Class 9 English Kaveri – Chapter 6

Twin Melodies

Grammar & Language Skills

A chapter-based practice resource aligned with the grammar, structures, speaking and writing activities in the uploaded textbook.

1. ASIDE – A Dramatic Device

Meaning: An aside is a theatrical technique in which a character directly addresses the audience. The other characters on stage are typically understood to be unaware of the speech.

Example from the chapter: Shruti says, “Oh, how much I enjoy performing this piece…” as an aside to reveal her thoughts.

Practice: Identify the purpose of an aside: (a) show a character’s thoughts/feelings (b) change the setting (c) introduce a new character. Answer: (a).

2. NON-LEXICAL FILLERS

Non-lexical fillers are words or sounds such as uh, um, ahem-ahem used to fill pauses while a speaker gathers thoughts or transitions between ideas.

Chapter examples: “Ahem ahem, I…er…”

Practice: Choose a suitable filler: “_____ I was just thinking about what to say.” Possible answer: Hmmm.

3. EXCLAMATORY SENTENCES

The chapter identifies sentences such as “Oh, how much I enjoy performing this piece!” and “Wah, how soulful!” as exclamatory sentences.

Key transformation: When converting an exclamatory sentence to a declarative form, remove the interjection, exclamation mark and quotation marks, and use an appropriate reporting verb such as exclaimed or exclaimed with wonder.

Example: “Wow Shruti! You’re a sensation!” → Avinash exclaimed with wonder that Shruti was a great sensation.

4. REPORTED / INDIRECT SPEECH

The chapter practises reporting exclamatory statements and dialogues in indirect speech.

Example: “What an incredible achievement! I can’t believe we pulled it off!” said Iqbal. → Iqbal exclaimed that it was an incredible achievement and that he couldn’t believe they had pulled it off.

Example: “Sorry mummy, won’t hide from you again. I promise!” → Shruti apologised to her mother and promised that she would not hide from her again.

Reminder: The exact wording can vary when reporting speech, but the original meaning should be retained.

5. MUSIC-RELATED LANGUAGE

notes — a single sound at a certain pitch, usually shown as a symbol on music sheet

crescendo — a gradual increase in the volume or intensity of sound

rhythm — the pattern of beats or time intervals in music

tempo — the speed or pace at which a piece of music is played

bass — the lowest tone or part in music

baritone — a male voice between higher and lower ranges

cacophony — a mixture of loud unpleasant sounds

pitch — the perceived frequency of a sound—how high or low it is

scale — a series of musical notes moving upwards or downwards

6. PHRASES IN CONTEXT

drown your individual style — lose your own style by following trends without thinking

musicality — a sense or quality of being musical

go down the drain — be wasted or lost

bite the bullet — deal with an unpleasant or difficult situation courageously

root for — show support

7. STRESS AND INTONATION

The chapter asks students to use stress and intonation to convey emotional and rhythmic meaning in dialogues.

Example: “I don’t want papa to feel that I don’t care about his opinions, because I do.” Stress falls on don’t and do to highlight contrast and sincerity.

Example: “Tonight, at dinner, I promise to bring this up.” Stress on promise and bring this up shows determination.

Example: “Why are you lost in thought, my dear child?” A gentle tone and raised tone on lost indicate concern and curiosity.

8. PLAY-SCRIPT STRUCTURE

Setting and characters: mention where the scene takes place and who is present.

Colon: use a colon after the speaker’s name to introduce dialogue.

Brackets/parentheses: give the actor directions about how the words should be delivered or what action is taking place.

Aside: use when a character’s thought is communicated directly to the audience.

Non-lexical fillers: may be used to show pauses in speech.

Ellipsis (…): can depict a short pause or silence for dramatic effect.

9. WRITING SKILL – PLAY SCRIPT

The textbook asks students to create a play script from the beginning of the Anuradha story.

Checklist:

✓ Write a rough draft first.

✓ Mention the setting and characters.

✓ Use a colon after the speaker's name.

✓ Use brackets for delivery directions.

✓ Include an aside where needed.

✓ Use non-lexical fillers where appropriate.

✓ Use ellipsis for a short dramatic pause or silence.

10. WRITING SKILL – INVITATION LETTER

The poem section asks students to draft an invitation letter to grandparents for a school musical evening on 21 June, World Music Day, where the student presents a sitar recital.

Format: Sender's address → Date → Salutation → Body → Complimentary close → Name.

Body: ask about well-being, mention event details (date, time and venue), and request attendance.

Language: use first person "I" and second person "We/You"; keep the tone warm and personalised.

11. PRACTICE EXERCISE

1. Identify the structure: "Wah, how soulful!" — Exclamatory sentence
2. What does an aside reveal? — A character's thoughts or feelings, addressed directly to the audience
3. Why are fillers used in speech? — To fill pauses while gathering thoughts or transitioning
4. What does 'go down the drain' mean? — Be wasted or lost
5. What does 'root for' mean? — Show support
6. What does stress help convey in dialogue? — Emphasis and emotional meaning
7. What do brackets convey in a play script? — The manner/action for the actor; they are not spoken aloud
8. What can ellipsis (…) show in a script? — A short pause or silence for dramatic effect

Source note: This resource is based on the uploaded Kaveri Chapter 6 textbook, especially "Vocabulary and Structures in Context," "Listen and Respond," "Speaking Activity," "Writing Task," and "Learning Beyond the Text." It does not add unrelated grammar topics.