

THE MOONLIGHT SONATA

Note: The transactional processes suggested in CISCE curriculum are highlighted in grey.

Learning Outcomes

- To recognise Beethoven's show of warmth
- To infer how the act of kindness turns out to be a blessed one
- To observe how one can inspire and be inspired
- To infer the qualities of a character from the actions portrayed

Pre-reading



This section focuses on *assessment for learning* as it indicates and prepares the reader that the passage is about music.

Encourage students to do the Pre-reading task given in the Reader.

Talk about Beethoven briefly to the class.

Note: Beethoven, a great composer and pianist, was born in the German city of Bonn around December 16, 1770. He was trained by his father and other local musicians. In 1794, he began his career in earnest as a pianist and composer. Around 1800, Beethoven began to notice that he was gradually growing deaf. There developed within him some amount of antisocial tendencies. However, his composition, Symphony No. 3, "Eroica," of 1803 turned out to be a huge success. In later years, Beethoven was plagued by personal difficulties, yet, his creative imagination triumphed once again over his troubles and Beethoven's late works became immensely popular. Beethoven died in Vienna in 1827.

READING

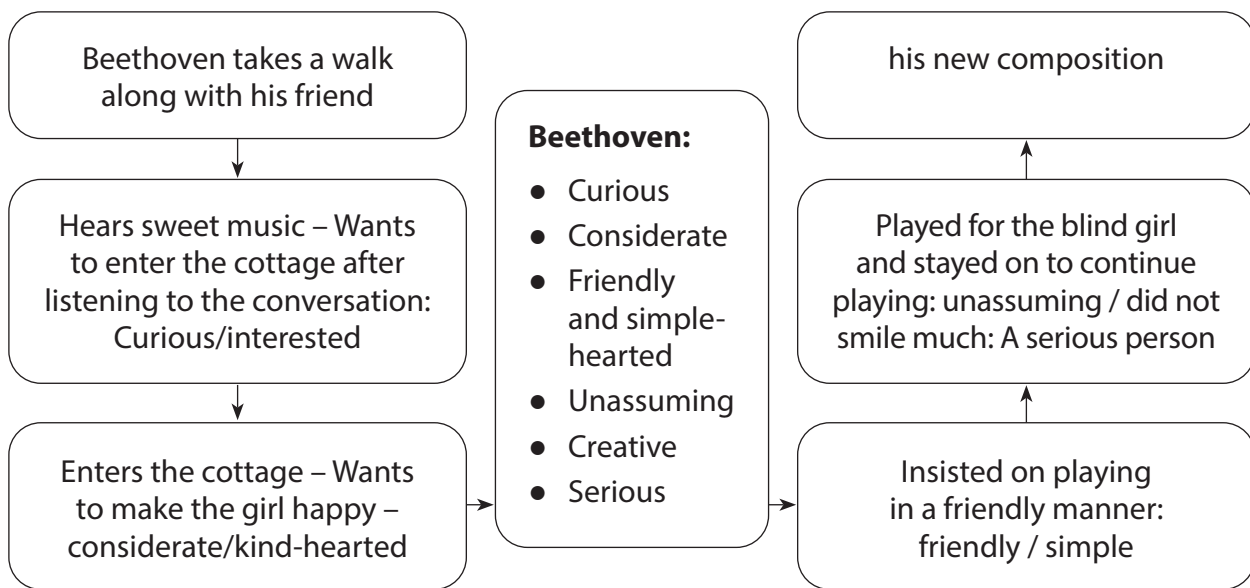
Students read to comprehend, infer and evaluate

Tell students that they will be reading about how Beethoven composed the famous *Moonlight Sonata*. This is a touching story about a blind girl and the kind-hearted maestro who helped fulfil her wishes, which led to the creation of one of his masterpieces.

Draw the given concept map on the board. Do not fill in the details provided.

Encourage students to fill in the key details from the text that help map the story. As students fill in the information, brainstorm for qualities displayed through certain actions of the maestro. Use this information to help students work on the characterisation of Beethoven, after the reading session.

Play the audio track in parts. / Direct students to read the text in parts. Conduct comprehension checks throughout the course of the reading exercise.



Beginning

- *Ludwig Van Beethoven ... entered the room.*

Ask students:

The opening paragraph refers to 'moonlight' twice. Do you think this mention could hold any significance? (Let students predict. Allow free response and write the predictions on the board.) Do you think Beethoven was a famous man even at that time? Explain why you think so. What was the frustration felt by the girl? How did she display it? (She could not play the way it should be played. She wanted to attend one of Beethoven's concerts to perfect her skill. She sobbed in frustration.) What state were the brother and sister in? (They were very poor and were able to barely survive.) What prompted Beethoven to go in? (He could see that the girl had an ear for music, played very well and was genuinely interested in the art.)

What do you think is meant by 'the girl has the soul of a musician'? What would she have understood?

This question focuses on *assessment for learning*. It helps students to understand the emotions and traits of the characters. It also shows how Beethoven and the girl understood the language of music.

(Ans: This means that the girl herself was a very good musician who understood the power of music like few others would.)

She would have understood that the person playing the tune was Beethoven himself.)

What did Beethoven mean by 'she will understand'? (She would be able to recognise him when he played.) What did the brother do for a living? (He was a shoemaker.)

Middle

- *"Excuse me," said Beethoven, ... fell brightest upon the harpsichord and the player.*

Why did Beethoven use the word 'concert'? (The girl wanted to attend one of Beethoven's concerts. Though he did not disclose his identity, he quietly offered to give her the recital she desired.) Why was Beethoven taken aback? What does this tell us about the girl? (Beethoven did not expect a girl with visual impairment to play so well. He thought she was playing with the help of musical notes. She was a brilliant pianist and was extremely talented.)





Why is it so remarkable that the young girl learned to play by ear?

This question focuses on *assessment for learning*. Readers begin to realise and appreciate the true talent of the girl.

(Ans: It is so remarkable that the girl learned to play by ear because it is very difficult to learn this way. Moreover, she did it all by herself, without the help of a teacher.)

Do you think Beethoven was inspired to play as he had never played before? (Yes, he was deeply moved by the sincerity in the girl's interest in music. He could not believe that a visually-challenged person could be as passionate about music as she was.)



Why did Beethoven play this way?

This question focuses on *assessment for learning*. Readers experience the intensity and the passion with which Beethoven plays. He was inspired to play his best for a young girl who interpreted his music so beautifully though she did not go for any formal classes and though she was visually challenged.

(Ans: Beethoven played that way because he was moved by the sincerity and passion of the young girl.)



What happened after the candles burnt out? Describe the scene. What do we call such descriptions? (Imagery)

Visualise this scene. How does it make you feel?

This question can be used as *assessment for learning*. In this question the imagery in the sentence appeals to the visual and auditory senses of the reader. It invites the reader to imagine the entire scene.

(Ans: *Free response*)

End

- *After the music stopped ... he had written the 'Moonlight Sonata'*

Why did the young man walk eagerly yet timidly? (He knew that this was no ordinary man.)

Did Beethoven generally sport a serious look? (Yes) *Which line gives this impression? Why did Beethoven not disclose his identity? What was his intention?* (He wanted the girl to know who he was by just listening to his recital.) *Did he succeed in his plan?* (Yes, the girl recognised who he was.)

What does the phrase 'a master's touch' mean? Can you use it in a sentence of your own?

This question focuses on *assessment for learning*. Students learn new phrases and experiment on its usage by constructing sentences of their own.

(Ans: It means, to do something with the skill of a master or someone who excels in it"; *Free response*)

How did his music overpower the surroundings? (The musical rise and fall in the speed and mood, made them drift away into a world of fairies and spirits and forget the world around them. The music sounded soft and sad to begin with, then it gained momentum and sounded lively and bright, finally it drifted into a melancholic strain but maintained the pace.)

How did the music take the listeners beyond their surroundings?

This question focuses on *assessment for learning*. Students express their views on the impact the music might have had on the listeners.

(Ans: The rise and fall in the speed and mood made them drift away into a world of fairies and sprites and forget the world around them.)

How did this act of kindness help Beethoven? (Beethoven made a visually-impaired girl's wish come true by walking into her cottage and giving her a concert. He was then motivated enough to compose a new musical



piece for the young girl. His composition of the Moonlight Sonata was born of this kind gesture for the girl.)

Post-reading

Pair work

Let students refer to the text and make a character sketch of Beethoven. The input

filled in the boxes is for the teacher's reference. Allow students to give their own points and check their partner's work. Write the inputs for Beethoven's character on the board and give them the criteria for marking. Guide them, if required.

GRAMMAR

The present participle

The **present participle** is a word that

- ends in '-ing'.
- is formed from a verb
- is used to form continuous tenses (Example: *She is wearing a neat blue hat.*)
- is used as an adjective or to form verb tense

Example: *They bought the smiling doll.* – It is used as an adjective.

The doll is smiling. – It is used to form a verb tense.

Activity

- Prepare a bag with verb cards. The first student picks up a verb card from the bag and forms a sentence with the verb using the present participle.
- The bag will be passed to the next student who picks a card, repeats the first sentence, and forms another sentence that contains the verb on his/her card.
- Continue the game with more sentences that need to be repeated (this is where the memory part comes in). The goal is for students to use verbs using the present participle to make meaningful sentences while connecting them to the other people's sentences to form a story.

VOCABULARY

Binomial expressions

Write the following words with blanks on the board. Ask students to guess the words. Fill in the correct words.

Step by _____ (step)

Hustle and _____ (bustle)

Sooner or _____ (later)

Short and _____ (sweet)

Touch and _____ (go)

Explain that

- these are fixed expressions and are called binomial expressions.
- they are used in pairs.
- these cannot be changed and the word order cannot be reversed either.

Brainstorm for a few more binomial expressions.

A few examples: *ups and downs, null and void, wait and see, more or less*

LISTENING

While-listening (conversation)

Tell students that they will be listening to a conversation between a mother and her daughter. Tell them that they can read the questions before listening to the conversation.

Instruct them to listen to the conversation carefully and choose the correct answers. Play the audio clip and let students do the exercise. Play it once again so that students check their answers / complete the exercise.

Review the answers.

Ask students if the conversation was a polite one. Generate a discussion on why we should be polite in our conversations even at home. (It inculcates manners and we communicate with the outside world effortlessly in a cultured and polite way.)

SPEAKING

Express wishes

This task can be used for *assessment as learning* as students learn to express their wishes and talk about their wishes. Students assess each other as they communicate, using the right words and expressions.

Expressing wishes

- Read the sentence given in the Reader. *Oh, how I wish I could go to one of Beethoven's concerts!*

Underline the word *could*.

Explain to the class that

- a wish is always followed by the past tense form but refers to the present.
- *I* is followed by *were* and not *was* while wishing for something.

Examples: *I wish I were strong...*

I wish I knew to play the piano.

I wish I had a flying carpet!

I wish I could run fast!

Pair-work: Let students work out the dialogues and role-play their parts. Encourage them to make it an interesting conversation.

Example:

Speaker 1: *Do you see that butterfly. It looks so beautiful!*

Speaker 2: *Hmm... It does look attractive.*

Speaker 1: *How I wish I were a colourful butterfly.*



Speaker 2: *Why would you want to be a butterfly?*

Speaker 2: *I would love to fly and explore the world around me! I would move from one colourful flower to another.*

WRITING

First-person narrative

Note: Help students set their objectives (Why do I want to write this?)

Guide students through every step. Share the sample passage and guidelines with them but encourage them to write their own composition.

First-person narrative

A first person narrative is a story, real or imaginary, told by the narrator and holds the view of the narrator.

The narrator is one of the characters in the story. And so it is told in the first person, for example, *'I was excited when my father said, "We're going to the village for Sumithra's wedding.' Sumithra is my mother's sister...*

Why do I want to write this story?

- To share an experience with readers
- To entertain readers
- To share my point of view with readers

How do I begin?

1. Write about a few characters. Introduce them by name and relationship E.g. *I took Ranjit and Shyama to my grandfather's village for my aunt's wedding. Ranjit is my best friend. Shyama is his twin sister. The three of us always do things together.*
2. Describe the setting clearly. Use descriptions and contrast. Help the readers to visualise the place and feel the excitement.

It was evening by the time we reached my grandfather's house. It looked festive with white-washed walls and a large, decorative rangoli design in front of the main door. My uncle Rajesh and his friends were decorating the pandal with bright orange marigold flowers, fresh green mango leaves and banana plants.

(Description) The cows in the barn looked at us lazily while munching fresh grass. I don't think they knew what was happening.

How do I continue the story?

Add a funny or frightening incident. Help the readers feel the humour or the horror in the situation:

I climbed up the branches looking for raw mangoes. Suddenly I felt something crawling all over me. I was covered with red ants! They were on my legs, my hands, my shirt and even my shorts. Some were crawling on my head too. I screamed with fright and hurriedly jumped down from the tree. (Frightening/unnerving incident) Ranjit and Shyama too were screaming. Uncle

Rajesh carried me quickly to the garden tap and turned it on. We saw hundreds of huge red ants being washed away. What if they had bitten me! Soon all of us were laughing at the incident that happened to me. I was dripping wet.

How do I conclude the story?

Give it a happy ending.

Mother came outside with a towel, wrapped me in it and led me inside. "That will teach you to keep out of trouble," she said.

Will it, I wonder.

Now, check to see if you have fulfilled the three reasons for writing the story.

Points to remember:

1. Keep the sentences short.
2. Use the active voice.
3. Use dialogue.
4. Use descriptive adjectives.

STUDENTS' BOOK ANSWER KEY

The Moonlight Sonata

Pre-reading

Free response

Comprehension

- A.**
1. On a moonlit evening in spring, while strolling through the streets of Vienna, Ludwig van Beethoven and his friend came across a small cottage in a dark and narrow street. Hearing music from the cottage, he recognised that it was his own composition. It was his sonata in F that was being played. He was impressed and appreciated the way in which it was played and stopped in front of the cottage.
 2. The girl's ability to play his composition so beautifully and the love she had for music made Beethoven decide to play for her. So, he entered the cottage.
 3. The girl, who was visually-impaired, was a self-taught musician. She learned music by walking to and fro near the window of a lady who practised during summer evenings and hearing her play. She then practised on her harpsichord.
 4. Initially when Beethoven entered their cottage, the young man, who was the girl's brother, was annoyed by the sudden entry of the stranger. However, Beethoven's behaviour was so friendly and his voice so kind that his frown was soon replaced by a smile. He set aside his work and like the others, lost himself in the music.
 5. Beethoven left soon after he finished playing music for the siblings in order to write down the sonata while the music was still in his mind.
 6. This incident was important in Beethoven's life because this was the night he composed *The Moonlight Sonata*, which is a piano sonata and is one of his most well-known compositions.

- B.**
1.
 - a. The young girl in the cottage said these words to her brother.
 - b. The speaker wished that she could attend one of Beethoven's concerts and listen to some good music.
 - c. Beethoven was passing by the speaker's cottage and overheard her wish to attend one of his concerts and he decided to play for her. In this way, the speaker's wish came true.
 2.
 - a. 'He' refers to the young man, who was the girl's brother.
 - b. The young man said this because he knew that their harpsichord was of a very poor quality and they had no music sheets.
 - c. They did not have any music sheets since the girl was visually-impaired and could not play by looking at the music sheets.
 3.
 - a. This line refers to the feelings that Beethoven's tune stirred in the hearts of those who were listening. The music moved from sad to happy and then sad again but remained melodious and sweet throughout.
 - b. Just before this, the music was fast-paced and joyful, making the listener think of happy fairies and other magical creatures.
 - c. Music can fill the heart with wonder by appealing to different emotions, sometimes all at the same time. Different kinds of music can make us feel different emotions and evoke memories. The ability of music to evoke these emotions and memories is what fills the heart with wonder.

Suggested answer. Accept any logical answer.

C. *Suggested answers. Accept any logical answers.*

1. In the opening section of the text, we are told that the sonata is very beautiful. When Beethoven plays the music for the brother and sister, they sit perfectly still so that they do not miss a single note of the sweet music. At this point, the reactions of the characters to the music make it come alive for us. Later, as Beethoven plays his sonata to the moonlight, the narrator describes the melody and the speed of the music as "*sad and lovely*" at first and then, "*bright and rapid*" after which the notes become "*fraught with sadness*". The description of the nature of the melody helps us understand it better and makes us feel like we too can hear it. Though we cannot see him play, lines like "*Never before had Beethoven played as he played that night... From the moment that his fingers touched the keys, the very tone of the instrument seemed to grow sweeter*"; "*She leaned forward...so that she would not miss a single note of the sweet music*"; "*The music filled the room as gently as the soft moonlight creeps over the dark earth*", give life to the music in our imagination.
2. In the text, Beethoven seems to be a generous and kind-hearted man. He does not hesitate to fulfil the young girl's dream of listening to Beethoven play. His pleasant behaviour even warmed the young man's heart and made him smile. This tells us that he is benevolent and kind. The text describes his manner as friendly. He is also appreciative of the music played by another and thus he seems encouraging. His ability to compose a melody by drawing inspiration from his encounter with the girl and the moonlight tells us that he is a genius.

Grammar

- A.**
- | | | |
|---------------|-------------|-----------|
| 2. practising | 3. washing | 4. asking |
| 5. returning | 6. Hurrying | |

- B. 2. sleeping, A 3. laughing, V 4. ripening, V
5. moving, A 6. looking, V; shooting, A

Vocabulary

2. The house was spic and span by the time the guests arrived.
3. Arjun put his heart and soul into cricket because he wanted to play for the state team.
4. He will have to learn how to drive sooner or later.
5. I watch a film with my friends now and then.
6. I knew the birds were building a nest because there were bits and pieces of straw lying around.

Listening

Listening text

Listen to a conversation between Preeti and her mother. As you listen, choose the correct answers. Read the options before you listen.

Mother: Hi, Preeti. Back early from school today?

Preeti: Yes, Ma, there's an inter-school music competition coming up next week and only those who are participating in it need to stay back for practice. So the rest of us came home early.

Mother: Oh! A music competition? That's nice. Who is representing your class?

Preeti: My friend Neha. Remember her? She plays the piano.

Mother: Of course I do! I remember we attended her concert last August. She is a talented child.

Preeti: Ma, I'd like to learn to play the piano too.

Mother: Are you serious?

Preeti: Yes, I am. I love listening to piano concerts more than any other music concert; so, I want to play it too.

Mother: Enjoying a piano concert is one thing; playing the piano is another.

Preeti: I know, but I enjoy piano music so much. I'd love to play the piano.

Mother: Alright; if you do want to play an instrument, what about the violin? Remember, your music teacher thought you played it quite well during a practice session in class.

Preeti: Oh yes, I remember now! I was so surprised at myself when I played a tune so easily. I do feel very comfortable playing the violin. In fact, I think I'll be able to learn the violin more easily than the piano.

Mother: Now, why do you say that?

Preeti: Well, the other day, I tried playing Neha's piano, but I couldn't press the keys hard enough. Neha told me that I needed more stamina to push the keys.

Mother: Hmm, I think so too. (small pause) Alright, I have a suggestion, you could start with the violin first. Later, you can learn the piano if you like. I also think that you can maintain a violin more easily than the piano.

Preeti: Oh, I never thought of that!

Mother: Maintaining an instrument can take up your time. Besides, we may not be able to afford a piano right away, which means you can practise only in class. On the other hand, not only can you have your own violin, but also maintain it easily and practise at home.

Preeti: Wow! That sounds perfect.

Answers:

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

Writing

Free response

Punctuation

1. The tailor delivered the boys'/boy's uniforms.
2. He's in the library. He didn't know there was a meeting today.
3. Tina's friend lives in the next building.
4. We looked through the women's section carefully but we couldn't find what we were looking for.
5. There is a small pond in front of my grandmother's house.
6. You've got to hurry up. You're very late for school.

ANSWER KEY TO WORKSHEET 7

- A.** 1. glowing, A 2. asking, V 3. speeding, A
4. raining, V 5. winning, A; standing, A 6. teaching, V
- B.** 1. bit by bit – gradually
2. sick and tired – annoyed about something
3. peace and quiet – freedom from disturbance
4. sooner or later – eventually
5. safe and sound – completely unharmed
6. skin and bone – extremely thin
- C.** 1. a. feeling of great respect and admiration
b. fascinated or utterly delighted (by something)
c. called or ordered (Tansen) to come (to a particular place)
2. Tansen was an extremely talented musician. The beauty of his music impressed Akbar so much that he held Tansen in high regard.
3. Swami Haridas' song captivated the trees, flowers, squirrels, birds, breeze and stream. Akbar was also enchanted by the beauty of the song.
4. Swami Haridas' song was an offering of love to his Creator. His art was neither controlled by royal command nor weighed down by expectations of praise. Tansen sang at Akbar's command to please him and to earn praise for his art. This is why Swami Haridas was a better musician.

5. The Greatest Musician

Akbar believed that Tansen was the greatest musician in the world. But when he heard Swami Haridas sing, he asked Tansen why he didn't sing that way. Tansen explained that Swami Haridas' music was greater as he did not sing for praise and glory but freely, out of his love for his Creator.

Suggested answer. Accept any logical answer.

QUESTION BANK

The Moonlight Sonata

A. Answer in brief.

Why did the girl blush when Beethoven said he had heard her music?

Ans: The girl had just finished playing the beautiful sonata composed by Beethoven when Beethoven and his friend suddenly entered the cottage. When he appreciated her music, she blushed as she did not expect that remark and that too from strangers, especially when one of them claimed to be a musician.

B. Answer in detail.

1. Describe the way Beethoven played the Moonlight Sonata.

Ans: The girl begged Beethoven to stay and play for them. When he sat to play again, he saw the bright moon and the sky with stars. It was such an enchanting picture that he decided to compose a sonata to the moonlight that very moment. The sad and the lovely melody he played filled the room gently. He created a fairyland with the different movements and speed of the sonata. No one seemed to see the moon gliding behind the clouds. They instead visualised fairies and sprites dancing merrily around in the room. There was mesmerising, melancholic music everywhere, filling the hearts with wonder and awe. That was the impact the beautiful music had on everyone present in the room.

2. How did the girl become the inspiration for Beethoven's masterpiece 'Moonlight Sonata'?

Ans: Beethoven wanted to play for the girl and played for the silent and enraptured girl and her brother. It was then that the flame of the candle went out and soft moonlight filled the room with radiance. After the girl identified him, he rose to leave. But on the insistence of the girl, he sat back and played a sad and lovely melody. It was an ethereal experience for those present in the room. After playing for the girl, Beethoven rushed home and wrote the sonata he had played for the girl. He had written the Moonlight Sonata!

C. Choose the correct answer.

"I will play for her," said the master, in a low tone. Why did Beethoven want to play music for her?

- He was filled with compassion for her poverty and sightlessness.
- He wanted to play on her harpsichord as he had not played on one before this.
- He realised that she appreciated good music from the depth of her heart.

Ans: c

D. Read the lines and answer the questions.

1. "Ah my sister," said another voice, "why wish for something you cannot have? We can barely pay our rent."

- a. Who is the speaker? Who is the person speaking to?
- b. What 'wish' is the speaker talking about?
- c. Why can the wish not be fulfilled?

Ans: a. The speaker is the girl's brother. He is speaking to the girl.

b. The wish he is talking about is the girl's yearning to attend one of Beethoven's concerts.

c. It may be difficult to fulfill her wish as attending the great musician Beethoven's concert would cost them money. From his response we can make out that they were very poor as they were barely able to pay their rent.

E. Answer in brief. (Think and Answer)

1. Was it sympathy or was it music that drew Beethoven towards the girl? Justify.

Suggested Ans: All great musicians get drawn to good music. It was no different for Beethoven. However, when he overheard the girl's wish, he entered the room and offered to play for her. Further, when he realised she was blind, he did not hesitate to play to the girl's contentment. Here we can see his kind, compassionate nature.

2. How was Beethoven instrumental in bringing cheer in the life of the girl and her brother?

Ans: Before Beethoven entered the cottage, we are given a very dull and sad picture of the life led by the girl and her brother. His entry totally changed the atmosphere and made both very happy and cheerful. He fulfilled the secret wish of the girl by playing one of his best sonatas for them. He enlivened the sad and dull life of the siblings with his enchanting music.

F. Answer in detail. (Think and Answer)

It is said that music makes a person recognise beauty around and become more compassionate. Do you agree? Share your views with examples from the text.

Suggested Ans: Music brings peace and calmness to one's mind. In the text, we can see that the author has created such an aura of music that we almost feel and hear the music throughout. For instance, the girl's brother who was annoyed in the beginning became immersed in Beethoven's music. As a reputed musician himself, Beethoven recognised the passion for music in the young girl and despite his fame, nothing stopped him from approaching the poor girl and sharing with her his compositions and also creating a new sonata. There was no hesitation in Beethoven in giving the poor girl the best time of her life. It was only music that connected him to the girl and her brother.