

Section A.

Name of the Institute	SCERT, Punjab
Name of the Teacher	Manjit Kaur Subject Expert
Class	IX
Subject	English
Name of the chapter	The Magic Violin
No. of period required	Twelve

Expected outcomes: the children will be able to

1. Read and comprehend the story
2. Use appropriate vocabulary.
3. Apply grammatical items(Determiner)
4. Messages on the basis of inputs/pictures
5. Speak on the basis of visual input/pictures

Sr. No.	Content	Strategy	Interactive questions	Resource/TLM
01.	The students will give answers in the English and sometimes in vernacular.	Whole class activity	Can you tell what the story is about?	B. Board The magic Violin
02.	Silent Reading Page 1 In Sicily..... to graze	To comprehend the text. Individual Silent reading Whole class activity	<ol style="list-style-type: none"> 1. Where did the poor boy live? 2. Was he alone? 3. Where were his parents? 4. Why did he come to the farmhouse? 5. Did the farmer give him work? 6. What work did he give him? 7. Where did the boy live now? 8. Who was mean & a miser? 	Text Book GLOSSARY Annexure '1' Text book Answers Annexure '2'

03	Editing: The teacher writes the correct version after discussion with the students		1. What happened after three years?	Black Board
04.	Discourse : Reading 1-2 Comprehension At the end whistling	Let diff. groups decided the answer, the leaders discuss with the teacher	2. What did he ask his master?	Text Book GLOSSARY
.	The teacher will ask questions	Silent Reading Individual Activity	3. What did the master says?	Text book Black Board
			4. Why had the boy not settled the wages?	
			5. Did the farmer / master pay anything to the boy?	
			6. How much did he pay?	
			7. And for how many years?	
			8. Did the boy feel sad or happy? Which word tells You he was happy or sad?	
			9. In the last time which words describe his dress?	
05.	The teacher will write the correct responses after discussing with group leaders.	Group activity Group leader will discuss		Black Board Chart
06	Comprehension : Silent Reading That night hedisappeared		1. Where did the boy sleep that night?	Answers Annexure 4
			2. When did he see old beggar?	PICTIONARY
			3. Why could the beggar not sleep at night?	Annexure '5' Answers

			<p>4. What did the beggar ask for?</p> <p>5. Was the boy kind?</p> <p>6. How can you say?</p> <p>7. Did the boy give him money?</p> <p>8. What happened then?</p> <p>9. What things did the boy ask for?</p> <p>10. Did the angel give him what he asked?</p> <p>11. What did the angel say before going?</p> <p>Tell the lines which tell about his kingdom.</p>	<p>Annexure '6'</p>
07.	<p>Editing: The teacher will write the correct answers after consultation</p>	Group Activity		
08.	<p>GRAMMAR ACTIVITY</p> <p>The teacher asks the student to pick out the articles from the passages read. Which ones are definite / indefinite also tell their usage & the formula</p> <p>The teacher will write the responses on the board</p>	Group activity	<p>1. a boy- L1</p> <p>2. a farm house L-6</p> <p>3. the door L-6</p> <p>4. the farmer</p> <p>5. a mean person</p> <p>6. a miser</p> <p>7. a beggar etc.</p> <p>8. the boy</p> <p>9. an old beggar</p> <p>10. an angel</p> <p>1. Which are the indefinite articles and which ones are definite articles</p> <p>2. Why 'a' has been used before 1,2,5,6,7 and an before 9,10</p> <p>3. Why 'the' has been put before 3,4 and 8,9</p>	<p>PES/ENG/9</p> <p>Determiners</p> <p>Annexure '7'</p>
	Editing			

	Editing The teacher will discuss and ask the students leaders to write their messages on board		email message to your sister that she should read 'The magic violin' as it is very interesting.	Black Board
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Sr. no		Strategy	Content	TLM
13	Reading Comprehension Page 3. Bottom "The magistrate.....at once" The teacher will ask the questions	Silent Reading by students	(a)Who sent the policeman? (b)Whom did they catch? (c)How many pieces of silver coins did they find? (d)What was the punishment for stealing in Sicily? (e)What punishment did the boy get?	GLOSSARY Annexure '11' Text Book Pronounciati on Magistrate
14.	Editing	Group Activity: Groups will discuss the questions. The teacher will divide the questions to each group. The teacher will write the correct responses after discussing.		B.B, Text book Answers Annexure '12'
15.	Reading Comprehension Page 4. The boy asked freedom	Whole Class Activity: Silent reading for comprehension.	1. What did the boy ask the magistrate to let him play? 2. Did the magistrate allow him to do so? 3. Why did the farmer cry in alarm? 4. What did the magistrate say to the farmer? 5. What happened when the boy started playing the violin? 6. What did the magistrate say when the boy kept	B.B, Text book GLOSSARY Annexure '13' Answers Annexure '14'

			<p>playing oon his violin?</p> <p>7. What did the farmer say?</p> <p>8. What did the hangman say?</p> <p>9. What did the magistrate say at the end?</p> <p>10. What did the boy say?</p>	
16.	<p>Editing</p> <p>The teacher will write the correct answers after discussing it with students.</p>	<p>Group Actiivity:</p> <p>The teacher give 10 minutes to the students to discuss the questions.</p>		B.B, Text book
17.	<p>Reading</p> <p>Page 4-5</p> <p>Very well pockets</p>	<p>Silent reading by students</p> <p>(15 Minutes)</p>	Annexure	Text book
18.	<p>The teacher will tell the students iin groups to discuss the questions in 15 minutes</p>		<p>1. What did the boy ask the hangman to bring?</p> <p>2. Where did he tell them to tie the gun?</p> <p>3. Where did he tell them to put the money?</p> <p>4. Did he trust anybody?</p> <p>5. When did he start walking?</p> <p>6. How long did they dance?</p> <p>7. What happened when the sound of the violin died in the distance?</p> <p>8. Why?</p> <p>9. what all did he have in the end?</p> <p>10. Do you think the boy was happy?</p> <p>11. Do you feel happy for him?</p>	<p>Answers</p> <p>Annexure '16'</p>
19.	<p>Editing</p> <p>The teacher will</p>	Group Activity:		B.B, Text book

	ask & write the correct version on the board			
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Annexure 1

GLOSSARY

- | | | |
|--------------|---|--------------------------------------|
| 1. Fortune | - | luck |
| 2. Merrily | - | happily |
| 3. Troubles | - | difficulties, sufferings |
| 4. Farmhouse | - | |
| 5. Knocked | - | to strike at the door |
| 6. Mean | - | unkind |
| 7. Miser | - | one who does not like to spend money |
| 8. Beggar | - | one who begs |

Annexure 2

Ans.

1. The poor boy lived in Sicily.
2. Yes, he was alone.
3. His parents had died long ago.
4. He came to the farmer for work.
5. Yes, he did.
6. He told him to look after his goals.
7. He lived with the farmer or he lived on the farm house.
8. The farmer was mean and a miser.

Annexure 3

GLOSSARY

- | | | |
|--------|---|-------------------------------------|
| Wages | - | money earned by working for someone |
| Just | - | |
| Copper | - | a metal |
| Shabby | - | in a bad shape |
| Coins | - | |

Angrily - with anger
Whistling -

Annexure 4

1. After three years the boy wanted to leave the work/job/farmer/farmhouse.
2. He asked his master for wages.
3. The master said that he never talked of wages when he gave him work.
4. The boy have not setteled the wages:
 - a. Because no one works for nothing.
 - b. Because he thought he was a just man.
5. Yes, he did.
6. He gave him three copper coins.
7. He gave him three copper coins for three years.
8. The boy was happy.
9. The boy laughed and went away whistling.
10. 'his shabby hat' tells about his dress.

Annexure 5

PICTIONARY

1. Haystack
2. Feathers
3. Rags
4. Velvet cloak
5. Angel
6. Violin

Annexure 6

1. The boy slept under a haystack that night.
2. He saw the old beggar when he woke up in the morning.
3. The beggar could not sleep at night because he was hungry.
4. The beggar asked him for some money/a few copper coins.
5. Yes, he was.
6. The boy put his hand into his pocket and took out the three copper coins that were his wages for three years.
7. Yes, he did.
8. His rags fell and an angel appeared.

9. The boy asked for a gun and a violin.
10. The old man said that he might get what he deserved.
11. Yes, he did.

Annexure 7

1. A, and, an, are indefinite articles and 'the' is the definite article.
2. A has been used before 1,2,5,6,7 because these words start with a consonant sound and not just a consonant and an is used before 9,10 because these words start with a vowel sound. Moreover all words that give the sound we use an and rest of them we put a
3. 'the' has been used before 3,4 & 8 because we already know about them. They are particular. The farmer who lived in the farmhouse and the door of the farmhouse. It is not the first time that we are talking about them. It is not just any door or any boy. It is the door of the farmhouse. It is the boy who came to the farmhouse.

Annexure 8

1. Field
2. Magic
3. Rudeness
4. Rascal
5. Fetch

Annexure 9

1. The boy went back to the farmhouse where he had worked for three years.
2. He hit a bird.
3. No.
4. The boy started playing his violin.
5. The farmer promised the boy to give a thousand pieces of silver
6. Yes, he went his way.
7. The farmer told the police that the boy was a thief.

Annexure 10-A

1. Yes/no
2. To my sister

3. Yes
4. For informing quickly.
Annexure

Page 188, 189, 190 Of grammer

Annexure '10'B

E-MAIL MESSAGES

E-mail (Electronic Mail) is the fastest means of communications these days. It is being used by people who have access to the internet. The internet web mail is a service that allows people to send and receive messages across the world. Through the internet, it is even possible to send attachments, such as pictures and documents, along with the messages.

Below is given a sample of filled-up e-mail format.

To send a message through e-mail the following steps should be taken:

1. Type your e-mail address in the 'form' slot.

Examples: 11@yahoo.com; yetshen@yahoo.com.

2. Type the e-mail address of the person whom you are sending the e-mail messages in the 'to' slot.

Example: ravi701@hotmail.com; spshing@bankofpunjab.com

3. Type the subject of the message in the 'subject' slot.

Example: 'Hello', ' my certificates'

4. Type the message in the 'message' slot. It should be brief but clear.

Example : (i) Coming on 16th will stay U for 2 days. Wife and children also

Coming. Hope not inconvenient to U.

- (ii) Send my certificates required for filling form. Send by registered post.

5. Click on the 'send' button to send the message.

Here are some short forms (acronyms) which are commonly understood by the e-mail users.

ADN	=	and day now
BBL	=	Be back later
DIKU	=	Do i know you ?
GA	=	Go ahead
OIC	=	Oh! I see
OTOH	=	On the other hand
THX	=	Thanks
TIA	=	Thanks in advance

People have the tendency of making the messages extremely brief to save money. Very often such messages lose clarity. Students, especially whose first language is not English, should avoid very brief messages, because they (students) might unlearn many things (such as grammar and spellings) they painstakingly learnt in the English class in the schools.

Examples:

C U at 3 in dept.

(see you at 3 in the department).

C U 4 T in eve.

(See you for tea in the evening).

Shyam coming on thurs A N so plz b there4 sure.

(Shyam is coming Thursday afternoon, so please be there for sure).

EXERCISES

Fill up the following information on an E-mail format :

No.	Name E-mail address (Sender)	Name E-mail address (to whom message is sent)	Message to be sent.
1.	Surjit surjit@hjtmail.com	Vipin goyal@vsnl.com	I am going to government College for Women, Amritsar to watch the play on 6 July, 2004. Would you like to come? Let me know by Thesday so that I can buy your ticket too.
2.	Ramneek ram@yahoo.com	Darshan Pal pal@rediffmail.com	My father wants to rent out the second floor of our house, there are two rooms, a kitchen and two attached bathrooms. He would like to have rs. 2000 as rent. He will take two month rent in advance. He wants to rent out the house to students. Please put up a notice on your college notice board.
3.	Shvinder gill@satyam.net.in	Alok Vasu amtac@hotmail.com	I have learnt that you areengaged Congratulations! Who is the lucky girl? Where does she live and what does she do? Let me know

4. Varsha Gill

284@rediffmail.com

Ashna Lakhpal

lak@vsnl.net

when you are getting married? Is the date fixed?

Sorry, I couldn't write to you earlier. I visited the South with my friend last month. We spent eight days there. We liked the Meenakshi Temple at Madurai, very much. The sunset Kanyakumari was fascinating. We also went to the Arbindo Ashram at Pondicherry. It was very peaceful there. Love

Annexure '11'

GLOSSARY

1. Magistrate
2. Punishment
3. Stealing
4. Death
5. Sentenced
6. Hang at once

Annexure '12'

1. The magistrate sent the policemen.
2. They caught the boy?
3. They found (1000) one thousand pieces of silver.
4. The punishment for stealing in those days was death.
5. He was sentenced to death/ to be hanged at once.

Annexure '14'

1. He asked the magistrate to let him play the violin.
2. Yes.
3. He tried in alarm because he knew what would happen if the boy played on the violin.
4. Everybody started dancing.
5. The magistrate said that he could not dance.
6. The farmer said make him stop.
7. The hangman said he would die.
8. At the end the magistrate said that he would be set free. The farmer will give him a thousand silver coins.
9. The boy told them to the gun to his belt and put the money in his pocket, because he trusted no one.

Annexure '15'

1. No
2. No
3. Yes
4. Yes
5. No

Annexure '16'

1. The boy wanted the hangman to bring his gun and silver pieces.
2. He told him to tie the gun to his belt.
3. He told him to put money in his pocket
4. No, he trust nobody.
5. When he got the gun and the money, he started walking.
6. They kept dancing till the sound of the violin died down in the distance.
7. Then they all fell on the ground.
8. They were tired.
9. He had the gun and the money.
10. Yes
11. Yes

GLOSSARY

Magistrate

Hanged

Hangman

Gathered

Marketplace

Strength

Freedom