Class 9 English Kaveri – Chapter 8

Grammar & Language Skills

Follow That Dream • Step up to the challenge • Always Believe in Yourself

Based on the uploaded Chapter 8 textbook. The grammar, language, speaking and writing areas below follow the chapter's activities and terminology.

1. First Conditional

Area	Key points
Use	Used for real or possible situations in the future.
Basic pattern	If + present simple, imperative / will + verb.
Chapter example	"If the burning conviction is still coursing through your veins, then go ahead and do something about it."
Imperative in the main clause	The textbook notes that an imperative can replace "will + verb" when giving a command or advice.

Practice – Complete with an imperative

1. If the idea excites you, _____.
2. If you hear strange noises, _____.
3. If this seems too hard, _____ .
4. If you care about the issue, _____.
5. If you finish early, _____.

Possible answers: 1. explore it further. 2. check the source. 3. take a short break. 4. speak up. 5. revise your work.

2. The Modal 'Could'

Area	Key points
Possibility	"It could be in any field—sports, science, arts, business or design."
Unreal / hypothetical	"I wish I could be this or the other…"
Past possibility / speculation	"They could have preferred to trade their dream for security."
Past ability or purpose	"…so that they could support their siblings through school."
Formal / polite request	Example pattern: "Could you repeat the question?"

Practice – Use 'could' according to the function

1. I wish _____ without worrying about money. (unreal/hypothetical)
2. They _____ the shorter route, but they did not know about it. (past possibility/speculation)
3. When I was younger, I _____ without stopping. (past ability)
4. She _____ be at the library right now. (possibility)
5. _____ repeat the question? I did not hear it clearly. (formal/polite request)

Possible answers: 1. I could travel. 2. could have taken. 3. could run. 4. could. 5. Could you.

3. Grammatical Forms in Context

Area	Key points
Present context	Use the form that fits the meaning and time reference of the sentence.
Key verb forms in the textbook activity	help, learn, work, apply, conduct, analyse, must reflect, help, be, incorporate.
Context	The activity is based on experiential learning and asks students to supply suitable grammatical forms.

Practice – Experiential Learning

Experiential learning is an approach to education that focuses on learning through experience, action and reflection. It 1. _____ (help) students gain practical knowledge. Traditionally, students 2. _____ (learn) by listening to lectures. In an experiential setting, students 3. _____ (work) on projects and 4. _____ (apply) what they have learned. A science student 5. _____ (conduct) experiments, while a business student 6. _____ (analyse) a case study. Learners 7. _____ (must/reflect) on what went well. This reflection 8. _____ (help) them understand the topic. Experiential learning 9. _____ (be) engaging and meaningful. In the future, more institutions 10. _____ (incorporate) it.

Answer key: 1. helps 2. learned 3. work 4. apply 5. conducts 6. analyses 7. must reflect 8. helps 9. is 10. will incorporate.

4. Poetic Devices & Language

Area	Key points
Metaphor	A comparison in which one thing is described as another to convey an idea. The poem uses “The first step is the hardest” metaphorically.
Antithesis	A rhetorical device pairing contrasting or opposite ideas in parallel structure.
Examples from the poem	“Will it pull you forward / Or push you back in fear?” contrasts forward movement with being held back by fear.
Imagery	“There is no crowd to see” suggests a solitary journey; “push you back in fear” evokes a mental barrier.
Symbolism	Comfort/status quo represents stagnation and fear of change; the future represents the unknown and potential; the first step represents the initial leap of faith.

5. Rhetorical Questions

Area	Key points
Meaning	A question that does not require an answer because it is used to make the reader think or reflect.
Chapter example	“Will it pull you forward / Or push you back in fear?”
Purpose	Encourages reflection and highlights a choice, contrast or issue.
Examples	“Isn’t it obvious that we must act now?” / “Will we let fear control us, or will we rise above it?”

Rhetorical Question Practice – Matching

Situations: (i) stand up for what is right; (ii) own up to a group-project mistake; (iii) try public speaking; (iv) choose between career paths; (v) apologise for a mistake; (vi) try something new.

Questions: A. How can we ever grow if we never try anything new? B. Isn’t it better to admit our mistakes than to let them define us? C. If I don’t take responsibility now, when will I? D. Can I really move forward without knowing which path to take? E. What’s the point of playing it safe if it means staying stuck? F. How can we stay silent when we know what is right?

Answer key: i–F, ii–C, iii–A, iv–D, v–B, vi–E.

6. Speaking Skills

Area	Key points
Role play	The chapter asks groups of four to take the roles of Dreamer, Parent, Mentor/Teacher and Friend/Sibling.
Dreamer language	“I know this might sound challenging, but…” / “Ever since I was a child, I’ve dreamed of…”
Parent language	“I know you’re passionate, but…” / “I only want what’s best for you, and…”
Mentor/Teacher language	“Remember dreams need planning…” / “Let’s look at the long-term view…”
Friend/Sibling language	“You’ve always been good at…don’t give up now.” / “What’s your backup plan?”

7. Sayings & Proverbs

Area	Key points
Don’t judge a book by its cover.	Do not judge someone or something only by appearance or first impression.
Actions speak louder than words.	What someone actually does can communicate more strongly than what they say.
When the going gets tough, the tough get going.	When difficulties arise, determined people keep going rather than giving up.

8. Writing Skill – Formal Email

Task: Write an email to the Director of a reputed design institute enquiring about a summer workshop and expressing interest in joining it.

- Language: Use formal language and avoid abbreviations.
- Header: From, To, Date, Subject.
- Message: Introduction → enquiry/seeking permission or details → conclusion.
- Close: Yours sincerely.
- Sender details: Name, designation and contact details.
- Format: From / To / Cc / Bcc / Subject / Message.

Model Email Framework

From: student@example.com
To: director@designinstitute.org
Date: 27 September 2026
Subject: Enquiry About Summer Design Workshop

Respected Sir/Madam,

I am a Class 9 student interested in pursuing design in the future. I would like to enquire about the summer design workshop being conducted by your institute. Kindly provide details regarding the dates, duration, eligibility, fees and application procedure.

I would be grateful for the opportunity to participate in the workshop. I look forward to your response.

Yours sincerely,
[Name]
Class 9 Student
[Contact details]

9. Writing Skill – Speech: ‘Turning Challenges into Opportunities’

- Opening: Greet the audience, introduce yourself, begin with a quotation/question/fact, state the purpose.
- Body: Use two main points. Explain how challenges can lead to learning, growth or unexpected benefits.
- Support: Use transition words, anecdotes, statistics or other supporting evidence.

• Conclusion: Summarise the main ideas, leave a lasting impression and thank the audience.

• Style: Formal language and a persuasive tone, including forms such as “don’t you agree…?” or “isn’t it?”

10. Language & Revision Checklist

✓ First conditional: real or possible future situations.

✓ Imperative can be used in the main clause for advice or commands.

✓ ‘Could’ can express possibility, unreal/hypothetical meaning, past possibility/speculation, past ability/purpose and polite requests.

✓ Recognise metaphor, antithesis, imagery and symbolism in the poem.

✓ Identify and interpret rhetorical questions.

✓ Use formal email structure and appropriate formal language.

✓ Organise a speech into opening, body and conclusion.

✓ Use the chapter’s proverbs appropriately in real-life situations.

Source note: The listening activities in Chapter 8 refer to teacher transcripts on page 275, but those transcripts are not included in the uploaded 28-page chapter file. Therefore, no listening answers have been invented here.