- Root -
- Diameter
- Divided -
- Root lets
- Fibres
- Interwoven
- Resembling

- Human figure -
- limbs
- Knees
- Backward
- Lacked -
- Remarks
- Matter
- Revealed
- Sheriff
- County
- Abandoned
- Enquiry

#### Annexure '10'B

- The entire neighborhood comes to know about it in no time.
- The people gathered to see the strange phenomenon.
- Is was decide to dig up the vine.
- The debate was about the digging of the vine.
- A root was found.
- It looked like a human figure.
- It had a head, trunk, limbs, fingers, toes. It lay horizontally but the figure lack the left root.
- Mrs. Harding did not have a left foot. (Para 2)
- Everyone came to know that it was Mrs. Harding figure because it did not have a left foot.
- The sheriff settled the matters.
- A sheriff is
- His job is to look after the abandoned property in his area
- Nop, she never visited Iowa
- No, they did not.
- Nothing is known about them.
- Yes

- No
- It has nothing to tell people, The old vine wanted to tell everybody she was murdered.

#### Annexure '11'

1. Yes/no
2. Yes/no
3. Many parts – parts
4. Top, left hand side
5. Below, the sender's name
6. Below the address
7. 27<sup>th</sup> May,2015, 27.05.2015
8. No
9. No
10. Salutation/greetings – (Dear, My Dear)
11. The body of the letter
12. Three paragraphs
13. Yes, exactly
14. Yours sincerely, yours lovingly, etc.
15. Signature
16. Only by name they know you by.

#### Annexure 12

### **Writing letters**

Letter writing is a substitute for conversation. The object of a letter is to convey a message.

Regarding the style of the letter, it should be respectful to elders, affectionate to relations and friends; it should be simple and courteous to all.

Some letter writing tips:

1. Keep it short and to the point.
2. Keep your focus on the information requirement of the addressee.
3. Use simple and appropriate language.
4. Be courteous and tactful. Use appropriate expressions.
5. Be sure to date your letter. Revise the letter to check spelling and grammatical mistakes.

#### Kinds of letters:

1. Personal letter: these are the letters written between relatives and intimate friends. They are informal and are more like a friendly chat.
2. Business Letters: these are formal letters in which certain friendly expressions are used. The businessmen are busy people and they do not have time to read long letters. Thus these letters should be clear and to the point.
3. Official Letters: these are also formal letters written to officials and similar public bodies.

#### Parts of a letter

1. Sender's name and address: it is written on the top of the page. It includes the writer's name and address.
2. Date: do not forget to date the letter. While writing the date, day is written in figures, months on words and year in figure. Write 27<sup>th</sup> November, 2006 instead of 27-11-06.
3. Receiver's Address: it is not written in personal letters. In business letters, the name of the firm or the company is mentioned. The official letters are not addressed by name but by the designation of a person:

*The Editor*

*The Tribune*

*Chandigarh*

4. Subject: it is not required in personal letter; but it is a must in official letters. It should be as brief as possible.
5. Salutation or greeting: it is a formal way of beginning a letter. The greeting depends upon the relation in which you stand to the one whom you are addressing to.

6. Body of the letter: it comprises of the introduction, message and courteous conclusion.
7. Subscription: it is the polite leave-taking phase. It should be 'Yours truly' and 'yours faithfully' in formal letters. In case of friends, where we use a personal name in the salutation. It should be 'yours sincerely'. In case of personal letter it is 'yours affectionately'.
8. Signature: formal letter require your full signature. Below the signature, your name and position is written. Do not use full signature in personal letter. Use the name by which you are known among your relatives and friends.

Given below are the correct salutations along with their subscriptions used in different relations:

Relation	Salutation	Subscription
Friends	Dear Mohan or My Dear Mohan	Yours Sincerely
Blood relations	My dear    Father Mother Or Brother Dear        Sister Uncle Aunt Cousin	Yours affectionately
Strangers	Dear        Sir Madam	Yours truly

Annexure 13

1,7,8,2,9,10,5,4,6,3