

THE SOLITARY REAPER

Learning outcomes

By the end of the lesson, students will be able to

- describe the impact of the song on the speaker.
- analyse how a chance encounter can result in pleasant memories.
- recognise the style and imagery in the poem.
- identify the literary devices in the poem.

Suggested number of Sessions: 2

Session 1: Poem: The Solitary Reaper

Session 2: Comprehension

Summary

The speaker in the poem draws the reader's attention to a Scottish farm-girl singing to herself while working in the field. He asks the reader to stop and listen or walk away quietly without disturbing her. She works alone, cutting the crop and binding it into sheaves while singing a song that reverberates throughout the valley.

The impact of her song is as welcoming as the song of the nightingale in an oasis is, to Arabian travellers in the hot desert sands. Her voice is sweeter than the voice of the cuckoo that sings in spring on the Scottish islands of Hebrides.

He is unable to understand what she is singing about as the language appears to be foreign to him. The speaker imagines that she could be singing sad songs about some ancient battles or about some sorrow, loss or pain that is natural to anyone. Whatever the subject matter, the girl sings continuously as she reaps the harvest, as if the song has no end. The speaker stands still for a while, listening to her. And as he walks up the hill, he carries the tune in his heart long after he can hear her no more.

Pre-reading

Students become aware that

- some serene scenes around us can evoke the senses in us.
- such scenes engage our visual, auditory and emotional senses.
- these kind of surroundings resonate deeply with us and inspire musical expression.

Generate a discussion on why one would feel like singing certain kinds of songs in such places.

(Scenes set in beautiful natural environments, such as mountains, oceans, forests, or fields can inspire songs that reflect the awe and wonder of nature, evoking a musical response.)

The activity integrates with musical and visual –spatial intelligences, focuses on communication and collaboration.

COM; COL MI/V-S

Reading

GUIDELINES WITH QUESTIONS FOR DISCUSSION

Let students read the poem in parts. Pause at relevant intervals to discuss or check comprehension.

How does the poem begin? (with a sense of awe and admiration) *What senses does it evoke?* (that of sight and sound)

What are the expressions used to say that the girl is alone? (single, solitary, by herself, alone) Why does the speaker ask what the girl is singing? (He does not know her language.)

'O listen! For the Vale profound is overflowing with the sound.'— What does the speaker mean by this line? (The woman's soulful song echoes through the deep valley.)

Let students identify the lines from the poem which tell us that these may be the possibilities of the reaper's song:

- Every day events: (familiar matter of to-day)
- A historical event : (battles long ago)
- A tragedy in the past: (old, unhappy far off things)
- Loss of someone or something dear: (some natural sorrow loss or pain)

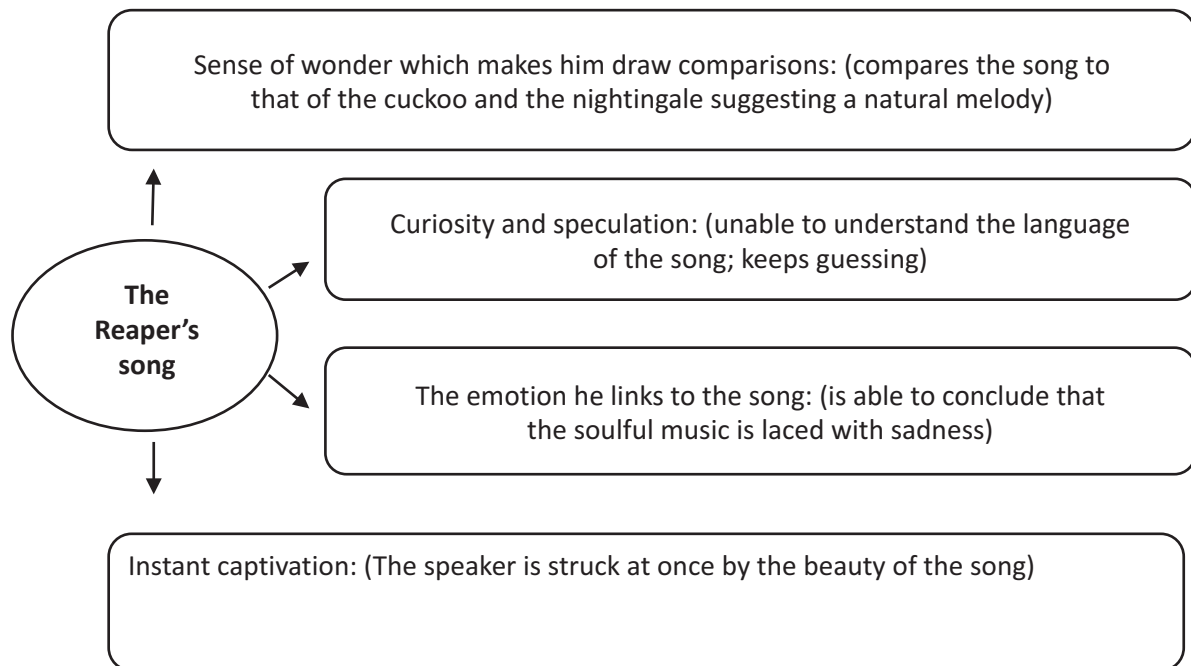
Taking it further (HOTS)

Who is the main character in the poem? Explain why you think so.

(The solitary Reaper— the poem is all about her and her soulful song that deeply impacts the speaker in many ways)

Teaching strategy: Concept map to help students examine the profound nature of the song from the speaker's perspective.

Pause here to put up a concept map on the board to help students focus on how the song has captivated the speaker's emotions and engaged his intellect in different ways. Prompt if required; provide the first example to help them get started. The content given in brackets is for the teacher's reference.



What is the central idea of the poem, *The Solitary Reaper*?

The central idea of the poem is how the song of a woman, working all alone in a field, greatly touches the speaker's heart.

Literary appreciation (To be explained/discussed through the course of the reading session)

The poem uses vivid imagery to transport the reader to the landscape. He describes the vale, the hill, the vast field and above all the song, in a way that celebrates the beauty of nature.

Hyperbole: O listen! For the Vale profound is **overflowing** with the sound; **Breaking the silence of the seas** among the farthest Hebrides

Rhetorical questions: Will no one tell me what she sings? That has been, and may be again?

Imagery: O listen! For the Vale profound is overflowing with the sound

Rhyme scheme: The poem consists of four stanzas, each with eight lines. The first and the last stanza share a rhyme scheme— ABCBDDEE, while the second and the third stanzas share one rhyme scheme. ABABCCDD

Comparison: Comparisons to nightingales and cuckoo-birds enhance the description of the reaper’s song.

Tone: The use of the word *solitary* immediately sets the tone for the poem, highlighting the girl’s single presence and the significance of her song, leading to wonder and admiration.

Post-reading

Activity

Group-work (Art integration)

Have students draw or paint a scene from the poem that stood out to them. Guide them to use colours and images that capture the mood and tone of the poem. (Shades of green, blue, brown...)

The poster should include key quotes from the poem and a brief summary of the themes and emotions discussed.

Each group presents their poster to the class, explaining their creative choices and how they relate to the poem.

IL/Art

Teacher’s Observation

Which part did the students enjoy the most?

What needed more explanation?

What do I need to reinforce?

QUESTION BANK WITH ANSWER KEY

The Solitary Reaper

A. Choose the correct option.

1. *What does the speaker do while listening to the Highland Lass’ song?*
a. Joins in the singing. b. Stands motionless and still. c. Walks away quietly.

Ans: b

2. *Where does the speaker listen to the Highland Lass’ song?*
a. By the sea b. On the hill c. In a valley

Ans: c

3. *What type of song does the Highland Lass sing?*
a. A heroic ballad b. A joyful tune c. A sad song

Ans: c

B. Read the lines and answer the questions.

1. *“Or is it some more humble lay,
Familiar matter of today?
Some natural sorrow, loss, or pain,
That has been, and may be again?”*

- a. *What themes does the speaker think the Highland Lass’ song contain?*

Ans: The speaker thinks that the lass’ song could be rooted in natural sorrow, loss, and pain that people undergo.

- b. *What does the speaker imply by describing the song as a “humble lay”?*

Suggested ans: By describing the song as a “humble lay,” the speaker implies that it could be an ordinary song, sung in simple words with the subject matter of the song being something common and relatable.

- c. *Explain the phrase “that has been, and may be again”.*

Ans: This phrase highlights the recurrent nature of human suffering and joy.

2. *“Will no one tell me what she sings?—
Perhaps the plaintive numbers flow
For old, unhappy, far-off things,
And battles long ago:”*

- a. *Why was the speaker uncertain about what the lass was singing?*

Ans: The speaker was uncertain because the melancholic tune reflected just the nature of the song and he did not seem to understand the language.

- b. *What is the contribution of the phrase “battles long ago” to the poem’s overall mood?*

Ans: The phrase, *battles long ago*, evokes a sense of nostalgia further reflecting the melancholic mood of the poem.

- c. *How did the song affect the speaker?*

Ans: The speaker carried the song of the reaper in his heart even after he had stopped hearing it.

C. Answer the questions.

1. *What does the speaker notice at first about the solitary reaper and what does he urge others to do?*

Ans: The speaker notices the Highland Lass alone in a field, reaping and singing by herself. She cuts and binds the grain while singing a melancholy tune. The speaker is captivated by her song and urges others to stop and listen or gently pass by, appreciating the beauty of her solitary presence in the field.

2. *How does the speaker connect the reaper’s solitude to her song?*

Ans: To the speaker, the reaper’s solitude and the song sung in isolation can resonate deeply and impact the world around. Her loneliness adds to the mournful strain making the speaker wonder what sad event she may be singing about.

3. *How does the solitary reaper’s song affect the speaker?*

Ans: The speaker feels that the reaper’s song fills the entire valley around her. He is captivated by the song and urges everybody around him to listen to her song. The song’s melancholic tone touches him deeply prompting him to compare her song to various captivating sounds of nature. The song leaves a long-lasting impact on the speaker, who carries the memories of her song with him.

D. Think and Answer

The speaker presents the Highland Lass as both a solitary figure and one whose song fills the entire valley— explain.

Suggested ans: The poem stresses on the power of the Highland Lass’s song by contrasting her solitary presence with the reach her melody has. The solitary reaper’s song fills the valley suggesting that her song that is sung in isolation in the vast expanse is strong enough to echo throughout the valley.

STUDENTS’ BOOK ANSWER KEY

The Solitary Reaper

Warm Up

Free response

Reading

- A.
1. The reaper was cutting and binding stalks of grain in the field. She was singing a melancholic yet melodious song to herself while working.
 2. The speaker seems unsure about whether he wants to stay or move on because he is enraptured by the beauty of the reaper’s song. She sings without being conscious of any audience around her.
 3. The speaker becomes completely captivated by the beauty of the reaper’s song. He compares her song to the calm and soothing notes of a nightingale’s song which alleviates or eases the weariness of travellers in the Arabian deserts. Her song echoes in the valley like the song of the cuckoo whose song shatters the silence of the seas in remote areas. He feels that the reaper’s song is as beautiful and melodious as the songs of the nightingale and the cuckoo.
 4. The speaker is not sure about the theme of the reaper’s song because he is not familiar with the language she is singing in. He imagines that the song could be about sad distant events or about ancient battles. The song could also be about the reaper’s pain, sorrow or loss from which she may be suffering at present.
 5.
 - a. The speaker kept listening to the song because he was completely captivated by its melody. Even though he was not familiar with the language it was being sung in, he could feel its calm and soothing notes and was deeply affected by its tune and melody.
 - b. The tune and music of the song stayed with him long after he had left the field. The speaker says that he carried the song in his heart even as he climbed the hill till he could hear it no more.
- B.
1. The word ‘melancholy’ suggests that the solitary reaper may either be singing about long-forgotten unhappy events or ancient battles. It may also be possible that the singer was experiencing some anguish or distress which she expressed through her song thus haunting the speaker’s mind and leaving a long-lasting impact in his heart. The tune or perhaps the tone may have conveyed something to the speaker that made him feel that the song was melancholy.
 2. The speaker did not want to disturb the solitary reaper thinking that she would stop singing or perhaps even run away if he went near her. She was not aware of any audience around her and that possibly made her express her thoughts aloud in the form of her melancholy song.
- C. *Answers vary. Sample answers—*
1. A group of travellers resting under shades in the sandy Arabian Desert as the nightingale sings to make them feel calm and less weary from their travels.
 2. The cuckoo bird making its voice heard in the spring season in the remotest and farthest corners of the world—its voice shattering the silence of the seas.
 3. The speaker mounting up the hill in the Scottish highlands as he keeps thinking about the song of the girl even when he can hear it no longer.

Going Further

Free Response

DEVELOPMENT OF THE LESSON PLAN

SINGING BY THE RIVER

Learning Outcomes

By the end of the lesson, students will be able to:

- recognise the genre (Indian writing).
- identify the setting, characters, plot and themes.
- identify the vocabulary that contributes to Indian setting.
- comprehend the talent, hard work and sacrifice that go behind the composition of music.
- identify the different kinds of adjectives.
- differentiate between the strong and weak forms of words.
- write biographies with verbal support.

Suggested number of sessions: 6

Session 1: Warm up; Text: *The famous...I will, Bishnu*

Session 2: Recap; Text: *On the long walk...to meet Tansen.*

Session 3: Comprehension

Session 4: Grammar

Session 5: Vocabulary; Listening; Reading Aloud; Dictionary Work

Session 6: Writing

Pre-reading

Warm up

The activity will lead them to the understanding that musical instruments differ in many ways and yet all these together can contribute to the magical production of music.

After students have identified the instruments, generate a discussion on how these instruments are varied and diverse; how the method of sound production, materials used and playing techniques are unique to these instruments.

- **Stringed Instruments:** produce sound through the vibration of strings, which can be plucked, bowed, or struck.
- **Percussion Instruments:** produce sound by being struck, shaken, or scraped.
- **Wind Instruments:** produce sound by blowing air into a tube, causing the air to vibrate.

AFL

Reading

Students read to comprehend, analyse, scan and compare

Let students read the text in parts. / Play the Smart book in parts./ Pause at relevant intervals to check comprehension. Discuss the meaning of the glossed words through the course of the reading exercise.

GUIDELINES WITH QUESTIONS FOR DISCUSSION

Teaching strategy: Flipped classroom

Note: Flipped classroom— Here, students go through the text prior to attending class and then check their understanding during various class activities. This way, time is utilised engaging in meaningful discussion and collaborating with peers.

Instruct students to read the text till “I think I will, Bishnu.” a day prior to attending the class.

Class discussion

- *How is Bishnu introduced in the story?* (as a music enthusiast and an admirer of Ustad Badlu Khan; appears to have a keen ear for music and is able to grasp tunes with ease)
- *What do we make of the stranger who strikes up a conversation with Bishnu?*
- *“All the songs?” “Why not? You didn’t you like the tunes?”* — What was he trying to find out? (Allow free response. It could be that he had also observed that Badlu Khan had gone off key and wanted to know if the youngster had observed it as well or perhaps he was just interested in the boy who happened to be a music enthusiast)

1. *What do we learn about Bishnu from this paragraph?*

(We learn that Bishnu has a keen interest in music by observing how easily he gets immersed in the performance of Badlu Khan. He also has an affinity towards singing as he easily picks up the tunes and hums along.)

This will help students analyse the character traits of Bishnu. Encourage students to scan for the words that tell them about Bishnu’s love for music.

2. *Why do you think the man is watching keenly?*

(The man is watching Bishnu keenly because he notices that the young boy is passionate about music. He is able to understand that the boy has a good understanding of music by the way he reacts when he likes a tune, when he doesn’t like a tune and also when the tabla player misses a beat. The man is perhaps astonished to see these reactions from an ordinary member in the audience.)

CT; COM; COL

Why did the man’s eyes widen? What does this tell us about the man? (He was surprised that an ordinary boy in the crowd was able to make out the faulty tune in the singer’s music; had a keen ear for music)

3. *What do you think Bishnu means by ‘off key’?*

(What Bishnu means by singing off-key was that Badlu Khan was sometimes singing higher or lower than the tune of the song. The singing was not in complete harmony with the music.)

4. *Can you guess how a singer can go off-key? Work with your partner and demonstrate in class.*

(When the singing doesn’t match the note of the song then we can say that someone is off-key. *Free response* for the next part of the question.)

MI

Taking it further (HOTS)

The boy surprised the man quite a few times.

When and why does the man show surprise? (Let students identify the three instances mentioned in this part of the narration and explain the difference in the reactions.)

1. *The man’s eyes widened as he nodded.* (The man was surprised that the boy had noticed that the maestro had gone out of tune; he did not expect this observation to come from him)
2. *Again the man gave a startled glance at Bishnu’s young face.* (This further surprised and startled the man who did not expect the boy to have taken notice of the drummer’s beats as well)
3. *“Dhobi ghat?!”* (surprised at the disclosure that a someone who knew so much about music lived by the *dhobi ghat*; perhaps, he had expected the boy to be from a house that knew about music)

5. Why do you think the man is surprised to hear that he can find Bishnu at the *dhobi ghat*?

(The man is surprised to learn that Bishnu can be found at the *dhobi ghat* because he couldn't fathom how someone with a humble background had such an impressive knowledge of music and singing. The reason being someone from the *dhobi ghat* wouldn't usually have access or the means to learn about music easily.)

CT; COM

Instruct students to read the remaining text at home a day prior to attending the class.

Taking it further (HOTS)

Where else does the man show surprise? Why is he surprised even after having noted that Bishnu had a keen ear for music?

(You've learnt the tunes just by listening?" the man's eyes widened in surprise—He was taken aback to learn that Bishnu could grasp musical notes just by listening to others sing when there are others who undergo days and months of training to learn such music.)

Discuss: Why did Tansen visit Bishnu? Was he already planning to teach him? (Allow free response; Suggested answer: He was impressed by the boy's interest and skill in observing musical notes; Being blessed with such talent, he could not help connecting with a fellow musician. Perhaps he did come with the intention of learning more about this youngster and giving him a place under his tutelage.)

6. Complete this sentence.

Bishnu has a special talent. He can easily pick up and retain any tune even if he has heard it only once.

7. Is the man serious about teaching music to Bishnu? Why do you think so? (Yes, I think the man is serious about teaching music to Bishnu as he generously offers to teach him for free and even invites him to live with him at Fatehpur Sikri. His offer displays his sincerity in wanting to teach Bishnu this craft and hone his skills further.)

Teaching strategy: Question and answer session by groups.

Group-work

Divide the class into groups of six.

Instruct each group to frame two/three questions that revolve around on any of the following characters:

- Badlu Khan
- Bishnu
- Tansen
- Lakshman

Encourage them to frame questions that trigger critical thinking along with direct questions.

(Example: Why could Bishnu manage to get a seat only midway down the tent? Ans: Ustad Badlu Khan was a famous musician and hence may have attracted a large crowd that would have occupied the front section.)

Let group 1 ask Group 2 and so on until all groups get a chance to question and answer.

The other groups can check and correct during the session, if required.

Award points to the groups that come up with questions that favour critical thinking.

This will help students think creatively and critically while they collaborate and communicate.

COM;COL; CT

Post-reading

Discussion:

Tansen was a very famous singer at the royal court. Why didn't Bishnu recognise Tansen although he knew about him?

If Tansen belonged to the present times, would he have been easily recognizable?
Give reasons.

AOL; CT; COM; COL

GRAMMAR

Relative clauses

Write the following sentences on the board.

Sunny is my friend.

He works in City library.

He is a librarian.

Ask students to combine the three sentences into one using the word *who*. Guide students if required.

(My friend Sunny, who works in City Library, is a librarian.)

Let students check if all the details in the three sentences have been included in the new sentence.

Next, ask students:

- *How many parts / clauses does this sentence contain?*
- two
- *Which is the main clause?* (Here, guide students to identify the parts that form the main clause)
- My friend Sunny is a librarian.
- *What does the other clause describe?*
- It tells us more about Sunny.
- *Which specific word did you use to introduce the clause?*
- who

Explain that

- the words *who, whom, which, where, that, whose* and so on give us more information about the nouns we are talking about. They are called **relative pronouns**.
- a relative clause is an adjective clause qualifying a noun or a pronoun. It is linked to the main clause by relative pronouns like *who, whom, whose, which, that* and so on. The clauses that begin with these words are called **relative clauses**.

Next, write the given sentences on the board:

1. *The book that I bought yesterday was interesting.*

Let students answer the following questions.

- *Is the information provided in the underlined clause crucial to understanding the meaning of the sentence? Explain (Yes; Which book? The one that I bought yesterday)*
- *Can the clause be deleted without interfering with the meaning? (No; because it talks about the book that was bought the previous day and not just any book.)*

Explain:

- The underlined relative clause is a **defining relative clause**.
- It cannot be removed as it is essential to understanding the sentence.

2. *Shaila, who has come from Goa, is my friend.*

Let students answer the following questions.

- *Is the information provided in the underlined clause crucial to understanding the meaning of the sentence? (No.)*

- *Can the clause be deleted without interfering with the meaning? (Yes.)*
- *Does it give more information than what is needed? (Yes.)*

Explain:

- The underlined relative clause is a **non-defining relative clause**.
- It gives additional information about the subject.
- It is set off from the main clause with commas.
- It can be removed without changing the meaning of a sentence as the additional information is not essential to the sentence.

Continue with a few more sentences to reinforce the concept.

Activity

Pair-work

Let students work in pairs and write factual sentences about what they see, using a defining relative clause and a non-defining relative clause.

Example: Non-defining—*The Taj Mahal, which is in Agra, is made of marble.*

Defining—*The man, who is wearing a black hat, is my uncle.*

AAS; COM; COL

VOCABULARY

Strong and weak forms

Write the following words on the board:

<ul style="list-style-type: none"> • good • bright • tired • tasty 	<ul style="list-style-type: none"> • excellent • dazzling • exhausted • delicious
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Ask the following questions and elicit responses.

Do the words mean almost the same? (yes)

Then, how are they different? (The words on the right are stronger than the ones in the left column.)

Explain the concept with examples.

- **Weak Synonyms** are words that convey a less intense meaning.
- **Strong Synonyms** are words that convey a more intense meaning (example: big —huge).

Discuss how the choice between strong and weak synonyms depends on the context and what the speaker or writer wants to emphasise.

Example: She was sad when she did not get the ice cream.

She was devastated when she did not win the prize after days of hard work.

Activity: Group work

- Divide the class into small groups.
- Provide each group with a list of sentences that use weak synonyms.
- Ask the groups to replace the weak synonyms with stronger synonyms. They may use a thesaurus if required.

A few examples: *The food was good. / He was sad when he missed the bus. / The puppy looked hungry.*

- Let each group present their revised sentences.
- Discuss as a class how the stronger synonyms change the impact of the sentences.

Explain to the class that today's lesson will focus on understanding how to write a biography.

Guide students with the given input.

What is a biography?

A biography is a written account of a person by someone else. It includes key facts, accomplishments, and contributions.

What is the purpose of a biography?

It provides an insight into someone's life and highlights their important achievements and characteristics.

What are the key elements of a biographical sketch? (List them on the board)

1. Basic Information: Full name, birth date, place of birth
2. Early Life: Family background, education, early influences
3. Major Accomplishments: Significant achievements, awards, recognitions
4. Personal Characteristics: Traits, values, interests
5. Later Life and Legacy: Contributions to society, impact on others, death (if applicable)

Activity

Divide the class into groups of four or you may ask students to work in pairs.

Make copies of the following text and distribute a copy to each group. Alternatively, you may choose any other biographical sketch. Give them a few minutes to read the passage.

Ask students to discuss with each other and identify the key elements (that you have numbered and listed on the board) in the passage. (The numbers are for the teacher's reference; not for print)

1. *Rabindranath Tagore, a towering figure in Indian literature, art, and philosophy, was born on May 7, 1861, in Calcutta, India.*
2. *He was the youngest of thirteen children born to Debendranath Tagore and Sarada Devi. Tagore's early education was unconventional. He was taught at home by tutors and imbibed a diverse array of subjects, ranging from literature and music to drawing and painting.*
3. *Tagore's literary journey began at an early age. By sixteen, he had published his first substantial poems and became a prolific writer, composing novels, short stories, plays, and essays. Some of his most acclaimed works include the poetry collection "Gitanjali," for which he was awarded the Nobel Prize in Literature in 1913, making him the first non-European to receive this honour.*
Tagore was also an accomplished painter and composer. He wrote the national anthem for India. Tagore founded Visva-Bharati University at Santiniketan, which aimed to blend the best of Eastern and Western educational traditions. His educational philosophy emphasized holistic learning.
4. *Tagore was also a vocal critic of British colonial rule in India. While he initially supported British governance, he became disillusioned with its exploitative nature, especially after the Jallianwala Bagh massacre in 1919. In protest, he renounced his knighthood, which had been conferred upon him by the British Crown in 1915.*
5. *Throughout his life, Tagore traveled extensively, spreading his ideas and fostering cultural exchange between India and the world.*

Rabindranath Tagore passed away on August 7, 1941, but he remains a prominent figure in Indian culture, celebrated for his contributions to literature, music, education, and social reform. His vision of a world united by creativity, learning, and mutual respect continues to inspire generations.

Once students have warmed up to the concept, proceed to the exercise in the textbook.

Teacher's Observation

Which part did the students enjoy the most?

What needed more explanation?

What do I need to reinforce?

QUESTION BANK WITH ANSWER KEY

Singing by the River

A. Choose the correct option.

1. *Why did Bishnu struggle to explain his feelings about one of Badlu Khan's songs?*
 - a. He felt he did not understand music well.
 - b. He felt Badlu Khan went off-key at times.
 - c. He was distracted by the drummer.

Ans: b.

2. *Where did Bishnu invite the man to hear him sing?*
 - a. to his home
 - b. to the Emperor's court
 - c. to the dhobi ghat

Ans: c.

3. *Where did Tansen invite Bishnu to come for music training?*
 - a. Delhi
 - b. Dariba Market
 - c. at the royal court

Ans: c.

B. Read the lines and answer the questions.

1. *"I want to hear you sing."*
 - a. Who does "I" refer to here?
 - b. Who is the speaker saying this line to?
 - c. What is the special ability of the listener that impresses the speaker?

Ans: a. "I" refers to Mian Tansen, a royal singer in Akbar's royal court. b. Tansen says these lines to Bishnu. c. Tansen is amazed at Bishnu's ability to learn and remember any tune by just listening to it.

2. *"Wasn't that great Bhaiya?"*
 - a. Who is the speaker and who is he speaking to?
 - b. How does the listener react to this?
 - c. Whose attention does the speaker attract?

Ans: a. Bishnu says these lines to Laxman, his elder brother. b. Laxman is not as interested in music as Bishnu is. He yawns and says that he fell asleep towards the end of the show as it went on for too long. c. Bishnu attracts the attention of a man / Tansen who had come there to listen to the music.

C. Answer the following questions.

1. *What was Bishnu's family's reaction to the stranger's offer?*

Ans: The family was initially skeptical and debated about the offer. Bishnu's father, in particular, was unconvinced. It was Laxman who truly understood Bishnu's dream of learning music and he persuaded Bishnu's father to allow Bishnu to go. The family agrees eventually and Laxman travels with Bishnu to Fatehpur the next day to meet Tansen.

2. *How did Bishnu demonstrate his musical abilities to the stranger and how was he rewarded?*

Ans: Bishnu demonstrated his musical abilities by singing various tunes – thumris and ragas he had learned by listening to a trained singer practising near his home. The stranger was surprised and impressed by Bishnu's ability to learn and remember the tunes just by hearing them. Bishnu also sang his special, wordless tune, which the man recognized as Raga Malhar. The stranger, who was in fact Tansen, offered to teach Bishnu when he recognized his potential.

3. *What did Bishnu notice during Badlu Khan's performance? How did he react to the music?*

Ans: Bishnu was completely absorbed in the music during Badlu Khan's performance, forgetting everything around him. He noticed every detail, from the sarangi droning on to the drums keeping the beat. Bishnu picked up all the tunes quickly and hummed along, even though he didn't know all the words. He was delighted when Badlu Khan sang well and frowned slightly when a tune or the drummer's beat was off. He was deeply engaged and reacted to the music by shaking his head whenever the drummer missed a beat. His deep interest in music and his critical appreciation stood in stark contrast to Laxman's lack of interest.

D. Think and Answer.

Why does Bishnu think that Tansen must be mad to come all the way to hear him sing?

Ans: Suggested answer – Bishnu thinks the man must be mad to come all the way to hear him sing because he perceives himself as just an ordinary washerman and not someone worthy of such attention. The man wore well-made clothes — a heavily embroidered *angrakha*, good leather *nagra* shoes, and a turban made of silk. An affluent man going out of his way to listen to an ordinary washerman sing at the dhobi ghat while carrying out his everyday tasks felt improbable, especially just after the man had listened to Badlu Khan's wonderful show. Bishnu's modest background makes the man's interest seem confusing.

STUDENTS' BOOK ANSWER KEY

Singing by the River

Warm Up

1. **stringed instrument:** sarod, tanpura
2. **percussion instrument:** pakhawaj, tabla
3. **wind instrument:** shehnai, flute, harmonium

Think Pair Share

Answers may vary. Sample answer—

Public concerts arranged in the open give performers/musicians the chance to engage directly with their audiences. It helps them get responses or feedback to their music live. They can show their true talent and skills by performing live before their audience. On the other hand, the audience gets a chance to witness their favourite musicians and enjoy their music at a level that is difficult to do through recordings.

Reading

- A. 1. True

2. False; Tansen was impressed that Bishnu was able to follow Badlu Khan's singing and point out the mistakes.
 3. True
 4. False; Tansen wanted to hear Bishnu sing because he was convinced that the boy had a great knowledge of music and so he wanted to hear him sing.
 5. True
 6. True
- B.
1.
 - a. Bishnu said this to Tansen when he was questioned why he didn't like all of the tunes of the singer Badlu Khan.
 - b. Bishnu's brother, Laxman was embarrassed by Bishnu's revelation but Tansen seemed to agree with him.
 2.
 - a. Tansen said this Bishnu as he was amazed that he knew them as no one on the streets would sing them. He was curious about where Bishnu acquired the knowledge of such complicated tunes.
 - b. Bishnu picked up these tunes just by listening to the morning singing practice session of a trained singer who lived behind his house.
 - c. The speaker, that is Tansen's eyes widened in surprised. He couldn't fathom how a young boy could memorise tunes, that too so perfectly, by just listening to them.
 3. *Raga Malhar* was Bishnu's special song. He would sing it when he was alone but he chose to sing this tune for Tansen as he was enjoying himself and he also felt understood by the man who showed such great interest in his music and appreciated it.
 4. Bishnu asked this out of anticipation as he felt someone finally understood his passion for music and appreciated it. He did not want to lose this person.
 5. Tansen hid his smile as he was probably amused at how astonished Bishnu was at this revelation. Tansen was a singer of legendary stature and seeing him dressed rather simply, walking around by himself on the banks of the Jamuna and coming to the *dhobi ghat* just to listen to him sing, came as a shock to the young boy.
 6. Tansen did not reveal his identity at the beginning because he did not want Bishnu's singing or his behavior to be influenced by this information. Being such an illustrious singer, his presence would've impacted Bishnu's reactions hence he concealed this information till it was the right time to disclose this information.
 - a. Bishnu was startled by this declaration as it came as a complete surprise to him. He was in disbelief for some time as he could not comprehend that he had been interacting with and singing for this legendary singer.
 - b. It is also an astonishing reveal for the reader since it could not have been seen coming. It could be assumed relatively early on in the text that the man was someone related to the field of music since he could appreciate Bishnu's talent. Later when the man revealed himself to be the great Mian Tansen who sings at the royal courts of kings and emperors, comes as a complete source of amazement.
 7. Yes, I agree with this statement since Tansen had been observing Bishnu's reactions to the performance and he had also been listening in on his humming. He could make out that Bishnu had a good ear for music as he caught on to the music. Bishnu could also distinguish between off-key and on-key when the musicians performed. Being an accomplished singer himself, he took everything into account and could see that Bishnu had immense potential and talent.
- C. *Answers vary. Sample answers—*
1.
 - d. Bishnu's love for *Raga Malhar* and his special performance for Tansen.
Reason: After Tansen heard Bishnu sing, he became certain of his talent and skill. For an amateur singer to perform something as complicated and beautiful as *Raga Malhar* must have been convinced Tansen that Bishnu was indeed talented. And since he did not have the means to learn music, Tansen decided to take him under his wings.

- e. Bishnu's love for music and how he taught himself the basics of music.
Reason: Tansen was moved by Bishnu's commitment and passion for his craft. The fact that in spite of being busy with his everyday work, Bishnu persevered to follow his interests and be passionate about his craft.
2. d. He wanted to experience the concert as a common person rather than a great singer who is always treated specially.
Reason: It isn't unusual for a famous person to have the usual experiences that an ordinary person does. Hence, he wanted to experience a performance as a normal member of the audience and engage with the musician and the people around him instead of being fussed over or given special treatment because of his status.

Grammar

- A. 2. longest 3. bad; worse 4. more useful 5. farther 6. least
- B. 2. second numeral
3. several quantitative
4. which interrogative
5. upset descriptive
6. antique descriptive
- C. 2. The vase which the collector bought from China is worth millions D
3. The forest through which he travelled was deep and dark. D
4. The police officers caught the gangsters who committed the robbery. D
5. The dictator, who was proud of his immense wealth, died in poverty. ND
6. Jamshedpur, where I grew up, was named after Mr Jamsetji Tata. ND
7. My aunt, who is a well-respected doctor, has just retired from active practice. ND
8. Debina, who went to the same kindergarten as me, has joined pottery classes. ND

Vocabulary

1. a. S b. W 2. a. W b. S 3. a. W b. S
4. a. S b. W 5. a. W b. S

Listening Text

Study this table. Then listen to an extract about a few popular genres of music. As you listen, tick the correct genres in the table.

- Classical: It is a general name for the various types of music to be performed in a concert hall. It may be composed for the instruments of an orchestra or written for a choir or opera company. The music of classical composers like Bach, Beethoven, Mozart and Vivaldi is still popular, centuries after being written.
- Jazz: Jazz was born in the late 19th and early 20th century by the African-American community. It is considered to be America's classical music. It blends blues, ragtime, marches and civic brass band traditions to create a novel style of music. Louis Armstrong, Ella Fitzgerald and Billy Holiday are some famous jazz musicians.
- Rock: In the 1940s and 50s, rock-and-roll music sprang up in the United States. It was played on electric guitars, bass guitars, and drums, and featured exciting vocals, catchy tunes and strong beats. It evolved into rock music and remains popular till date. Elvis Presley and bands like The Rolling Stones, Metallica, The Beatles and U2 are some iconic names in rock music.

4. Reggae: This style of music originated in Jamaica in the 1960s. It has a characteristic rhythm style and a slow and steady tempo. The bass guitar keeps the rhythm and is the most prominent instrument. Music legend Bob Marley is the most famous reggae star.

Listening Answer Key

1. classical 2. jazz 3. rock 4. jazz 5. reggae 6. rock

Dictionary Work

1. into 2. fair 3. cold 4. view 5. common 6. mid

Writing

Free response

Think Pair Share

Sample answer—The Beatles with their timeless sound have immortalised their music. Long after they stopped producing, their work is still as popular as ever. Their music has appeals to all generations and will live on forever.

DEVELOPMENT OF THE LESSON PLAN
THE NOTES OF THE NADASWARAM

Learning Outcomes

By the end of the lesson, students will be able to:

- recognise the contribution of the nadaswaram makers to the world of music.
- trace the lineage of the nadaswaram makers.
- deduce that the nadaswaram is an instrument of India.
- discuss the evolution of the instrument.
- infer how the ones working behind the scenes are often ignored.
- discuss the dedication of these artists.
- identify the different kinds of adverbs and use them in communication.
- identify prefixes.
- participate in debates.
- write book reviews.

Suggested number of sessions: 7

Session 1: Warm Up; Text: *The Nadaswaram...ever complete*

Session 2: Recap; Text: *The nadaswaram is a ...contribution to music*

Session 3: Comprehension

Session 4: Grammar

Session 5: Vocabulary; Pronunciation; Spelling

Session 6: Speaking

Session 7: Writing

Pre-reading

Warm up

The warm up discussion will lead seamlessly into the article, helping them comprehend

- the work involved in the making of this instrument.
- why the nadaswaram is a wind instrument.
- how the nadaswaram is made from natural material (wood).

AFL; COM; COL;IL/IK

Reading

Let students read the text in parts. / Play the Smart book in parts./ Pause at relevant intervals to check comprehension. Discuss the meaning of the glossed words through the course of the reading exercise.

GUIDELINES WITH QUESTIONS FOR DISCUSSION

Students read to comprehend, analyse, evaluate and categorise

Let students read the text in parts. / Play the Smart book in parts. / Pause at relevant intervals to check comprehension. Discuss the meaning of the glossed words through the course of the reading exercise.

The Nadaswaram, also known...make any profit.

Discuss:

- The line *It takes many days to make a block of wood sing. And it takes exceptionally talented craftspersons to do it.* (The instrument has to be made to perfection to bring out the right sounds and only skilled craftspersons can do this.)
- ‘by hand’ — what it implies. (People may be using machines as well.)
- the lack of recognition for the skill. (*why?*—people usually recognise only what they see and hear)
- why it is known as ‘*mangala vaadhiyam*’.
- how the nadaswaram is made. (the tree; the wood; the problems faced)

1. *Why do you think the makers of the instrument continue their trade in spite of getting no recognition?* (The makers of the nadaswaram continue their trade as they are the last few families who still produce this instrument. They want to continue their family legacy and tradition. Also, they are the only few people who have the expertise and skill to create these instruments.) This focuses on critical thinking. Allow free response but draw them into the idea that family skills pass down through generations reflecting tradition and practical skills and remain an invaluable part of a family’s legacy.)

CT; COM

Whose contribution to this skill, may have been more fruitful? (Ranganathan Achari’s; he had come up with a nadaswaram where all seven notes could be sounded)

2. *What do you understand by the words— • craft • vocation, from the paragraph?*

a. Craft here signifies the skill that has been passed on in the families that have been making this instrument.

b. The word vocation signifies a new occupation that is crafting the nadaswaram, which Selvaraj’s grandfather introduced in the village.

Let students study the accompanying words and deduce the meanings of the two words.

CT; COM

Sakthivel Achari, Selvaraj’s uncle....contribution to music.

Since this section talks mainly about the family and their relative interests, encourage students to work in pairs and chart out a family tree. By working on the family tree of the nadaswaram-makers in the text, students will understand the relationship of the members of this family and their valuable contribution to music.

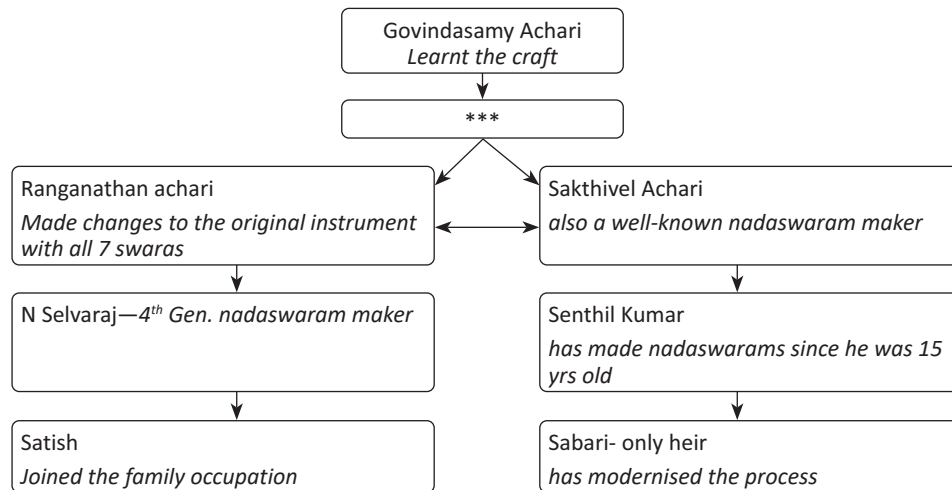
Taking it further (HOTS)

Teaching strategy: Family tree with details (Briefly, explain how to chart out a family tree and its relevance)

Pair-work (Let students work in pairs and trace the lineage along with the corresponding information regarding the individuals. This strategy will help students organise the content in a clear manner.)

The given example is for the teacher’s reference.

The Nadaswaram makers— a brief history



3. The acknowledgement of TN Rajarathinam Pillai's is as precious as an award to Selvaraj's family because he was a legendary nadaswaram vidwan or scholar, vocalist, actor and also considered as "the king of nadaswarams". Hence, his appreciation comes from a place of immense credibility and is as priceless as an award.

4. What does the writer mean by *come around* in this paragraph? (Selvaraj's elder son Satish wanted to drive a tourist van earlier, but after much persuasion by his family, he "came around" or agreed to the idea of joining the family occupation.) The focus is on comprehending the text with the help of accompanying words. Encourage students to read the paragraph and deduce the meaning. CT

Taking it further (HOTS)

Why do you think Satish was persuaded by his uncles and aunts to join the family occupation? (They would not have wanted to let their family occupation die and only a family member could have taken the business ahead.)

5. Why do you think Satish wants to continue his tourism and farming businesses? Is he not confident about his abilities as a nadaswaram maker or is there anything else? (Satish might want to continue his farming and tourism business because that seems to be what he is interested in. Also, since there is not much profit or recognition involved in the craft of making nadaswarams, he feels a different profession might be better and help them more.) CT; COM; COL

Post reading: Taking it further (HOTS)

Discussion
The instrument evolved with time. What are the factors that make this happen?

Recap adverbs

What is an adverb? (It is a word that adds more information about place, time, manner, frequency, degree to a verb, an adjective, another adverb)

Write a few sentences on the board and underline the adverbs and explain what kind of adverbs they are and the question words —how, where, when, how much, how often— that prompt these answers.

Example: Sana writes neatly. (neatly: manner); Riteish is playing outside. (outside: place); We meet in the evening. (evening: time) I am extremely happy. (extremely: degree) They rarely visit us. (frequency)

Hand out worksheets with sentences and instruct students to identify the adverbs. Alternatively, you may call out the sentences and ask students to identify the adverbs.

Brainstorm with the class for a few more sentences with different kinds of adverbs.

Proceed to explain how adverbs modify an adjective: He was very tired. (Here, the adverb of degree 'very' says something more about the 'adjective' tired.)

adverbs modify another adverb: She answered the question very confidently. (Here, the adverb of frequency 'very' adds more information to the adverb 'confidently'.)

Activity**Group-work**

Divide the class into groups of four/six.

Let each group draw a ladder on a sheet of paper. It should have five rungs with each rung labelled with one kind of adverb: manner, time, frequency, place, degree. Alternatively, you may handover printed copies to the groups.

Each group starts at the bottom of the ladder and asks the next group a question, trying to elicit a response that has any one of the adverbs. For example, for adverb of frequency: How often do you clean your room?

If the answer is never/ often, sometimes..., then the group ticks the rung and moves to the next question. Students must go from the bottom of the ladder to the top of the ladder, asking questions and getting answers covering the different kinds of adverbs.

Monitor the activity and award points.

Reinforce the concept with the input given in the Textbook.

Recap prefixes.

Let students answer the following questions:

What is a prefix? (A prefix is a group of letters placed before the root-word to modify its meaning)

Brainstorm with the class for a few prefixes and list them on the board along with meanings and examples.

un: not— unhappy (not happy)

dis: opposite —disconnect (opposite of connect)

mis: wrongly —misunderstand (understand wrongly)

super: above —superhuman (above human strength)

trans: across —transcontinental (across a continent)

Activity**Group-work**

Let each group write a short paragraph using at least five words with prefixes. Encourage them to use different prefixes and underline them.

Let students share what they have written with the class while the other groups correct them if required.

Example: *The architect conducted a thorough research to uncover the prehistoric dwelling buried underground. In spite of some strange and unusual occurrences, she was able to discover the exact location of the ruins. Her findings helped to rewrite the history of the region.*

WRITING	Review
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Explain with the help of the given guidelines.

What is the purpose of a book review?

The purpose of a book review is to help readers decide whether to read the book or not. A book review should identify the central idea of the book; give the reader some indication of the author’s style, approach, then offer an overall evaluation and recommendation.

A book-review should do the following:

If it is a story, it should

- *inform*: Name of the book: Author: xxx a brief backdrop (What is the story about? Where does the story take place? when?)
- *describe*: (Outline of the plot without giving away the story; characters: who are the main characters in the story? Describe what they are like (personality, appearance and so on)
- *analyse* (compare and contrast events and characters; talk about the main themes and sub-themes of the story)
- *evaluate*: Your opinion: (What was your favourite part of the text and why? / What did you not like in the book and why you did not like it; would you recommend this book?)

Activity

Pair-work

Make copies of the sample book review and distribute copies to students. Let students fill in their own information. This helps develop creative thinking skills and get them familiar with the concept before they do the exercise.

Note: You may download this from the website: <https://teachers.orientblackswandigital.com/>

The book ‘_____’ by _____ is a timeless novel that talks about _____
_____. Published in 2010, this Booker Prize-winning novel has captivated readers with its powerful _____ and themes.

The story is set in _____ and revolves around

One of the novel’s most significant parts is _____.
We get a glimpse of _____ through the eyes of _____.

The story makes us _____
‘_____’ remains a powerful and relevant work, addressing themes of _____
_____. The novel is interesting from the beginning to the end.

In conclusion, ' _____ ' is a compelling and thought-provoking novel that deserves its place as a classic of world literature.

The author, _____ 's masterful storytelling makes this book a must-read. I highly recommend it to anyone looking to explore themes of justice, empathy, and moral courage.

Teacher's Observation

Which part did the students enjoy the most?

What needed more explanation?

What do I need to reinforce?

QUESTION BANK WITH ANSWER KEY

Notes of the Nadaswaram

A. Choose the correct option.

1. *Satish joined the family occupation because*
 - a. he wanted to support his family members.
 - b. he was persuaded by his family members.
 - c. he wanted to build this business like no other.

Ans: b

2. *Why is aged wood preferred in the making of nadaswarams?*
 - a. It is easier to carve.
 - b. It produces better sound quality.
 - c. It is more readily available.

Ans: b

3. *What traditional event is the nadaswaram most commonly associated with?*
 - a. Political rallies
 - b. Weddings
 - c. Academic conferences

Ans. b

B. Read the lines and answer the questions.

1. *I'm told the GI is like a trademark, but I am not sure how it will benefit us.*
 - a. *Who says the above line?*
 - b. *What does 'GI' refer to here?*
 - c. *What are the benefits of a GI tag?*

Ans: a. N. Selvaraj, a fourth generation nadaswaram maker, speaks the above line.

b. 'GI' stands for Geographical Indication. It is a sign or a mark that is used on products that

were first created at a particular place/location. c. The GI tag helps artisans receive support along with other benefits from the government and help boost trade.

2. *He fetches iron files—some over two feet long and deftly mounts a cylindrical block of wood on the pattarai or a wooden lathe.*
 - a. Who is being spoken about here?
 - b. What is he preparing the lathe for?
 - c. Where did this art and craft originate from?

Ans: a. N Selvaraj, a fourth-generation nadaswaram maker, is being spoken about.
b. He is preparing the lathe to make the nadaswaram, a musical instrument.
c. It originated from a village near Mayavaram.

C. Answer the questions.

1. What challenges do the nadaswaram makers face in procuring the wood for their instruments?
Ans: Nadaswaram makers face significant challenges in procuring wood, which must be aged between 75 and 100 years; young wood tends to bend and bow. They primarily use old wood from lintels and pillars of old houses, but transporting this wood poses issues. At check-posts, they are often asked for bills that sellers cannot provide, complicating the transportation process. Additionally, the cost and labour involved in acquiring and processing this wood strains them. These challenges highlight the difficulties of traditional methods of producing nadaswarams.

2. *Why do the makers of the instrument continue their trade in spite of getting no recognition?*
Ans: The makers of the nadaswaram continue their trade despite the lack of recognition due to their deep-rooted sense of tradition and cultural pride. The nadaswaram holds significant importance in Tamilian weddings and temple processions, and thus, is an integral part of their heritage. The craft has been passed down through generations of artisans. All artisans feel a strong responsibility to preserve and continue this legacy of making nadaswarams. Additionally, their passion for the craftsmanship involved in making the nadaswaram drive them to continue their hard work, even without acknowledgment of financial rewards that they deserve.

3. *What would modern technologies on the traditional craft of nadaswaram-making bring about a change? How would artisans view this change?*

Modern technological advancements could significantly impact the traditional craft of making nadaswarams. They would introduce efficiency and precision that go into the process. Incorporating motorized lathes and generators, for example, can streamline the production process, making it more consistent.

Artisans might have mixed feelings towards these drastic changes. On the one hand, artisans may appreciate the improved efficiency and reduced physical strain. This could also attract younger generations that are increasingly looking for employment opportunities elsewhere, to the craft. On the other hand, they may be concerned about losing the traditional methods that define their heritage and the legacy of making nadaswarams.

D. Think and answer.

How does the government's lack of recognition for nadaswaram makers impact the future of this traditional craft?

Suggested answer: The government's lack of recognition for nadaswaram makers could severely impact the future of this traditional craft. Without formal acknowledgment and support, artisans may struggle to sustain their livelihoods. This lack of recognition results in limited financial aid, fewer opportunities for practicing the craft, and inadequate resources. This could lead to a decline in interest among younger generations. As a result, the craft could face extinction as artisans turn to more economically viable professions – like Satish, Selvaraj's son, who switched to tourism and farming, before returning to making nadaswarams alongside his other businesses. Furthermore, the cultural significance and unique heritage associated with nadaswaram making might be lost, erasing an essential part of regional identity and history. Governmental recognition and support are crucial for preserving this art.

STUDENTS' BOOK ANSWER KEY

Notes of the Nadaswaram

Warm Up

Sample answer—Indian flutes are constructed from bamboo. Shekere, a percussion instrument from West Africa is made of dried gourd.

Think Pair Share

Sample answers—

- I would play the piano to feel calm on a rainy day.
- I would beat the drums to show excitement while celebrating a festival.
- I would blow the trumpet to energise the crowd at a carnival or a fair.

Reading

- A.
1. commonly to play music at weddings, festivals and temple processions.
 2. exploring and making changes to the original nadaswaram and creating the one where all seven *swaras* spoke.
 3. all the appreciation and rewards go to the instrument players while the craftsmen remain uncelebrated and nameless.
 4. the instalment of a generator in the backyard and a lathe turned by a one-HP motor in the workshop.
 5. they do not understand how it will positively impact them and there isn't much clarity on the situation.
- B.
1. a. Selvaraj is a fourth-generation nadaswaram player and he is talking about his village's historic tradition of making the wind instrument, nadaswaram.
b. Selvaraj's great-grandfather went to a village located near Mayavaram where he learned the craft of making the nadaswaram. Then his father, Ranganathan Achari explored the instrument and made some adjustments to it and came up with one where all the seven *swaras* spoke. His family has continued this instrument's legacy and made monumental contributions to this craft.
c. Some of the challenges faced by this instrument makers are lack of government support, lack of resources, financial restraints, and accessibility.
 2. Nadaswaram makers are unable to make much profit because of the cost of production. A lot of money goes into labour and acquiring raw materials.
 3. a. Sakthivel's family faced the problem of taking this craft forward as his grandson and their only heir is more inclined towards academics. They are uncertain about whether their future generations will take up this profession.
b. The writer puts an "also" here because Selvaraj's elder son wanted to pursue a different career but was persuaded into getting into their family's occupation.
c. Despite these challenges, the family is still hopeful about the future as they are confident in their craft.
 4. The GI which is like a trademark is being talked about here. There isn't much clarity on it because they are not aware what will happen if the GI tag will be applied to their product and they are unsure about how it will end up benefitting them as they do not have much information about it.
 5. a. Musicians and artists get all the recognition and love but the makers of the instruments who work behind the scenes do receive the same treatment. The text helps us understand this

as Sakthivel Achari, Selvaraj's uncle expresses how they do not get any appreciation for their hard work and the government is quite negligent towards them. They have to put in a lot of effort and finances to continue their craft but in return they do not receive the support or acknowledgement that they deserve. This can be discouraging for an artist.

b. A similar example can be taken from the fashion industry where the fashion designer who draws the designs receives all the accolades and fame while the tailors and craftspersons who help them create these designs, in the workshops, do not receive any acknowledgement. They put in long hours to perfect these designs and help them come to life but since they work behind the scenes their contribution to the label remains anonymous. The tailors and workers deserve more recognition since without them the garments would not be created.

6. The sections in the text where we see the instrument makers experimenting with the instruments are, when Ranganathan Achari experimented and changed the original instrument and came up with one where all the seven *swaras* could be spoken. The other instance was where Sakthivel's son Senthilkumar, who has been making *nadaswarams* since he was a teenager claims that Sabari will modernise the process of making the instrument. He has already added modern touches like the instalment of a generator in the backyard and a lathe turned by a one-HP motor in the workshop. These are all examples where we can see that experiments happen to change or upgrade the making of instruments and to make things easier for the instrument makers.

C. 1. a. Nadaswaram b. Shehnai

Sample answer—A pair of instruments that look similar are the cello and the violin. These instruments can be seen during an Orchestra performance.

2. The GI tag which is the geographical indication tag is given to products to preserve their reputation and quality. These Indian products should have a geographical origin and should have a reputation and attributes that are specific to that region. It could help promote Narasingapettai Nadaswaram as a native and naturally created musical instrument and make it more known and mainstream. Which in turn could boost its sales as more people might be interested in learning it. One example of GI tag creating more interest in a product is the use of GI tag on Kashmiri saffron. This indicates that the product is authentic as there are many duplicates in the market. This stamp of approval will help people make the decision to purchase the product and also lead to more sales.

Grammar

A. 2. yesterday T 3. rapidly M; aside P 4. anymore T

5. upstairs P 6. too D

B. 2. I left the envelope upstairs.

3. We shall go to the amusement park soon.

4. Pranati acted rather well in the play.

5. Shruti and her family do not live in Bengaluru anymore.

6. Although Krishnan's exam was the next day, he did not want to study.

Vocabulary

A. 1. autobiography

2. overslept

3. anti-septic

4. pre-ordered

5. inter-school

6. ex-president

B. 1. unfortunate

2. irregular

3. insufficient

4. immeasurable

5. misguided

6. illegible

Speaking

Points that may be discussed

Team A (For the topic)

1. Learning about music can help boost a child's creativity and promote critical thinking. They might be able to view things innovatively and be original in their ideas.
2. Music is deeply entrenched in or linked to history. By learning about how different types of music and genres came into being will also include understanding the background and history of that time. This is a more creative take on learning.
3. Learning music also helps improve academic learning. It has been observed that children who learn music also do well in other areas of learning. Music also helps develop various other life skills like social skills and time management skills.

Team B (Against the topic)

1. It is not necessary to learn music in schools itself since it is more of an extra-curricular activity. Not every child may have an interest in music. Those who have an interest can pursue it outside of the school's curriculum.
2. Musical instruments are expensive and not everyone has the monetary means to purchase such instruments. This will lead to some students feeling left out. It may not be possible for all schools to afford the instruments too.
3. Learning music can be distracting for the students as they might begin to find other more academic subjects boring. They might want to spend more of their time learning music than studying.

Spelling

- | | | |
|--------------|-----------------------------|---------------|
| 1. indebted | 2. committee, accommodation | 3. lieutenant |
| 4. necessary | 5. pseudonyms | 6. bizarre |

Writing

Answers vary. Sample answer—

Peril at End House by Agatha Christie

First published by Dodd, Mead and Company in 1932 in the UK.

Peril at End House is a crime and mystery novel by the Queen of Crime, Agatha Christie. Detective Hercule Poirot and his friend Captain Hastings are on a holiday in Cornwall where they encounter a young woman named Nick Buckley. From the onset of their encounter with Miss Buckley, strange things begin to happen. This leads Mr. Poirot to believe that the young woman's life is in danger. Hence, his investigation begins to catch the murderer before any other mishap takes place. As the events unfold, we find out that things are not what they seem to be.

The book is a delightful read as it is full of interesting and fascinating characters. Each of them seems to have a secret and is a suspect—this is typical of the writing style of the author. There is an eerie feeling that clouds the novel and it carries with the reader throughout the book. This book also takes an interesting look at the friendship between Poirot and Hastings. Their underlying jealousy also comes to the surface in a humorous way. But Poirot is his usual meticulous and perhaps finicky self and the reader will enjoy getting to know more about him in the book. There are plenty of suspects like the sinister house-keeper, a pair of over-friendly Australians, a best friend with an addiction problem and her financially strapped love interest. Even though the detective gets stumped for a while but he again things do not seem to be much difficult for the "world's greatest detective." The conclusion of the story comes in a thrilling manner. It is a cleverly written and a very enjoyable detective novel. Although it might not be the author's best work, it certainly makes for a good and enjoyable read.