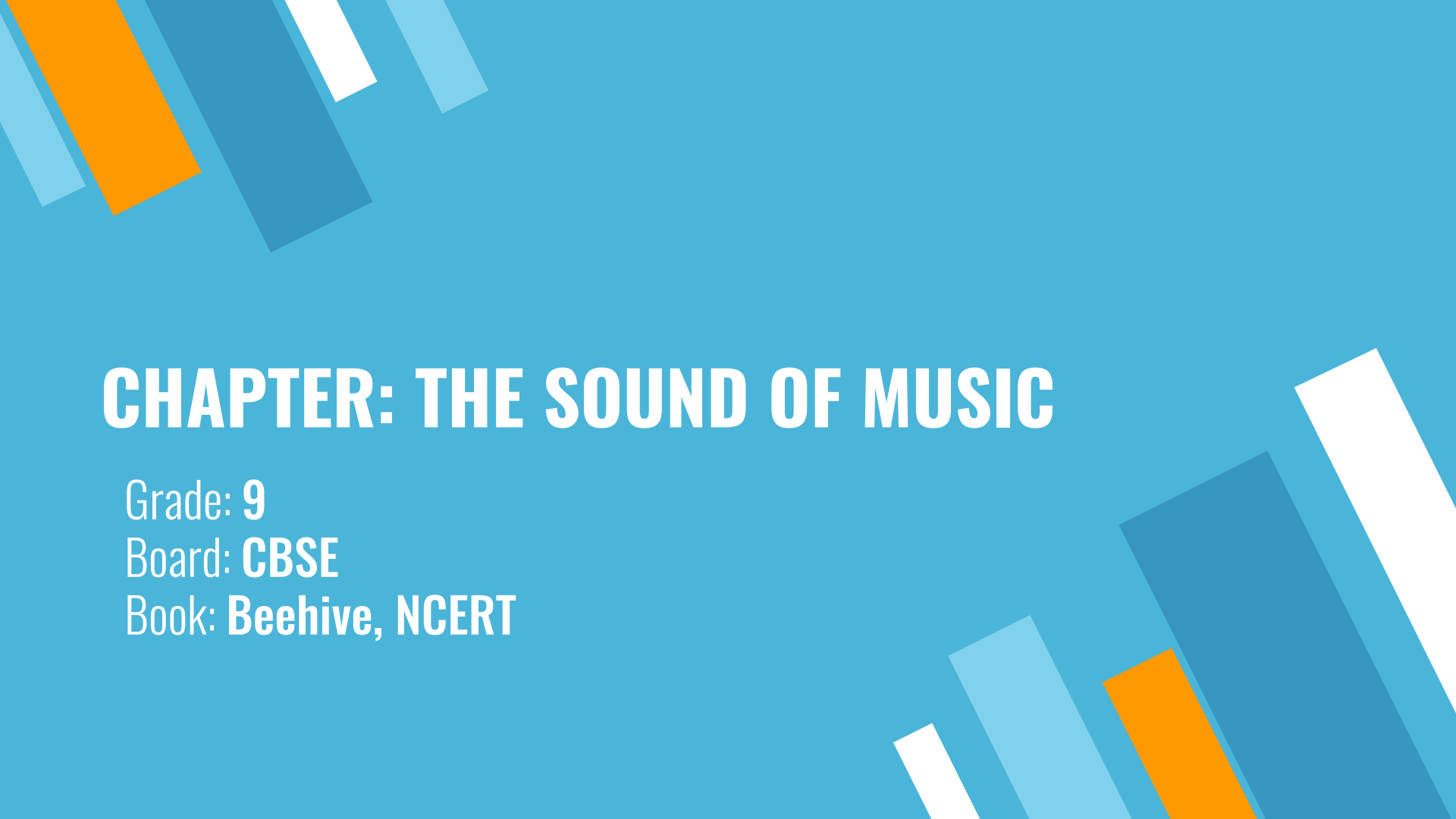




CHAPTER: THE SOUND OF MUSIC

Grade: 9

Board: **CBSE**

Book: **Beehive, NCERT**



1.

LEARNING OUTCOMES

[At the end of the chapter, the student should be able to:]





At the end of the chapter, the student should be able to:

- Recognize the importance of hard work.
 - Relate to the story.
 - Analyze the message of the story.
 - Understand the text and be able to answer questions based on it.
 - Use adjectives correctly, form sentences with to+verb.
 - Write an introduction to a person.
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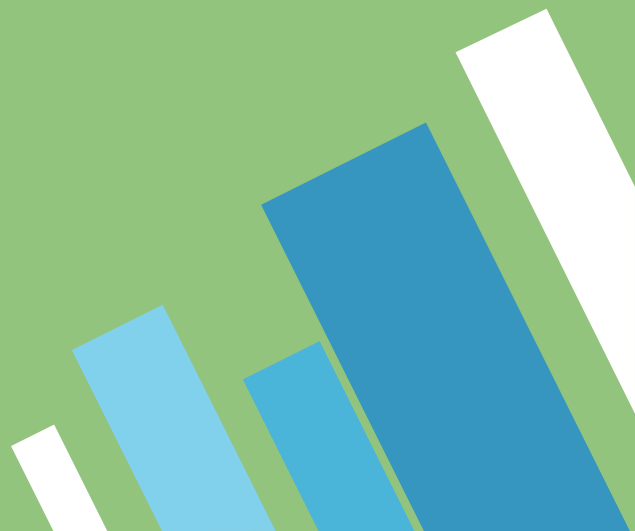


2.

VOCABULARY ENRICHMENT

New and difficult words:

Use the information about new words as and when they appear in the text. They can also be summarised in the beginning of the class or make the children note them after completion of the chapter.





1. PROFOUNDLY

Meaning: Extremely.

Sentence: The movie was profoundly moving.

Synonyms: Very, deeply.

Antonyms: Superficially, lightly.





2. URGED

Meaning: Try earnestly to persuade.

Sentence: Our class teacher urged us to work hard for the finals.

Synonyms: Endorsed, favored, recommended.

Antonyms: Condemned, opposed, disapproved.

Etymology: From the Latin word 'urgere'





3. PURSUE

Meaning: Follow.

Sentence: Foolish people pursue wealth at the cost of peace and happiness.

Synonyms: Chase, seek.

Antonyms: Avoid, flee, shun.

Etymology: From the Latin word 'prosequi'.





4. HECTIC

Meaning: Full of incessant or frantic activity.

Sentence: I have had a very hectic week.

Synonyms: Restless, busy, frantic.

Antonyms: Leisurely, quiet.





5. SHRILL

Meaning: High pitched and piercing.

Sentence: Her laugh is shrill and unpleasant.

Synonyms: High, sharp, penetrating.

Antonyms: Low, soft.





6. ACCESS

Meaning: The means or opportunity to enter a place.

Sentence: No one has access to my father's study.

Synonyms: Entry, ingress, admittance.

Antonyms: Egress, outlet.





7. CAPTIVATED

Meaning: Attract and hold the attention and interest of.

Sentence: The audience was captivated by the speech.

Synonyms: Charm, fascinate, bewitch.

Antonyms: Repel, bore.





8. APPRENTICE

Meaning: A person who is learning from a professional.

Sentence: Working as an apprentice gives one valuable experience.

Synonyms: Trainee, novice, learner.

Antonym: Veteran.





9. SOLITUDE

Meaning: The state or situation of being alone.

Sentence: Writers love the solitude hills provide.

Synonyms: Loneliness, isolation, seclusion.

Antonym: Company.





10. IMPROVISE

Meaning: Produce or make from whatever is available.

Sentence: My mother loves to improvise while cooking.

Synonyms: Contrive, devise.

Antonyms: Plan, design.

Etymology: From the Latin word 'improvisus' and then the French word 'improviser'.

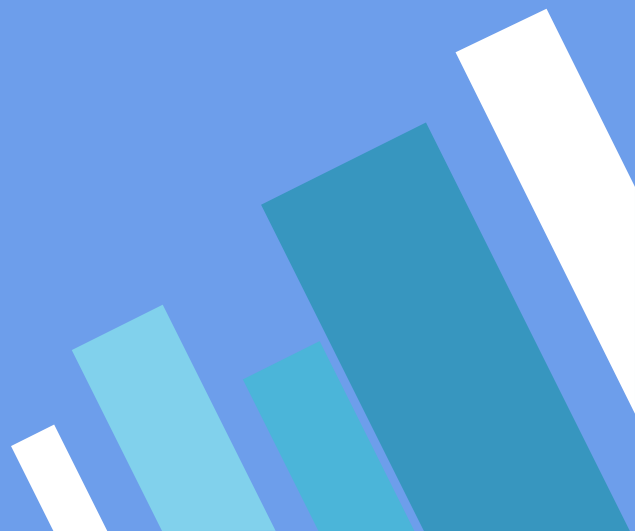




3.

TEACHING METHODS

While teaching this chapter, the teacher may employ the following methods



I. INTRODUCING THE CHAPTER : Class Discussion

Suggested Topic: ' Music'.

Broad instructions:

Discussion Points:

- Ask the students, "How many of you like music?"
- Why?

Accept the answers:

Enjoy listening to it.

Changes the mood.

Relieves boredom.

It is a stressbuster.

- Is it possible to enjoy the music of other countries?

Accept the answers:

Yes, music has no language.

Yes, that is why English music is so popular here.

Yes, that is why musicians are invited to other countries.

- What does music teach us?

Accept the answers:

- *Discipline.*
- *Patience.*
- *Value of hard work and perseverance.*

Instructions for the teacher:

- Conduct discussions in a way to encourage maximum participation.
- Simultaneously, maintain discipline amongst students.
- Encourage weaker students to participate with their thoughts.
- Don't outrightly dismiss an answer, instead help the students with hints.

I. INTRODUCING THE CHAPTER : Class Discussion

Concluding the discussion:

- Conclude the discussion with the following sentence:

Let us now read a story about two extraordinary musicians Evelyn Glennie and Ustad

Bismillah Khan.

II. READING THE CHAPTER

While teaching this poem, the teacher may employ the following methods:

- Ask students to take turns and read the text.
- To ensure every child gets to read, ask them roll number wise, alternating between top and bottom.
- Check for pronunciation and pauses.
- After reading of each paragraph, briefly explain the content.
- Allow students to express their own opinion.
- Don't discourage them from contradicting the expressed opinion, but do not allow an argument just for the sake of one.
- Discuss the message of the story which is 'Hard work makes anything possible'.
- Questions should be asked frequently to test their understanding of the text.

The teacher may ask the following questions:

1. How has Evelyn been described?
2. She was a teenager fresh from where?
3. What is her mother's name?
4. Who spotted Evelyn's potential?
5. What are the two qualities which helped her to overcome her disability?
6. What is so intriguing about Evelyn?
7. Why was her speech so clear?
8. Why did Aurangzeb ban the 'pungi'?
9. Where did Bismillah Khan play gilli-danda?
10. What inspired him to improvise and invent ragas?
11. When did he get his big break?
12. He was the first Indian to be invited where?
13. Which were his favorite cities?

Use simple vocabulary and also introduce students to new words listed above.

III. Vocabulary enrichment techniques

- Enhance the vocabulary of the students by discussing synonyms and antonyms of new words as and when they come in the text. Use the information provided in the Vocabulary Enrichment section above.
- Audio recordings may be used for teaching listening and speaking skills. Record the opinion of a colleague on 'faith' on your mobile and play it for the class.
- Worksheet 2 can be given after the class for reinforcing vocabulary learnt

IV. Literature section preparation:

- The teacher must highlight the important points of the chapter such as:
 1. The details of Evelyn's childhood.
 2. How she overcame her disability.
 3. Her thoughts on music.
 4. Names of awards and prizes given to her.
 5. How 'shehnai' was named.
 6. Details of Bismillah Khan's childhood.
 7. Awards and prizes bestowed on him.
 8. His love for Ganga, Benares and Dumraon.
 9. Message of the story.

Worksheet 1 can be used for additional practise.

V. Concluding the chapter:

The teacher can conclude the chapter in the form of a class activity. The students can be asked to give a 1 min speech on their favorite singer/musical instrument.

Guidelines for the teachers:

- Guide the students that they can get information for their speech from the library or the net.
- They must describe the instrument/name the singer they admire.
- Give reasons for their admiration.
- Allow the students to either play the instrument or sing a song.
- Every student has to take part.
- Instruct the students on the do's and don'ts.
- Tell them the importance of sticking to the time limit.
- Inform them that they have to memorize the speech.
- They cannot copy.

- Give the students enough time to prepare.
- Assure them of your help should they face any difficulties.
- The students must make an effort to do their best.
- They can remember the points covered in their speech instead of trying to memorize the entire speech.
- Listen carefully to others.
- Stand straight with a good posture.
- If feeling nervous look above the heads of your audience.

Conclusion:

Sum up the activity by discussing the words and phrases used.

Praise the good speeches while motivating others to do better next time.



4.

WORKSHEETS

The teacher can either print the worksheets or write them on the blackboard. The worksheets can be used as a home assignment or even a class test.



WORKSHEET 1: LITERATURE

Best used: after completion of the text for extra practice on literature questions, home assignment

Reference to context:

Q.1. 'Don't listen through your ears,' he would say,' try to sense it some other way.'

- a. Who is 'he'?
- b. Who is he speaking to?
- c. Why does he give her this advice?

Q.2. 'If you work hard and know where you are going, you'll get there.'

- a. Who spoke these lines?
- b. Where did she get because of her hard work?
- c. Mention any two qualities of the speaker.

Q.3. The young boy took to music early in life.

- a. Who is this young boy?
- b. Which musical instrument did he play?
- c. How old was he when he accompanied his uncle to the Allahabad Music Conference?

WORKSHEET 1: LITERATURE

Q.4. Awards and recognition came thick and fast.

- a. For whom is the above line written?
- b. Name any of the awards given to him.
- c. What is he given credit for?

Short answer questions:

- Q.1. Why was Evelyn nervous?
- Q.2. What was Evelyn's reaction to her deafness?
- Q.3. What were her thoughts on music?
- Q.4. Who is she an inspiration for?
- Q.5. Who improved the pungi and how?
- Q.6. How did shehnai get its name?
- Q.7. Which were the young apprentice's favorite haunts?
- Q.8. Where was his first trip abroad? What happened there?
- Q.9. What did Khanshab say when he won the Bharat Ratna?
- Q.10. What is his life a perfect example of?

Brain Teaser:

- Q.1. Discuss the similarity between the two musicians.

WORKSHEET 2: Grammar

Best used: Class work at the end or as a home work.

Q.1. Complete the following sentences with a to-verb.

- a. I like _____ in English.
- b. We have _____ our homework.
- c. They want _____ to the movies.
- d. I'd like _____ a dog.
- e. Our teacher allowed us _____ to the library.

Q.2. Consult a dictionary and complete the following table.

Adjective	Only before noun	Not before noun
Pure		
Shown		
Sheer		
Former		
Afloat		
True		
Ablaze		
Utter		
Mentioned		

WORKSHEET 2: Vocabulary

Best used: Class work at the end or as a home work.

Q.1. You have just read a story about two musical instruments. Can you identify the following?

a



b



c



d



e



f



WORKSHEET 2: Vocabulary

Q.2. Here are some words that you have read in the chapter. Pick the antonyms:

a. Gradually.

i) Constantly

ii) Gently

iii) Abruptly

iv) Steadily

b. Function

i) Action

ii) Inertia

iii) Work

iv) Job

c. Regular

i) Irregular

ii) Daily

iii) Usual

iv) Routine

d. Priority

i) Preference

ii) Precedence

iii) Unimportant

iv) Order

e. Indispensable

i) Auxiliary

ii) Crucial

iii) Vital

iv) Essential

WORKSHEET 3: Writing Skills

Best used: Home work.

Q.1. Imagine you have to introduce your favorite singer to the class. Write down the introduction you would use.

WORKSHEET 5: Listening Skills

Read the following paragraph to the students after distributing the worksheets. The students are free to make notes while listening

Ludwig van Beethoven (December 16, 1770 to March 26, 1827) was a German pianist and composer widely considered the greatest of all time, whose innovative compositions combined vocals and instruments, widening the scope of sonata, symphony, concerto and quartet. He is the crucial transitional figure connecting the Classical and Romantic ages of Western music. Beethoven's personal life was marked by a struggle against deafness, and some of his most important works were composed during the last 10 years of his life, when he was quite unable to hear. He died at the age of 56. One of Beethoven's best-known works among modern audiences, "Symphony No. 5" is known for its ominous first four notes. Beethoven began composing the piece in 1804, but its completion was delayed a few times for other projects. It premiered at the same time as Beethoven's "Symphony No. 6," in 1808 in Vienna. At the same time as Beethoven was composing some of his most immortal works, he was struggling to come to terms with a shocking and terrible fact, one that he tried desperately to conceal: He was going deaf. By the turn of the 19th century, Beethoven struggled to make out the words spoken to him in conversation.

WORKSHEET 5: Listening Skills

Listen to a passage about Beethoven and fill out the table.

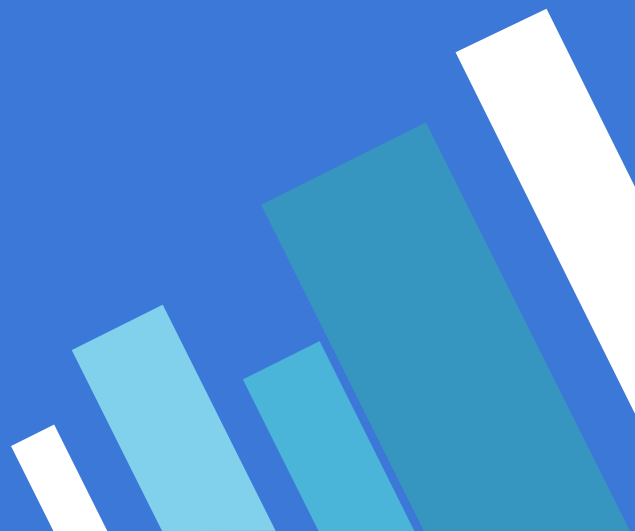
a. Beethoven was..	
b. He is the crucial transitional figure connecting...	
c. Beethoven's personal life was marked by..	
d. One of Beethoven's best known work is..	
e. Symphony 5 premiered at the same time as..	



5.

SOLUTIONS

Provided below are the solutions to the worksheets.



WORKSHEET 1: LITERATURE

Reference to context:

- Q.1. a. Rob Forbes.
b. Evelyn Glennie
c. Because she was going deaf.
- Q.2. a. Evelyn Glennie.
b. World's most sought after multi-percussionist.
c. Humble, confident, resilient.
- Q.3. a. Ustad Bismillah Khan.
b. Shehnai.
c. 14.
- Q.4. a. Bismillah Khan.
b. Padma Shri, Padma Bhushan, Padma Vibhushan, Bharat Ratna.
c. For bringing the shehnai onto the classical stage.

WORKSHEET 1: LITERATURE

Short answer questions:

- Q.1. First day at prestigious Royal Academy of Music, fresh from a Scottish farm, deaf.
- Q.2. Not give up and pursue her interest in music, determined to lead a normal life.
- Q.3. It pours through every part of my body, it tingles in my skin, my cheekbones, even in my hair.
- Q.4. The handicapped, if she can do it so can I.
- Q.5. Barber, chose a pipe with a natural hollow stem, made seven holes, played on it by closing and opening some holes.
- Q.6. First played in the Shah's chambers by a nai.
- Q.7. Temple of Balaji, Mangala Maiya, banks of the Ganga.
- Q.8. Afghanistan, King Zaher Shah so impressed gifted priceless Persian carpets and other souvenirs.
- Q.9. All I would like to say is: Teach your children music, this is Hindustan's richest tradition, even the West is now coming to learn our music.
- Q.10. Rich, cultural heritage of India, one that effortlessly accepts that a devout Muslim like him can very naturally play every morning at the Kashi Vishwanath temple.

Brain Teaser:

- Q.1. Similarity: passionate about music, worked very hard, pioneers in their field, brought their respective musical instruments from obscurity into the limelight, won many awards, example for others to emulate, humble origins.

WORKSHEET 2: Grammar

Q.1

- a. to speak
- b. to do
- c. to go
- d. to have/keep
- e. to go

Q.2

Used only before noun: pure, true, utter, former, sheer.

Used not before noun: mentioned, shown, ablaze, afloat.

WORKSHEET 3: Vocabulary

Q.1

- a. Piano.
- b. Trumpet.
- c. Violin.
- d. Xylophone.
- e. Drum.
- f. Harp.

Q.2

- a. iii) Abruptly.
- b. ii) Inertia.
- c. i) Irregular.
- d. iii) Unimportant.
- e. i) Auxiliary.

WORKSHEET 4 Writing Skills

Q.1. The introduction should have the following:

Name

Background

School of music

Achievements

Inspiration

Awards

WORKSHEET 5 Listening Skills

Q.1

- a. a German pianist and composer.
- b. the classical and romantic ages of Western music.
- c. a struggle against deafness.
- d. Symphony No. 5.
- e. Symphony No. 6 in 1808 in Vienna.



5.

RESOURCE LIST

The teacher can use any of the listed resources below if she has access to resources and time at hand



Resource books:

Publications such as **Madhuban and Oxford** are recommended for this grade level

Websites:

The following websites can be used :

- <https://www.englishgrammar.org/infinite-exercise/>

dictionary.cambridge.org/grammar/british-grammar/adjective-and-adverb-phrases/adjective-phrases-position

Youtube Video:

- <https://www.youtube.com/watch?v=uw05QRdBiis>
- <https://www.youtube.com/watch?v=dqRnZWrHhEI>