**CLASS: IX**

**SUBJECT: English**

**How I Taught My Grandmother to Teach**

**By Sudha Murty**

**Date: Date of Submission:**

* **Follow the order of the concepts covered in class. Do not jump from one concept to another.**

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| **Sr. No.** | **Knowledge Based** | **Marks** |
| 1. | **Why could the grandmother identify with the main protagonist in the novel ‘KashiYatre?’** | 2 |
| 2. | **Why did the grandmother never go to school?** | 2 |
| 3. | **What change came over the grandmother when the granddaughter went to attend a wedding?** | 2 |
| **S. No.** | **Understanding Based** |  |
| 1. | ‘Yes, I need your help. You know when you were away, Karmaveera came as usual’. (a)Who is the speaker of these lines?  (b)Who was away and where?  (c)What is ‘Karmaveera’ referred to? | 3 |
| 2. | ‘I did return namaskara to her and gave my gift to my first student. She opened it and read. I knew then that my student had passed with flying colours’. (a) How did the speaker return the ‘namaskara’?  (b) Who is being referred to as ‘first student’?  (c) How did she know that her student had passed with flying colours? | 3 |
| 3. | **How did the grandmother eventually succeed in getting over her handicap of being illiterate?** | 3 |
| **S. No.** | **Application** |  |
| 1. | **Imagine you are the granddaughter. You have been overwhelmed with feeling of pride that your grandmother has become literate. You express your happiness by writing an e-mail to your friend.** | 6 |
| **S.No.** | **Value Based** |  |
| 1. | **The narrator writes a letter to her best friend after her experience, sharing her plans to bring awareness about educating senior citizens.** | 6 |
| **S.No.** | **HOTS/ Reflective Thinking** |  |
| 1. | Adult Education is the need of the hour. Do you agree with the statement? Give relevant points to support your answer. | 6 |

**CLASS: IX**

**SUBJECT: English**

**A Dog Named Duke**

**By William D Ellis**

**Date: Date of Submission:**

* **Follow the order of the concepts covered in class. Do not jump from one concept to another.**

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| **Sr. No.** | **Knowledge Based** | **Marks** |
| 1. | **Were the Hoopers' new neighbours aware of the story of Duke and Chuck? What did they see every day?** | 2 |
| 2. | **When Duke was brought inside the house after he met with an accident, Marcy observed something. What did she notice?** | 2 |
| 3. | **When Duke saw his master on returning from the kennel, what did he do? How did his master react and what did those standing there observe?** | 2 |
| **S. No.** | **Understanding Based** |  |
| 1. | **Chuck was going great guns before he faced a major setback. How did his life change all of a sudden?** | 3 |
| 2. | Read the given extract and answer the following questions.   ‘Hooper remained on the critical list for a month. After the fifth week some men from his company came to the hospital and told Hooper to take a year off.’  (a) Why was Hooper in the hospital for such a long time? (b) What was the proposal from his company? (c) What did the company propose to do for Hooper? | 3 |
| 3. | **‘Chuck said he wanted to be standing when Duke came in, so they stood him up. Duke’s nails were long.’  (a) Who are ‘they’ in the above lines? (b)Why were Duke’s nails long? (c) Why did Chuck need support to stand?** | 3 |
| 4. | **What happens after the untimely demise of Duke and how does the writer end the story?** | 3 |
| **S. No.** | **Application** |  |
| 1. | **Write the speech delivered by Chuck wherein he vividly describes how obliged he was to his deceased pet for the remarkable progress that he had made.** | 6 |
| **S.No.** | **Value Based** |  |
| 1. | **Write an article on ‘Hard work and perseverance can move the mountains’.** | 6 |
| **S.No.** | **HOTS/ Reflective Thinking** |  |
| 1. | **Chuck and Duke complemented each other very well.**Comment on the statement. | 6 |

**CLASS: IX**

**SUBJECT: English**

**The Brook**

**By Alfred Lord Tennyson**

**Date: Date of Submission:**

* **Follow the order of the concepts covered in class. Do not jump from one concept to another.**

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| **Sr. No.** | **Knowledge Based** | **Marks** |
| 1. | What are the different movements of the brook? What do swallows do here? Explain “netted sunbeam.” How does it dance? | 3 |
| 2. | **Describe the various things the brook passes through before finally joining the river?** | 2 |
| 3. | How does the brook carry things? What happens when its water moves over the golden gravel? | 2 |
| **S. No.** | **Understanding Based** |  |
| 1. | Explain ‘I bubble into eddying bays.’ | 2 |
| 2. | Read the given extract and answer the following questions.   "I wind about and in and out, With here a blossom sailing,  And here and there lusty trout,  And here and there a grayling."  a)    How is the present movement of the brook different from the movement in the beginning?  b)    What are the things that the brook carries along as it moves?  c)     What metaphorical meaning is implied in the brook’s carrying trout and grayling? | 3 |
| 3. | "For men may come and men may go, But I go on forever" a)    Who speaks these lines? Why has the poet repeated these lines?  b)    What is this repetition called?  c)   What deeper meaning does the poet attach in the ‘repetition here’? | 3 |
| 4. | What kind of picture of the river emerges in its being brimming? | 2 |
| **S. No.** | **Application** |  |
| 1. | **List any two images that appeal to you most in the poem, quoting the lines from the poem.** | 4 |
| **S.No.** | **Value Based** |  |
| 1. | **Describe the journey of the brook as given in the poem ‘The Brook’.** | 4 |
| **S.No.** | **HOTS/ Reflective Thinking** |  |
| 1. | **Elucidate through examples how the poet in “The Brook” creates a beautiful picture of the brook through sound effects and visual imagery.** | 4 |

**CLASS: IX**

**SUBJECT: English**

**The Road Not Taken**

**By Robert Frost**

**Date: Date of Submission:**

* **Follow the order of the concepts covered in class. Do not jump from one concept to another.**

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| **Sr. No.** | **Knowledge Based** | **Marks** |
| 1. | **What did the poet think about the other path not travelled by him?** | 2 |
| 2. | **What did the poet do while standing for a long time? Why did he feel like travelling on both the roads? What choice did the poet have to make?** | 2 |
| 3. | **What are the two roads symbolic of? How did the poet make his decision?** | 2 |
| **S. No.** | **Understanding Based** |  |
| 1. | **What is the meaning of the poem ‘The road not taken’?** | 2 |
| 2. | **What does ‘and I’ reveal about the poet’s state of mind? Do you think the poet regretted his choice? Why?  Explain ‘that has made all the difference’.** | 2 |
| 3. | **Explain ‘In leaves no step had trodden black’. What decision did the poet take about the first road?** | 3 |
| 4. | **"Then took the other, as just as fair  And having perhaps the better claim Because it was grassy." a)    What does ‘the other’ refer to here? b)    What ‘better claim’ did the other have? c)     Which road did the poet choose? Why?** | 2 |
| **S. No.** | **Application** |  |
| 1. | What is the message of the poem? | 4 |
| **S.No.** | **Value Based** |  |
| 1. | What moral value do you derive from the poem? | 4 |
| **S.No.** | **HOTS/ Reflective Thinking** |  |
| 1. | **Justify the assertion that the poem ‘The Road Not Taken’ is a metaphor of life.** | 4 |

**CLASS: IX**

**SUBJECT: English**

**The Solitary Reaper**

**By William Wordsworth**

**Date: Date of Submission:**

* **Follow the order of the concepts covered in class. Do not jump from one concept to another.**

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| **Sr. No.** | **Knowledge Based** | **Marks** |
| 1. | **Explain ‘single in the field’. What is the ‘Highland Lass’ doing? What draws the poet’s attention to the girl?** | 2 |
| 2. | **What does the poet mean by ‘humble lay’?** | 2 |
| 3. | **Can you find instances of alliteration in the poem? Why has the poet used it?** | 2 |
| **S. No.** | **Understanding Based** |  |
| 1. | Describe the setting of the poem ‘The Solitary Reaper’. | 2 |
| 2. | **"No nightingale did ever chant More welcome notes to weary bands Of travellers in some shady haunts, Among Arabian sands." a) Where does nightingale sing? b) Why are the travellers weary? c) Identify the poetic device in the above extract.** | 2 |
| 3. | **The poet says ‘Will no one tell me what she sings?’ Why does he ask this question? What conclusions does he draw?** | 3 |
| 4. | **Explain ‘What’er the theme, the maiden sang’. Why does the poet say as if her song could have no ending?** | 2 |
| **S. No.** | **Application** |  |
| 1. | In the first stanza, Wordsworth uses several words or phrases to stress that no one else is working with the solitary reaper, which are those words and phrases? What effect do they create in the mind of the reader? | 4 |
| **S.No.** | **Value Based** |  |
| 1. | ‘A thing of beauty is a joy forever’. Explain. | 4 |
| **S.No.** | **HOTS/ Reflective Thinking** |  |
| 1. | **Why do you think Wordsworth has chosen the song of the nightingale and the cuckoo for comparison with the solitary reaper’s song?** | 4 |

**CLASS: IX**

**SUBJECT: English**

**Lord Ullin’s Daughter**

**By Thomas Campbell**

**Date: Date of Submission:**

* **Follow the order of the concepts covered in class. Do not jump from one concept to another.**

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| **Sr. No.** | **Knowledge Based** | **Marks** |
| 1. | Explain ‘too strong for human hand’. Name the poetic device used by the poet in ‘a stormy sea before her’. | 2 |
| 2. | **Who are the lovers? Why are they trying to escape and what happens to them in the end?** | 2 |
| 3. | What did the loud waves do? Who was left lamenting? Why? | 3 |
| **S. No.** | **Understanding Based** |  |
| 1. | "For, sore dismay’d through storm and shade, His child he did discover  One lonely hand she stretched for aid,  And one was round her lover."  a) Who is ‘sore dismayed’? Why?  b) Do you think Lord Ullin’s daughter wanted to reach out to her father? If yes, why?  c) Identify the poetic device in the above lines. | 3 |
| 2. | **Lord Ullin’s daughter faces a dilemma here. A stormy sea is before her and the boatman has left a stormy land. What dilemma is being referred to here? What choice does she finally make?** | 3 |
| 3. | Why has the word ‘haste’ been repeated in the poem? | 2 |
| 4. | **Lord Ullin is shown in two different aspects. What are they?** | 2 |
| **S. No.** | **Application** |  |
| 1. | What would you do if you were in place of Lord Ullin? Give relevant points to support your answer. | 4 |
| **S.No.** | **Value Based** |  |
| 1. | ‘Excess of everything is bad’. Explain the statement with reference to the poem. | 4 |
| **S.No.** | **HOTS/ Reflective Thinking** |  |
| 1. | **How does the poet build atmosphere of doom?** | 4 |

**CLASS: IX**

**SUBJECT: English**

**Villa for Sale**

**By Sacha Guitry**

**Date: Date of Submission:**

* **Follow the order of the concepts covered in class. Do not jump from one concept to another.**

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| **Sr. No.** | **Knowledge Based** | **Marks** |
| 1. | Juliette enumerates many advantages of the villa? What are they? | 2 |
| 2. | **The maid was ready to recommend the role of the cook for Juliette. Why?** | 2 |
| 3. | What verbal fight did Gaston have with his wife over the villa? | 2 |
| **S. No.** | **Understanding Based** |  |
| 1. | ‘No!... I want to knock it down and build a bungalow here.’  (a) Who is the speaker? (b) To whom is the speaker talking? (c) What is the speaker thinking about? | 3 |
| 2. | ‘You are going to act for the cinema?’ (a) Who is the speaker? (b) To whom it is spoken? (c) What role has been offered? | 3 |
| 3. | Treat me the same as anybody.’ (a) Name the speaker of this line. (b) The speaker wants to be treated like others. Why? (c) Why is the speaker different from others? | 3 |
| 4. | **Give a brief character sketch of Juliette.** | 3 |
| **S. No.** | **Application** |  |
| 1. | **Juliette writes a letter to her aunt in Joinville, asking for tips on how to sell her villa. Her aunt, in reply, gives her various suggestions. Write a letter to Juliette on her aunt’s behalf.** | 6 |
| **S.No.** | **Value Based** |  |
| 1. | In what ways can ignorance lead one into a trap and cause losses beyond one’s imagination? Give your answer in reference to Villa for Sale. | 4 |
| **S.No.** | **HOTS/ Reflective Thinking** |  |
| 1. | **Mrs Al Smith was a smart business woman. Do you agree?** | 4 |

**CLASS :IX**

**SUBJECT :English**

**The Man Who Knew Too Much**

**by Alexander Baron**

**Date : Date of Submission :**

* **Follow the order of the concepts covered in class. Do not jump from one concept to another.**

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| **Sr. No.** | **Knowledge Based** | **Marks** |
| 1. | Private Quelch is equally unpopular among his friends as well as superiors. Comment. | 2 |
| 2. | Private Quelch was a genius. Give one example from the story which proves this. | 2 |
| 3. | What happened when the sergeant tried to retaliate? | 2 |
| **S. No.** | **Understanding Based** |  |
| 1. | Read the extract given below and answer the following questions.  ‘I remember the first lesson we had in musketry. We stood in an attentive circle while a sergeant, a man as dark and sun-dried as raisins, wearing North-West Frontier ribbons, described the mechanism of a service rifle.’   1. Who does ‘I’ refer to? 2. What is ‘Musketry’? 3. Explain ‘as dark and sun-dried as raisins’. | 3 |
| 2. | ‘In pursuit of his ambition he worked hard. We had to give him credit for that. He borrowed training manuals and stayed up late at nights reading them.’   1. What was the Professor’s ambition? 2. How did he want to achieve his ambition? 3. How did the other trainees look upon him? | 3 |
| 3. | Did Private Quelch’s day to day practices take him closer towards his goal? How can you make out? | 3 |
| 4. | Give a brief character-sketch of Private Quelch. | 3 |
| **S. No.** | **Application** |  |
| 1. | Suppose you are Corporal Turnbull, the man who recommended Private Quelch for cookhouse duties. Today was the day when you took that action. It is time for you to go to bed, but first you write your daily diary. Write about today’s experience. | 6 |
| **S.No.** | **Value Based** |  |
| 1. | Write a debate for or against the motion “ Too much knowledge is a dangerous thing.” | 6 |
| **S.No.** | **HOTS/Reflective Thinking** |  |
| 1. | ‘Merit is not always rewarded’. Explain this statement with reference to the story ‘The Man who Knew Too Much’. | 6 |

**CLASS : IX**

**SUBJECT :English**

**Keeping It From Harold**

**by P.G. Wodehouse**

**Date : Date of Submission :**

* **Follow the order of the concepts covered in class. Do not jump from one concept to another.**

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| Sr. No. | Knowledge Based | Marks |
| 1. | There came a time in Mr. Bramble's life when he quailed at the sight of his name in print. Why? | 2 |
| 2. | The author feels that Mr. Bramble was fit for the job of an instructor at a school or college. What justifications does he give in this regard? | 2 |
| 3. | Why was it necessary to keep Harold’s father’s profession a secret from him? | 2 |
| S. No. | Understanding Based |  |
| 1. | "Before the coming of Harold, he had been proud of being a professional boxer." Who is the author referring to? What justifications does the author give to corroborate this statement? | 2 |
| 2. | "For the first time since Harold had reached years of intelligence, she was easy in her mind about the future." Who is the author talking about? Why is the subject feeling relaxed? | 2 |
| 3. | Major Percy Stokes had a quality which is perceptible in the story. What is it? Give one instance from the story where this quality comes to the fore. | 3 |
| 4. | Give a brief character-sketch of Harold. | 3 |
| S. No. | Application |  |
| 1. | As Harold write a letter to your friend telling him that ‘Young Porky’ is your dad. | 6 |
| S.No. | Value Based |  |
| 1. | Harold’s parents' intentions were honourable when they decided that they should not tell their son about his father’s true profession. However, they failed to understand their child’s psyche. Explain. | 6 |
| S.No. | HOTS/Reflective Thinking |  |
| 1. | Do you approve of Harold’s parents’ decision of hiding from him the fact that his father was a boxer? Why/Why not? Give your views. | 4 |
| 2. | Jerry Fisher’s decision to reveal the secret to Harold was contemptible. However, it managed to clear the misconception that Harold’s parents had in relation to their son. Explain. | 3 |

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**CLASS :IX**

**SUBJECT :English**

**The Seven Ages**

**by William Shakespeare**

**Date : Date of submission :**

* **Follow the order of the concepts covered in class. Do not jump from one concept to another.**

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| **Sr. No.** | **Knowledge Based** | **Marks** |
| 1. | What is the reference made by the poet by 'the seven ages'? | 1 |
| 2. | What are the similarities described by the poet in the first and last stage? | 2 |
| 3  4. | What is the first stage? How does the poet describe it?  What are the third, fourth and fifth stages as described by Shakespeare? | 2  3 |
| **S. No.** | **Understanding Based** |  |
| 1. | Explain elaborately the theme of the poem. | 3 |
| 2. | Why is the world called a stage? | 2 |
| 3.  4.  5. | Then the whining schoolboy, with his satchel  And shining morning face, creeping like snail  Unwillingly to school.  (1) What does 'creeping like snail' suggest?  (2) Why is the schoolboy whining?  His youthful hose, well saved, a world to wide  For his shrunk shank; and his big manly voice,  Turning again towards childish treble, pipes  And whistles in his sound.  (1) Which stage is being reffered in these lines?  (2) What does 'youthful hose' refer to?  (3) Why does his voice start piping and whistling?  ...And then the justice,  In fair round belly with good capon lined,  With eyes severe and beard of formal cut,  Full of wise saws and modern instances.  (1) Which stage is described in these lines and what are its characteristics?  (2) What does the 'fair round belly' indicate?  (3) How does he show his wisdom? | 3  3  3 |
| **S. No.** | **Application** |  |
| 1. | Which stage of life described by Shakespeare do you belong to? Write a diary entry on the similarities and differences you have from the description. | 6 |
| **S.No.** | **Value Based** |  |
| 1. | How is the life of a person compared to a drama and the men and women as players? What values of humans come out through this comparison? Do you agree with this comparison? | 6 |
| **S.No.** | **HOTS/Reflective Thinking** |  |
| 1. | Which stage of life do you think is the best stage and why? | 6 |

**CLASS : IX**

**SUBJECT :English**

**Oh, I Wish I’d Looked After Me Teeth**

**By Pam Ayres**

**Date : Date of Submission :**

* **Follow the order of the concepts covered in class. Do not jump from one concept to another.**

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| Sr. No. | Knowledge Based | Marks |
| 1. | Was the poet aware of “the perils beneath”? Give reason. | 2 |
| 2. | What does the poet recollect just before her treatment? | 2 |
| 3. | What is the underlying theme of the poem? | 2 |
| S. No. | Understanding Based |  |
| 1. | Read the extract given below and answer the questions that follow.  And the liquorice all sorts I picked,  Sherbet dabs, big and little,  All that hard peanut brittle,  My conscience gets horribly pricked.  (a) What is the mood of the poet in the poem?  (b) What does the poet mean by ‘My conscience gets horribly pricked’?  (c) What is the result of the poet’s liking for sweets? | 3 |
| 2. | If I’d Known, I was paving the way To cavities, caps and decay,  The murder of fillin’s  Injections and drillin’s,  I’d have thrown all me sherbet away.  (a) What does the poet mean by ‘the murder of fillin’s’?  (b) When would have the poet thrown all her sherbet away?  (c) How was the poet paving the way to cavities, and tooth decay? | 3 |
| 3. | Write down a few consequences of poor oral hygiene. | 3 |
| 4. | What does the poet realise after thinking of her mother’s artificial teeth? | 3 |
| S. No. | Application |  |
| 1. | Imagine you are the poet. The day you visit the dentist for the first time, you write a letter to your best friend. Express the dilemmas and bouts of guilt that you experience. | 6 |
| S.No. | Value Based |  |
| 1. | Tooth loss causes failure to thrive, poor speech impairment, poor concentration and reduced self-esteem. Do you agree? Give your views. | 6 |
| S.No. | HOTS/Reflective Thinking |  |
| 1. | On the basis of reading the poem, mention various habits and activities of the poet leading to dire consequences. | 6 |

**CLASS : IX**

**SUBJECT :English**

**P7Song Of The Rain**

**by Kahlil Gibran**

**Date : Date of Submission :**

* **Follow the order of the concepts covered in class. Do not jump from one concept to another.**

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| Sr. No. | Knowledge Based | Marks |
| 1. | How does the rain bring joy to the earth? | 2 |
| 2. | What are the signs of the arrival and departure of rain? | 2 |
| 3. | How does the poet evaluate the sea, field and heaven to the emotions of mankind? | 2 |
| S. No. | Understanding Based |  |
| 1. | What are the two predominant moods which have been conveyed in the poem through the metaphor of rain? | 2 |
| 2. | What do you understand by ‘welcome song’? | 2 |
| 3. | Read the extract and answer the questions that follow.  When I cry the hills laugh; When I humble myself the flowers rejoice; When I bow, all things are elated.  (a) Name the poem and the poet.  (b) How and why do the flowers rejoice?  (c) Who is ‘I’ in the following lines and why does it cry? | 3 |
| 4. | The field and the cloud are lovers And between them I am a messenger of mercy. I quench the thirst of the one; I cure the ailment of the other.  (a) In these lines, who quenches the thirst and of whom?  (b) ‘I cure the ailment of the other’. Whose ailment is being referred to here?  (c) Why does the speaker call itself ‘a messenger of mercy’? | 3 |
| S. No. | Application |  |
| 1. | The rain has played various roles in the poem ‘Song of the rain’. Elaborate this. | 6 |
| S.No. | Value Based |  |
| 1. | Rain performs various natural functions but the poet has imparted a divine feel to it. Give your views. | 6 |
| S.No. | HOTS/Reflective Thinking |  |
| 1. | The poem ‘Song of the Rain’ is rich in imagery. Explain. | 6 |

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| **CLASS : IX**  **SUBJECT :English**  **The Bishop's Candlesticks**  **By Norman Mckinnel**  **Date : Date of Submission :**   * **Follow the order of the concepts covered in class. Do not jump from one concept to another.**  |  |  |  | | --- | --- | --- | | **Sr. No.** | **Knowledge Based** | **Marks** | | 1. | Why is Persome angry with the Bishop? | 2 | | 2. | Why does the convict steal the candlesticks? | 2 | | 3. | Why does Persome feel that people of the village pretend to be sick? | 2 | | **S. No.** | **Understanding Based** |  | | 1. | "My dear, there is so much suffering in the world, and I can do so little"  (1) Who is the speaker?  (2) How does the speaker held those in problem? Give one example.  (3) What has been the result of the speaker's efforts? | 3 | | 2. | "I was a man once. I am a beast now". Who is responsible for this transformation of the convict? | 4 | | 3.  4.  5. | Write a character sketch of the Bishop.  Why does the Bishop give away the candlesticks to the convict ultimately?  Describe the appropriateness of the title, 'The Bishop's Candlesticks'. | 4  4  4 | | **S. No.** | **Application** |  | | 1. | Imagine you are Persome, write a diary entry describing the horrible night you when the convict stealthily entered your house. Also mention your reaction to his benevolent deed which you come to know later. | 6 | | **S.No.** | **Value Based** |  | | 1. | The Bishop saves the convict from the police by calling him his friend. What qualities of the Bishop are depicted through this incident? What would you have done if you had faced the same problem and why? | 6 | | **S.No.** | **HOTS/Reflective Thinking** |  | | 1. | "I pleaded to them, I told them why I stole, but they laughed at me and sentenced me to ten years in the prison hulks". Who do you think is at fault in the above situation-the convict or the law? Was there any way in which this situation could have been avoided? How? | 6 | | 2. | Was the convict really a criminal who deserved the punishments he got or just a victim of circumstances? | 6 | | | |
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| **CLASS : IX**  **SUBJECT :English**  **Best Seller**  **By O. Henry**  **Date : Date of Submission :**   * **Follow the order of the concepts covered in class. Do not jump from one concept to another.**  |  |  |  | | --- | --- | --- | | **Sr. No.** | **Knowledge Based** | **Marks** | | 1. | Pescud is slightly shocked when he enters into Colonel Allyn’s mansion? Why? | 2 | | 2. | What is the name of Pescud’s beloved? When does he first meet her? | 2 | | 3. | What was John A. Pescud’s philosophy on behavior? | 2 | | **S. No.** | **Understanding Based** |  | | 1. | He is of the stuff that heroes are not often lucky enough to be made of.  (a) Who is the person being described in these lines?  (b) What is the tone of the narrator?  (c) What made the narrator utter these words? | 3 | | 2. | “For about nine seconds he had me rattled, and I came mighty near getting cold feet and trying to sell him some plate-glass”.   (a) Who is the speaker of these lines?  (b) What was the condition of the speaker and why?  (c) In these lines whom does ‘he’ refer to and why has the speaker come to him? | 3 | | 3. | “I don’t see why people go to work and buy hundreds of thousands of books which are best sellers. You don’t see or hear of any such capers in real life.”  (a) Who is the speaker of these lines?  (b) What is he discussing in these lines?  (c) What is ironical about this statement? | 3 | | **S. No.** | **Application** |  | | 1. | Imagine you are John A. Pescud. You have just returned to your hotel room from Elmcroft after meeting Jessie’s father. Write a diary entry describing your feeling and your impressions about the Colonel. | 6 | | **S.No.** | **Value Based** |  | | 1. | The narrator says that life has no geographical bounds. What does this statement imply? | 4 | | **S.No.** | **HOTS/Reflective Thinking** |  | | 1. | John A. Pescud resorted to the same tactics in winning a bride for himself that he adopted in winning over his customers. Comment | 4 | | | |
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