










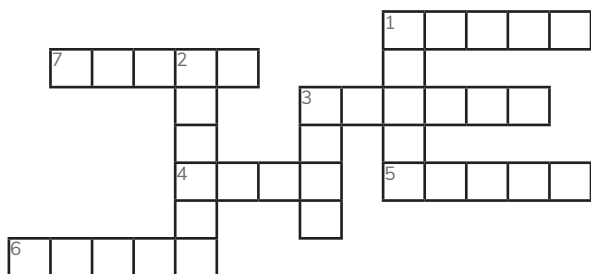




and he _____ (see) a  ahead of him! 'How did he get ahead of me?' the  asked himself. In fact, it _____ (be) not his friend the  : it _____ (be) the  's sister. But to a , all tortoises look the same. The  _____ (run) past the  easily. Soon, he _____ (cannot) see the , so he _____ (sit) down to rest. Then the  _____ (get up) and continued the race. But as the  _____ (turn) around the last corner before the finish line, his friend the  crossed the line and _____ (win) the race!

M. Finish each clue by changing the verb within brackets to an irregular past-tense verb.

Then complete the crossword puzzle.



Across

1. The lake (freeze) _____ overnight.
3. Hema (buy) _____ a new bicycle.
4. Aravind (give) _____ me a slice of pizza.
5. We (drink) _____ milk.
6. The dog (sleep) _____ on the sofa.
7. He (write) _____ a letter to his cousin in America.

Down

1. I (find) _____ a coin on the ground.
2. Tony (teach) _____ his cat to use the litter box.
3. Selvi (blow) _____ out the candle.

Past Continuous Tense

N. Make sentences in the past continuous tense using the verb in brackets.

1. The children _____ (wait) for the bus.
2. The girls _____ (learn) their lessons.
3. I _____ (play) in the rain all evening.
4. Vijay _____ (repair) his car.
5. Hari _____ (work) hard to pass the entrance examination.

Past Perfect Tense

O. Complete the sentences using the past perfect tense.

1. Kalai didn't complete his homework because _____.
2. By the time Sundar got up _____.
3. When we reached the park, _____.
4. Saralah didn't want to see her _____.
5. Manohar was laughing because _____.



Past Perfect Continuous Tense

P. Circle the correct verb form in each of the following sentences.

1. Ezhil *baked* / *had been baking* a cake when they came.
2. Veeran *cleaned* / *had been cleaning* the room since morning.
3. We *worked* / *had been working* in the city for ten years before we moved to the village.
4. The cat *had been waiting* / *was waiting* for the mice to come out of its hole.
5. Kannan *had been looking* / *have been* looking for a job for a long time.

Simple Future Tense

Q. Complete the sentences using the correct form of the verbs in brackets.

1. We hope you _____ (have) a great time in Ooty.

2. I think Manju _____ (visit) her grandparents during the vacation.
3. Be careful, that mirror _____ (fall) on the floor.
4. As soon as my father arrives, we _____ (go) to watch the film.
5. When your train arrives, I _____ (wait) for you at the station.

Future Continuous Tense

R. Make sentences in the future continuous tense using the verb in brackets.

1. Ashwin _____ (complete) M.B.A. in another two years.
2. I _____ (go) to Thanjavur by this time tomorrow.
3. Prabha _____ (receive) the best student award in six months' time.
4. The plane _____ (leave) at 3 o'clock.
5. He _____ (attend) the conference.

S. What is Amala going to do? Given below is Amala's schedule for next week. Read it and answer the questions using the future continuous tense.

Amala's Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning	Doctor's appointment	Meet friends	Return library books	Attend NCC camp	Go to park	Clean house	Visit grandmother
Afternoon	Buy groceries for the week	Go to computer class	Go to nursery garden	Learn music	Do gardening	Prepare sweets	Go to the zoo with nephew
Evening	Watch TV	Do gardening	Dinner with friends	Do ironing	Play with friends	Movie with parents	Relax at home

1. What will Amala do on Sunday morning?
2. What is Amala planning to do on Saturday afternoon?

3. Where is Amala going on Wednesday morning?
4. Who is Amala meeting on Tuesday morning?
5. What will she buy on Monday afternoon?

Future Perfect Tense

T. Match words from the different columns to make reasonable predictions. Then write them down in the space below. One has been done as an example.

	10		women		have launched a space centre in moon.
					have become one country.
				will	have reached 10 billion.
	50		the ice caps		have melted.
In		years	UK		have become the world's richest country.
	100		India		have obtained equal rights with men.
			the world's population		
			China	will not (won't)	have discovered a complete cure for cancer.
	1000		scientists		

Write the sentences.

1. In 50 years the ice cap will have melted.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____



Unit 5

Poem



*The River

Caroline Ann Bowles

Warm up

- Have you ever been to a river?
- Describe the beauty of the river you have seen?
- Do you think rivers have life like human beings?

River, river, little river!
Bright you sparkle on your way;
O'er the yellow pebbles dancing,
Through the flowers and foliage glancing,
Like a child at play.

River, river! Swelling river!
On you rush through rough and smooth;
Louder, faster, brawling, leaping.
Over rocks, by rose-banks, sweeping
Like impetuous youth.

River, river! Brimming river!
Broad and deep, and still as time;
Seeming still, yet still in motion,
Tending onward to the ocean,
Just like mortal prime.

River, river! Headlong river!
Down you dash into the sea,
Sea that line hath never sounded,
Sea that sail hath never rounded,
Like eternity.





About the Poet

Caroline Ann Bowles (1786-1854) was an English poet and the wife of Robert Southey, the poet laureate of Britain. She was a poet of great merit and produced some of the best work at the threshold of the Victorian era. She wrote various other works including '*The Little Ladybird*', '*Chapter on Churchyard*' and '*Tales of the Factories*'.

Glossary

- foliage** (n) : a cluster of leaves, flowers and branches
- glancing** (adj) : touching or hitting something lightly from the side, without causing much damage
- swelling** (adj) : becoming greater in intensity or volume
- rose-banks** (n) : riverbanks where roses (flowers) appear along
- impetuous** (adj) : acting quickly and without thought or care
- tending** (adj) : going in a particular way
- headlong** (adv) : with the head first and the rest of the body following
- hath** (v) : in the past, the third person singular form of the word 'have'.
- eternity** (n) : life continuing without end after death



A. *Memorise the poem 'The River'

B. Read the following lines and answer the questions given below

- O'er the yellow pebbles dancing,
Through the flowers and foliage glancing*
 - How does the river flow?
 - What is meant by 'foliage'?
- River, river! Swelling river!
On you rush through rough and smooth;*
 - Why does the poet mention the river to be swelling?
 - What are the surfaces the river flow through?
- Over rocks, by rose-banks, sweeping
Like impetuous youth.*
 - Where does the rose grow?
 - Which stage of man is compared here?





4. *Broad and deep, and still as time;
Seeming still, yet still in motion.*
 - a) What is broad and deep?
 - b) Is the time still?
5. *Tending onward to the ocean,
Just like mortal prime.*
 - a) Where is the river flowing to?
 - b) What does the poet mean by 'mortal Prime'?

Poetic Devices

Anaphora is the repetition of a certain word or phrase at the beginning of successive lines of writing or speech.

(e.g.) *Sea that line hath never sounded,
Sea that sail hath never rounded*

Epithet is an adjective or phrase expressing a quality or attribute regarded as characteristic of the person or the thing mentioned.

(e.g.) *Little river.*

Imagery is the name given to the elements in a poem that sparks the senses. It need not be only visual, it can relate any of the five senses (sight, hearing, touch, taste, smell)

(e.g.) *yellow pebbles.*

C. Read the following lines and answer the questions

1. *Bright you sparkle on your way;
O'er the yellow pebbles dancing,
Through the flowers and foliage glancing,
Like a child at play.*

Pick out the rhyming words.
2. Mention the rhyme scheme of the poem.
3. *Through the flowers and foliage glancing,
Like a child at play.*

Mention the figure speech used in the above line. Give various other examples from the poem.
4. *Seeming still, yet still in motion*
 - a. Pick out the words in alliteration from the above line
 - b. Identify other examples from the poem for alliteration.
5. Pick out the examples for epithet from the poem.
6. Pick out the examples for imagery from the poem.



D. Answer the following in a paragraph of about 120-150 words.

1. How does the poet bring about the comparison of life with the river? Explain it with reference to the poem.
1. 2. Describe how the poem clearly describes about the features, functions and destructive power of the river.

E. Based on your understanding of the poem, complete the summary of the poem by choosing the words/phrases given below

prime phase, the yellow pebbles, motionless, stages of human life, sweeping, child, journey, reckless youth.

In the poem 'The River', the poet compares the flow of the river with different_____. The first stanza explains how the sparkling river goes dancing over _____ and glancing through the flowers and leaves. These acts of the river is compared to a curious and innocent _____ at play. The second stanza compares the river to a _____ who goes through rough and smooth patches of life. Like a youth, here the river becomes louder, faster and _____ everything all along the way. In the third stanza, the river becomes like a hard working man who is at the _____ of the life. Here the deep and broad river seems _____ but it keeps moving towards the sea like a matured man who silently marches towards the goal. In the last stanza the long _____ of the river reaches the endless sea like a human life attains eternity.





Read and enjoy

Nature, The Gentlest Mother

Emily Dickinson

Nature, the gentlest mother,
Impatient of no child,
The feeblest or the waywardest,
Her admonition mild

In forest and the hill
By traveller is heard,
Restraining rampant squirrel
Or too impetuous bird.

How fair her conversation,
A summer afternoon, --
Her household, her assembly;
And when the sun goes down

Her voice among the aisles
Incites the timid prayer
Of the minutest cricket,
The most unworthy flower.

When all the children sleep
She turns as long away
As will suffice to light her lamps;
Then, bending from the sky

With infinite affection
And infiniter care,
Her golden finger on her lip,
Wills silence everywhere.





Little Cyclone: The Story of a Grizzly Cub

William Temple Hornaday

Warm up

Work with a partner and discuss the following questions. Share your views with the class.

- Why are some animals endangered?
- Why do wild animals from the forest often enter the human living spaces?
- Are animals happy in wild life rehabilitation centres?
- Can a rehab animal survive in the wild?
- How many types of bear do you think are there living in the world today?

Now, read this story about a young bear cub that bravely fended off a possible attack from much bigger and ferocious fellow animals in a cage. Willpower and self-confidence triumph over brute strength.

We find little kids hugging their teddies and not parting from them even when they sleep. Perhaps the warm and furry appearance of the bear attracts them and offers them comfort. They love the doll so much that they spend their time feeding it, dressing it up and holding it to their bosom.

Little kids cry when they are separated from their mothers. Mothers too would not allow their children to be taken away from them.

How do you think animals would behave when they are isolated from their families?

Here is an interesting story of a young grizzly bear which proved its strength and grit, not wishing to be cowed down or dominated by other bigger bears.



Little Cyclone is a grizzly cub from Alaska, who earned his name by the vigour of his resistance to ill-treatment. When his mother was fired at, on a timbered hillside facing Chilkat River, he and his brother ran away as fast as their **stumpy** little legs could carry them. When they crept where they had last seen her, they thought her



asleep; and cuddling up close against her yet warm body they slept peacefully until morning.

Before the early morning sun had reached their side of the mountains, the two orphans were awakened by the rough grasp of human hands. Valiantly they bit and scratched, and **bawled** aloud with rage. One of them made a fight so fierce and terrible that his nervous captor let him go, and that one is still on the Chilkoot.

Although the other cub fought just as desperately, his captor seized him by the hind legs, dragged him backwards, occasionally swung him around his head, and kept him generally engaged until ropes were **procured** for binding him. When finally established, with collar, chain and post, in the rear of the saloon in Porcupine City, two-legged animals less intelligent than himself frequently and violently **prodded** the little grizzly with a long pole "to see him fight." Barely in time to save him from insanity, little Cyclone was rescued by the friendly hands of the Zoological Society's field agent, placed in a comfortable box, freed from all annoyance, and shipped to New York.

He was at that time as **droll** and roguish-looking a grizzly cub as ever stepped. In a grizzly-gray full moon of fluffy hair, two big black eyes sparkled like jet beads, behind a **pudgy** little nose, absurdly short for a bear. Excepting for his high shoulders, he was little more than a big bale of gray fur set up on four posts of the same material.

But his claws were **formidable**, and he had the true grizzly spirit.

The Bears' Nursery at the New York Zoological Park is a big yard with a shade tree, a tree to climb, a swimming pool, three sleeping dens, and a rock cliff. It never contains fewer than six cubs, and sometimes eight.

Naturally, it is a good test of courage and temper to turn a new bear into that **roistering** crowd. Usually a newcomer is badly scared during his first day in the Nursery, and very timid during the next. But grizzlies are different. They are born full of courage and devoid of all sense of fear.



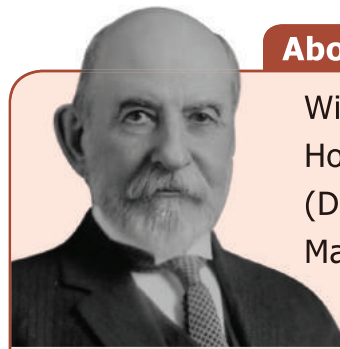


When little Cyclone's travelling box was opened, and he found himself free in the Nursery, he **stalked** deliberately to the centre of the stage, halted, and calmly looked about him. His air and manner said as plainly as English: "I'm a grizzly from Alaska, and I've come to stay. If any of you fellows think there is anything coming to you from me, come and take it."

Little Czar, a very **saucy** but good-natured European brown bear cub, walked up and aimed a sample blow at Cyclone's left ear. Quick as a flash, outshot Cyclone's right paw, as only a grizzly can strike, and caught the would-be **hazer** on the side of the head. Amazed and **confounded**, Czar fled in wild haste. Next in order, a black bear cub, twice the size of Cyclone, made a pass at the newcomer, and he too received so fierce a countercharge that he **ignominiously** quit the field and scrambled to the top of the cliff.

Cyclone **conscientiously** met every attack, real or **feigned**, that was made upon him. In less than an hour it was understood by every bear in the Nursery that, that queer-looking gray fellow with the broad head and short nose could strike quick and hard, and that he could fight any other bear on three seconds' notice.

From that time on Cyclone's position has been assured. He is treated with the respect that a good forearm inspires, but being really a fine-spirited, dignified little grizzly, he attacks no one, and never has had a fight.



About the author

William Temple
Hornaday, Sc.D.
(December 1, 1854 -
March 6, 1937) was

an American
zoologist,
conservationist, taxidermist, and
author. He was a pioneer in the early
wild life conservation movement in
the United States. During his life time
he published many books and articles
on the need for conservation of
wild life.

Glossary

stumpy (adj.): short and thick

bawled (v) : cried noisily

procured (v) : obtained

prodded (v) : dug, poked

droll (adj.) : curious and
amusing

pudgy (adj.) : short and fat

formidable (adj.) : dangerous

roistering (v) : celebrating noisily

stalked (adj.) : walked stiffly with pride

saucy (adj.) : cheeky, impertinent

hazer (n): a person who drives cattle
while on horseback

confounded (adj.) : confused

ignominiously (adj.) : shamefully

conscientiously (adv.) : carefully and
meticulously

feigned (adj.) : faked, not genuine





Vocabulary

A. Use the following phrases in sentences of your own.

earn one's name	in the rear of
to see one fight	devoid of
air and manner	quick as a flash
in wild haste	make a pass

B. Now refer a dictionary and find idioms on the following animals, birds and insects. Learn their meanings and share what you have learnt with your class. Try to frame illustrative sentences with those idioms. Find opportunities to use them in your everyday conversations.



lion	mouse	parrot	fox
hawk	snake	monkey	dog
snail	bee		

C. Based on your reading, answer the following questions in a paragraph of about 100–150 words each.

1. Describe the appearance of Little Cyclone.
2. What does the fight Little Cyclone and his brother put up, tell you about the nature of grizzly bears?
3. "If any of you fellows think there is anything coming to you from me, come and take it". How did Little Cyclone prove this?
4. Describe the confrontation between Little Czar and Little Cyclone.

D. Telling the Story Again.

Little Cyclone was a grizzly cub from _____ earned his name _____. When his mother was fired at, they _____. The next day at sunrise the two orphans found themselves at _____. One of them escaped _____. So the captor let him go. But the other cub was _____ and taken to the _____ at New York. The Zoological Park had _____. Usually a newcomer is badly scared on his first day but _____. When the box was opened he stood up with courage _____. Cyclone courageously met every _____. In less than an hour all the other bears understood _____. From then on Little Cyclone's position was _____.

E. Choose the correct answer.

1. Little Cyclone is a grizzly cub who earned his name by his _____.
 - a) appearance and behaviour.
 - b) vigour of resistance to ill-treatment.
 - c) speed and courage.
 - d) escape from a cyclone.
2. The nervous captor let one bear go because _____.
 - a) he was afraid of bears.
 - b) he did not have proper equipment to seize him.
 - c) the bear fought so fiercely.
 - d) the bear escaped and ran away.



3. Little Cyclone was rescued by the _____

- a) members of the Blue Cross. b) friendly hands of the Zoological Society.
c) members of the National Zoo. d) volunteers from New York.

4. Little Czar was a _____

- a) good natured European brown bear. b) grizzly cub from Alaska.
c) furry little Polar bear. d) North American black bear.

5. Little Cyclone will fight any other bear in _____ notice.

- a) 10 minutes b) 15 minutes c) 03 seconds' d) 10 seconds'

F. Learn the following idioms on bears.

Sl. No.	IDIOM	MEANING
1.	hungry as a bear	being very hungry
2.	gruff as a bear	being unsociable, speaking in a very abrupt, rude way
3.	take the bear by the tooth	put oneself in a dangerous position
4.	as busy as a hibernating bear	remaining idle
5.	a bear hug	put one's arms around someone and hug them affectionately
6.	a bear market	a period of time when investors are more likely to sell rather than buy shares

**DO
YOU
KNOW?**

In 1902, American President Theodore Roosevelt also known as Teddy participated in a bear-hunting trip in Mississippi. While hunting, Roosevelt declared the behavior of the other hunters "unsportsmanlike" after he refused to kill a bear they had captured.

As news of the hunting trip spread, many newspapers around the country featured political cartoons starring "Teddy" and "the bear."

Meanwhile, in Brooklyn, New York, a shop owner named Morris Michtom saw one of the cartoons and had an idea. Michtom and his wife created plush, stuffed bears and placed them in the front window of their shop. With permission from Roosevelt, Michtom named the bears "Teddy bears".

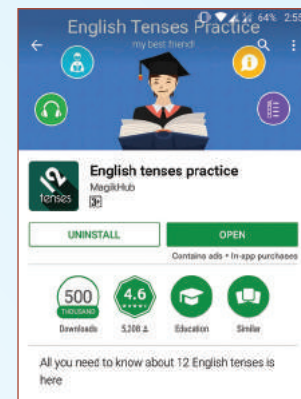




ICT CORNER

Tenses

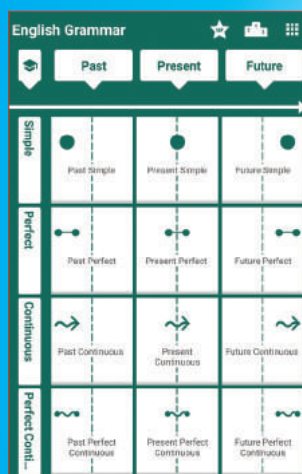
There are twelve types of tenses in English. This application will enable the students to learn more about tenses and their usages. Students can also practice themselves with the activities provided in the application.



Steps

English Tenses Practice

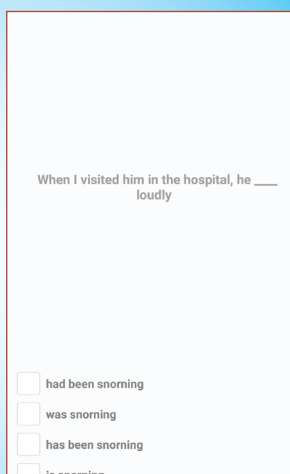
1. Install the application with the help of the link or the QR code given below.
2. Open the application to find 12 tiles for 12 tenses.
3. Click any of the tiles to find the explanation about the tense.
4. Click the "EXAMPLE" icon to find examples for the specific tense.
5. Also click "MULTI-CHOICE" icon or "ARRANGING SENTENCE" icon to practice the exercises.



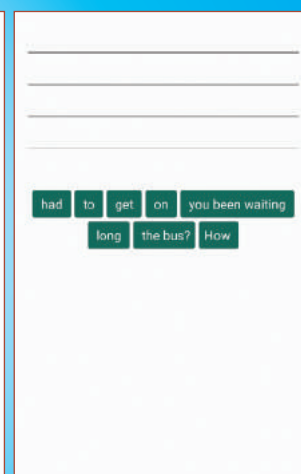
Steps 1



Steps 2



Steps 3



Steps 4



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Download Link

Type the following link in your browser or click or scan the QR code to download the application and install it.

<https://play.google.com/store/apps/details?id=vn.magik.englishgrammar>





Unit 6

Prose



From Zero to Infinity

Biography of Srinivasa Ramanujan

Warm up

Solve this

	2	4	
1			3
4			2
	1	3	

- ❖ Did you enjoy solving this?
- ❖ Was it easy or hard to solve?
- ❖ Do you like Mathematics? Give reasons.

The arithmetic class was in progress. The teacher was solving questions on division. On the blackboard were drawn three bananas.

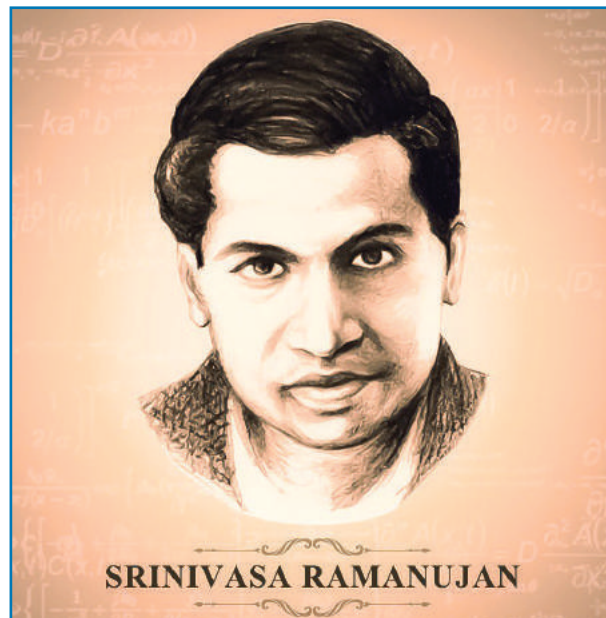
"We have three bananas," the teacher said, "and we have three boys. Can you tell me how many each will get?"

A smart boy in the front row replied, "Each will get one."

"Right," the teacher said. "Now, similarly, if 1,000 bananas are distributed among 1,000 boys, each will get one, isn't that so?"

While the teacher was explaining, a boy sitting in one corner raised his hand and stood up. The teacher stopped and waited for the boy to speak.

"Sir," the boy asked, "If no banana is distributed among no one, will everyone still get one banana?" There was a roar of laughter in the class. What a silly question to ask!



"Quiet!" the teacher said loudly and thumped the desk. "There's nothing to laugh at. I will just explain what he means to say. For the division of bananas, we divided three by three, saying that each boy will get one banana. Similarly, we divided 1,000 by 1,000 to get one. What he is asking is that if zero banana is divided among zero, will each one get one? The answer is 'no'. Mathematically, each will get an infinite number of bananas!"



Everyone laughed again. The boys understood the trick, arithmetic had played upon them. What they could not understand was why the teacher later complimented the boy who had asked that **absurd** question.

The boy had asked a question that had taken mathematicians several centuries to answer. Some mathematicians claimed that zero divided by zero was zero. Others claimed it to be unity. It was the Indian mathematician Bhaskara who proved that it is **infinity**. The boy who asked the **intriguing** question was Srinivasa Ramanujan. Throughout his life, whether in his native Kumbakonam or Cambridge, he was always ahead of his mathematics teachers.

- ▲ What was the reaction of the classmates to Ramanujan's question?
- ▲ What did the Indian mathematician Bhaskara prove?

Ramanujan was born in Erode in Tamil Nadu on December 22, 1887. His father was a petty clerk in a cloth shop. From early childhood it was evident that he was a **prodigy**. Senior students used to go to his **dingy** house to get their difficulties in mathematics solved. At the age of 13, Ramanujan was lent a book on advanced trigonometry written by S.L. Loney. Not only did he master this rather difficult book but also began his own research. He came forth with many mathematical theorems and formulae not given in the book, though they had been discovered much earlier by great mathematicians.

The most significant turn came two years later when one of his senior

friends showed him the book *A Synopsis of Elementary Results in Pure Applied Mathematics*, a collection of 4,865 formulas and theorems without proof by G.S. Carr. For a boy of 16 the title itself must be frightening, but Ramanujan was delighted. He took the book home and began to work on the problems given in it. This book triggered the mathematical genius in him.

Mathematical ideas began to come in such a flood to his mind that he was not able to write all of them down. He used to do problems on loose sheets of paper or on a slate and jot the results down in notebooks. Before he went abroad he had filled three notebooks, which later became famous as Ramanujan's *Frayed Notebooks*.

- ▲ Where did Ramanujan get S.L. Loney's book on Trigonometry?
- ▲ Where did Ramanujan do his mathematical problems?

Although Ramanujan secured a first class in mathematics in the matriculation examination and was awarded the Subramanyan Scholarship, he failed twice in his first-year arts examination in college, as he neglected other subjects such as History, English and **Physiology**. This disappointed his father. When he found the boy always scribbling numbers and not doing much else, he thought Ramanujan had gone mad.

Ramanujan began to look for a job. He had to find money not only for food but for papers as well to do his calculations. He needed about 2,000 sheets of paper every month. Ramanujan started using





even scraps of paper he found lying on the streets. Sometimes he used a red pen to write over what was written in blue ink on the piece of paper he had picked up.

Unkempt and uncouth, he would visit offices, showing everyone his frayed notebooks and telling them that he knew mathematics and could do a clerical job. But no one could understand what was written in the notebooks and his applications for jobs were turned down.

Luckily for him, he at last found someone who was impressed by his notebooks. He was the Director of Madras Port Trust, Francis Spring, and he gave Ramanujan a clerical job on a monthly salary of ₹25. Later some teachers and educationists interested in Mathematics initiated a move to provide Ramanujan with a research fellowship. On May 1, 1913, the University of Madras granted him a fellowship of ₹75 a month, though he had no qualifying degree.

- ▲ What were the subjects neglected by Ramanujan in college?
- ▲ Which University granted him a fellowship of ₹75 a month?

A few months earlier, Ramanujan had sent a letter to the great mathematician G. H. Hardy, of Cambridge University, in which he set out 120 theorems and formulae. Among them was what is known as the *Reimann Series*, a topic in the definite integral of Calculus. But Ramanujan was ignorant of the work of the German mathematician, George F. Riemann, who had earlier arrived

at the series, a rare achievement. Also included was Ramanujan's conjecture about the kind of equations called "modular". Pierre Deligne subsequently proved this conjecture to be correct.

It did not take long for Hardy and his colleague, J.E. Littlewood, to realise that they had discovered a rare mathematical genius. They made arrangements for Ramanujan's passage and stay at Cambridge University. On March 17, 1914, he sailed for Britain.

- ▲ What did Ramanujan send to G.H. Hardy?
- ▲ Who discovered a rare mathematical genius in Ramanujan?

Ramanujan found himself a stranger at Cambridge. The cold was hard to bear and being a vegetarian, he had to cook his own food. However, he continued his research in Mathematics with determination. In the company of Hardy and Littlewood, he could forget much of the hardship he had to endure.

In Ramanujan, Hardy found an unsystematic mathematician, similar to one who knows the Pythagorus theorem but does not know what a congruent triangle means. Several discrepancies in his research could be attributed to his lack of formal education. Ramanujan played with numbers, as a child would with a toy. It was sheer genius that led him to mathematical "truths". The task of proving them, so important in Science, he left to lesser mortals.





Ramanujan was elected, Fellow of the Royal Society on February 28, 1918. He was the youngest Indian to receive this **distinguished** fellowship. In October that year he became the first Indian to be elected Fellow of Trinity College, Cambridge. His achievements at Cambridge include the Hardy-Ramanujan-Littlewood circle method in number theory, Roger-Ramanujan's identities in partition of integers, a long list of the highest composite numbers, besides work on the number theory and the algebra of inequalities. In algebra his work on continued fractions is considered to be equal in importance to that of great

mathematicians like Leonard Euler and Jacobi.

While Ramanujan continued his research work, Tuberculosis, then an incurable disease, was **devouring** him. Ramanujan was sent back to India and when he **disembarked**, his friends found him pale, exhausted and **emaciated**. To forget the **agonising** pain, he continued to play with numbers even on his death bed.

Besides being a mathematician, Ramanujan was an astrologer of repute and a good speaker. He used to give lectures on subjects like "God, Zero and Infinity".

Glossary



EWNF9B

absurd (adj.)	- stupid and unreasonable, silly in a humorous way
infinity (n)	- unlimited space, time, amount, a number large beyond any limit
intriguing (adj.)	- very interesting because of being unusual or mysterious
prodigy (n)	- a child who shows a great ability at a young age
dingy (adj.)	- a dark and dirty place
Physiology (n)	- the branch of biology that deal with the normal functions of living organisms and their parts
unkempt (adj.)	- not neat or cared for
uncouth (adj.)	- behaving in an unpleasant way
conjecture (n)	- an opinion or conclusion formed on the basis of incomplete information.
discrepancy (n)	- an illogical or surprising lack of compatibility or similarity between two or more facts
distinguished (adj.)	- used to describe a person, respected and admired for excellence
devouring (adj.)	- destructively consuming
disembark (v)	- to leave a ship, aircraft, etc. after a journey
emaciated (adj.)	- very thin and weak, usually because of illness or extreme hunger
agonising (adj.)	- causing extreme physical or mental pain



A. Answer the following questions in a sentence or two.

1. Why did the students laugh at Ramanujan?
2. Why did the teacher compliment Ramanujan?
3. What did Ramanujan do after reading the book on Trigonometry?
4. What disappointed Ramanujan's father?
5. How did Ramanujan manage his paper crisis?
6. Why were Ramanujan's application for jobs rejected?
7. Why was Ramanujan sent back to India?



B. Answer the following questions in about 80 – 100 words.

1. Describe the life of Srinivasa Ramanujan in India.
2. Narrate the association of Ramanujan with G.H. Hardy.

C. Match the words with correct Synonym and Antonym from the table.

S.No	Word	Synonym	Antonym
1	distribute	boundless	trivial
2	infinite	commence	sorrow
3	significant	joy	collect
4	delight	guess	clean
5	unkempt	circulate	conclude
6	initiate	messy	fact
7	conjecture	important	measurable

***LISTENING**



D. *Listen to the anecdote "Two Geniuses" and narrate it in your own words.

SPEAKING



E. Divide the students into groups of five and conduct a group discussion on the topic "Importance of Mathematics in Our Everyday Life". The teacher will act as a moderator .

READING



Automated Teller Machine (ATM) is an indispensable part of our lives now worldwide!

John Shepherd-Barron once explained that he came up with the idea of cash dispensers in 1965 while lying in his bath after finding his bank closed. It was then his habit to withdraw

*Listening text is on Page - 212





money on a Saturday, but on this particular weekend he had arrived one minute late and found the bank doors locked against him.

Later that year, he bumped into the Chief General Manager of Barclays Bank who was about to have lunch. Shepherd-Barron asked him for 90 seconds to pitch his idea for a cash machine.

"I told him I had an idea that if you put your standard Barclays cheque through a slot in the side of the bank, it will deliver standard amounts of money around the clock."

"He said, 'Come and see me on Monday morning'."

Barclays commissioned Shepherd-Barron to build six cash dispensers, the first of which was installed at a branch in the north London suburb of Enfield on June 27, 1967. The first person to withdraw cash was actor Reg Varney, a celebrity resident of Enfield known for his part in a number of popular television series. An early deployment of this device outside of the UK took place in Zurich in November, 1967.

Shepherd-Barron was born at Shillong, India in 1925 to British parents and later served in the Indian Army in Second Airborne division where he taught Gurkhas to parachute. He also invented the PIN by recalling his Indian Army number, he had originally intended to make Personal Identification Number (PIN) six digit long, but reduced the number to four when his wife, Caroline, complained that six was too many. "Over the kitchen table, she said she could only remember four figures, so because of her, four figures became the world standard," he recalled.



All this was possible due to a mathematical prodigy by the name of Srinivasa Ramanujan — A mathematical genius of India. When you put your debit or credit card in the machine and order the machine to dispense the amount of your desire, the machine divides and arranges your money before dispensing it, using Ramanujan's 'Partition Theory'.

F. Answer the following questions based on the given passage.

1. What made John Shepherd-Barron to come up with the idea of ATM?
2. When and where was the first ATM installed?
3. Who was the first person to withdraw cash from the ATM?
4. Why did Shepherd-Barron reduce the PIN number from six digits to four?
5. Which theory of Ramanujan helps the ATMs to dispense cash?



WRITING



Paragraph Writing

A paragraph discusses one idea in detail and aids the development of an overall topic for the essay. Paragraph length will vary depending on the purpose of the paragraph.

Parts of a Paragraph

The basic paragraph consists of three parts:

1. A Topic sentence,
2. Supporting details,
3. A Concluding sentence

Topic Sentence

The main idea of each paragraph is stated in a topic sentence. Generally, the topic sentence is the first sentence of a paragraph. All subsequent points made in the paragraphs should support the topic sentence.

Supporting Details

Supporting details elaborate upon and prove the topic sentence. Supporting details should be drawn from a variety of sources. The following are common sources of supporting details:

- ✓ Expert Opinion
- ✓ Brief Stories
- ✓ Facts and Statistics
- ✓ Research Studies
- ✓ Personal Experiences
- ✓ Interviews

Concluding Sentence

Each paragraph should end with a concluding sentence that ties together the ideas brought up in the paragraph and emphasizes the main idea one last time.

A model paragraph is given below:

An Unconventional Pianist

Glenn Gould is widely regarded as Canada's most famous and eccentric pianist. He is renowned for his recordings of the music of Johann Sebastian Bach. For example, Bach's Goldberg Variations, Gould's first recording, was among the best-selling classical music albums of its time. Gould is also famous for his unusual behaviour. He would only play concerts while sitting on an old chair his father had made, and he usually hummed while he played. Contrary to most pianists, he disliked playing in concert halls, and devoted most of his career to the recording studio until his death in 1982. In brief, Glenn Gould was an unconventional pianist who made a significant impact on the world of music.

Topic Sentence ■ Supporting Detail #1 ■ Supporting Detail #2 ■ Concluding Sentence ■



- G. 1. Write a paragraph of 100 – 120 words about a memorable anecdote/ incident of your life.
2. Write a paragraph of 100 – 120 words about your favourite personality.

Grammar



Connectors

- ✕ We could go to the library **or** the park.
- ✕ He **neither** finished his homework **nor** studied for the test.
- ✕ I did not go out **because** the weather was hot.



In each of the above sentences, two different ideas are expressed in one sentence. To connect the ideas, some words like *or, neither...nor, because* are used. These words and phrases are called **Connectors**.

A connector may be used to indicate the relationship between the ideas expressed in a clause or a sentence.

The following connectors can be used for different purposes.

Look at the following sentences, how connectors are used.

Adding	Sequencing	Illustrating	Cause and Effect
and also as well as moreover too furthermore additionally	first, second, third finally next meanwhile after then subsequently	for example such as for instance in the case of as revealed by illustrated by	because so therefore thus consequently hence
Comparing	Qualifying	Contrasting	Emphasising
similarly likewise as with like equally in the same way	but however although unless except apart from as long as if	whereas instead of alternatively otherwise unlike on the other hand conversely	above all in particular especially significantly indeed notably



- ✦ The man has much money. **However**, he isn't happy at all.
- ✦ I like playing football. **On the other hand**, my brother likes playing basketball.
- ✦ His family made a lot of effort to make their son's lessons better, **conversely**, he never made any effort.
- ✦ She spent four years studying for her law degree. **Meanwhile**, she continued to work at the bank.
- ✦ You are not allowed to use your phone here. **Similarly**, you have to switch it off when you are in the library.

A. Complete the following sentences using appropriate Connectors from the box.

moreover	although	meanwhile	therefore	because
as long as	thus	above all	for instance	except

1. She felt cold _____ she was wearing a winter coat.
2. This restaurant has some of the best chefs in the town. _____ their service is excellent.
3. I'm not going to the party tonight _____ I didn't get an invitation.
4. You can set the table. _____, I'll start making dinner.
5. I can play quite a few instruments. _____, the flute, the guitar and the piano.
6. The store was out of chocolate chips; _____ they would need to make a different type of cookies.
7. The stores are open daily _____ Sundays.
8. I'll stay _____ you need me.
9. This detergent is highly concentrated and _____ you will need to dilute it.
10. It was the thing he prized _____.

Active Voice and Passive Voice

Read the following sentences and analyse the difference.

The team leader presented the report.

The report was presented by the team leader.

- ✦ In the first sentence, the verb shows that the subject is the doer of the action. Therefore, the sentence is in **active voice**.
- ✦ In the second sentence, the verb shows that the subject is not the doer of the action. Therefore, the sentence is in **passive voice**.





We use the Passive voice when -

- the focus is on the action rather than the doer of the action.
(e.g.) About 50 per cent of the graduates **are employed** in IT related sectors.
- we do not know who the doer is.
(e.g.) My bike **was stolen** yesterday.
- we talk of a system or a process.
(e.g.) The vegetables **are washed** well. Then, they **are cut** into cubes.
- we write newspaper headlines and notices at public places. ('be' verb is omitted as the language has to be concise)
(e.g.) 20 sportsmen **felicited** by PM.
- we describe changes that have taken place.
(e.g.) Our school looks completely different. The whole place **has been** painted.

Look at the below table. It shows the changes in tense while changing sentences from active voice into passive voice.

Tense	Active Voice	Passive Voice
Simple Present	He makes coffee.	Coffee is made by him.
Present Continuous	He is making coffee.	Coffee is being made by him.
Present Perfect	He has made coffee.	Coffee has been made by him.
Simple Past	He made coffee.	Coffee was made by him.
Past Continuous	He was making coffee.	Coffee was being made by him.
Past Perfect	He had made coffee.	Coffee had been made by him.
Simple Future	He will make coffee.	Coffee will be made by him.
Future Perfect	He will have made coffee.	Coffee will have been made by him.

B. Convert the following active sentences into passive sentences by supplying an appropriate passive verb form.

1. She will not recognize us. / We _____ by her.
a. will not recognize b. will not being recognized c. will not be recognized
2. They didn't invite me, but I went anyway. / I _____ but I went anyway.
a. wasn't invited b. wasn't being invited c. wasn't inviting
3. They broke up the table for firewood. / The table _____ up for firewood.
a. broke b. had broken c. was broken
4. She has won the first prize. / The first prize _____ by her.
a. has won b. has been won c. had been won





5. A friend of mine is repairing the car. / The car _____ by a friend of mine.
a. is repairing b. is repaired c. is being repaired
6. Begin the work tomorrow. / Let the work _____ tomorrow.
a. be begun b. begin c. is beginning
7. They speak English in New Zealand. / English _____ in New Zealand.
a. is speaking b. is spoken c. is being spoken
8. His attitude shocked me. / I _____ by his attitude.
a. had shocked b. had been shocked c. was shocked
9. She had already sent the parcel. / The parcel _____ by her.
a. has already been sent b. had already been sent c. was already sent
10. Her silence worries me. / I _____ her silence.
a. am worrying by b. am worried by c. have worried by

C. Match the following Active voice sentences with Passive voice

	Active Voice	Passive Voice
1.	I will never forget this experience	A novel has been written by her.
2.	Mother made a cake yesterday.	The deer was being chased by the tiger.
3.	Have you finished the report?	A cake was made by mother yesterday.
4.	The tiger was chasing the deer.	Has the report been finished by you?
5.	She has written a novel.	This experience will never be forgotten by me.

Imperatives in Passive

Let + object + be + past participle. (Positive)

(e.g.) Open the window. (Active)

Let the window be opened. (Passive)

Let + object + not + be + past participle. (Negative)

(e.g.) Do not pluck the flowers. (Active)

Let the flowers not be plucked. (Passive)





Look at these imperatives in passive and compare.

Active: Help me.

Passive: You are requested to help me.

Active: Don't touch it.

Passive: You are warned not to touch it.

(Note: We can begin the passive sentence with **you** if we want to put emphasis on the person addressed to.)



D. Change the following into passive voice.

1. Stanley will inform you later.
2. People speak Portuguese in Brazil.
3. My grandfather built this house in 1943.
4. Do not hurt the animals.
5. You must not drop litter in the streets.
6. Carry it home.
7. They are decorating the wall.
8. He has already mended the TV set.

Project

E. Make a scrapbook of 'Famous Biographies' by collecting at least five biographies of famous scientists, mathematicians, inventors, artists etc., of your choice. You may also collect the pictures related to their achievements, inventions etc.



Marie Curie



Jonas Salk



M.S. Subbalakshmi



Stephen Hawking

Unit 6



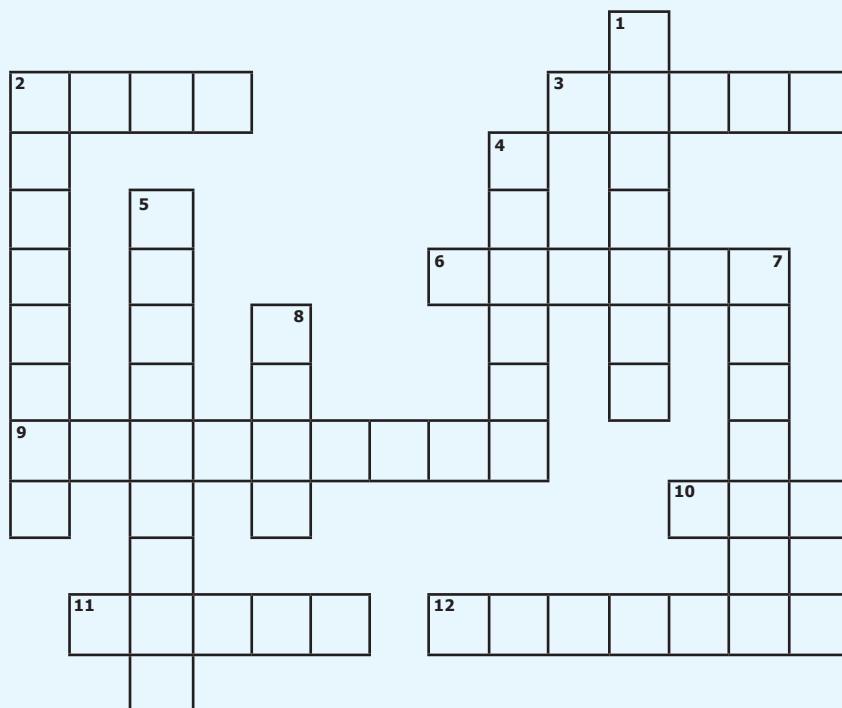
Poem

*The Comet

Norman Littleford

Warm up

Fill in the crossword puzzle using the clues given below.

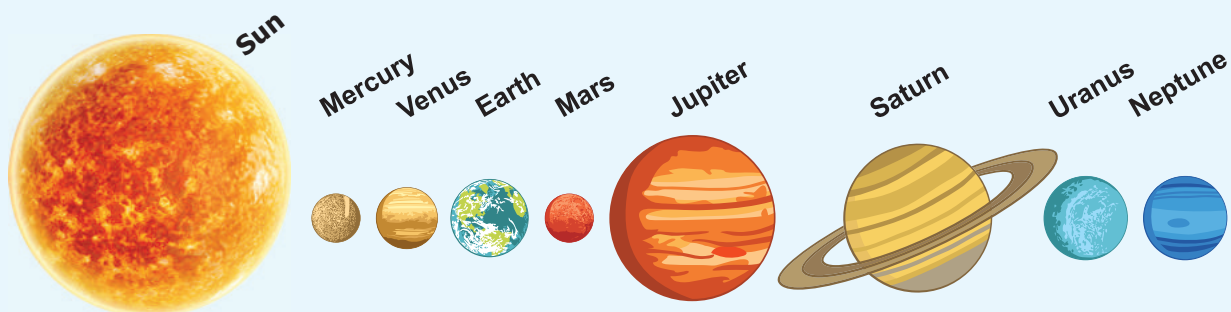


ACROSS

2. Earth's only natural satellite
3. Morning star
6. Titan is the largest moon of ____
9. Smaller bodies in orbit around the Sun
10. The star at the centre of solar system
11. The Blue planet
12. Largest planet in the solar system

DOWN

1. Smallest planet in the Solar system
2. Our Galaxy
4. Seventh planet from the sun
5. Distance travelled by light in a vacuum in one tropical year
7. Farthest planet in the Solar system
8. The Red planet





Rampaging through the heavens
Never stopping day or night,
A spectacle of a lifetime
A comet in full flight.

Faster than a cheetah
With a tail that's miles long,
Bigger than a mountain
So powerful and strong.

The outer ice is melting
Causing vapor from the force,
And leaves a trail behind it
As it travels on its course.

If one should come too close to earth
The atmosphere will shake,
With shockwave reaching to the ground
Causing the land to quake.

Scientists say the chemicals
In the dust they leave behind,
Could have started life on the earth
Which resulted in mankind.

I cannot say if this is true
I do not have the right,
But I know no better spectacle
Than a comet in full flight.





About the Author

Norman Littleford (18 May 1889 - 20 May 1947) was an American poet, born in Maryland, USA. Most of his works focused on life and nature. His poems are simple but deep in thought and provoke the readers to absorb the ideas beyond the usual.

Glossary



EXQ8FH

- rampaging** (v) - going through an area making a lot of noise and causing damage
- spectacle** (n) - an unusual or unexpected event or situation that attracts attention, interest
- comet** (n) - an icy small Solar body, which when passing close to the Sun, warms and begins to release gases that are seen on rare occasions from the earth as a bright line in the sky
- trail** (n) - a path often made or used for a particular purpose
- quake** (v) - a sudden violent movement of the earth's surface, some times causing great damage (short form of earthquake).

A. *Memorise the first three stanzas of the poem.

B. Read the following lines and answer the questions.

- Rampaging through the heavens*
Never stopping day or night,
 - How does the comet travel?
 - Which word could you replace 'rampaging' with?
 - charging
 - rolling
 - speeding
 - flying
- Faster than a cheetah*
With a tail that's miles long,
 - Why is the comet compared to a cheetah?
 - Whose tail is compared here?
- With shockwave reaching to the ground*
Causing the land to quake
 - What is reaching to the ground?
 - What is causing the land to quake?



EXZ4HJ





4. *In the dust they leave behind,
Could have started life on the earth
Which resulted in mankind*
- What does the word 'they' refer to?
 - According to scientists, how did life start on earth?
5. *But I know no better spectacle
Than a comet in full flight.*
- Who does 'I' refer to?
 - What is the best spectacle mentioned in the above lines?

C. Complete the summary by filling in the given spaces with suitable words/phrases given below

a trail	best spectacular	spectacular scene	outer ice	a cheetah
day or night	emerging of life	powerful and strong	shock wave	scientists

The poet describes a moving comet which speeds through the heavens and never takes a break by _____. When a comet is in full flight, it gives a _____ which can never be compared to anything else for a lifetime. The comet is compared to _____ for its speed and a mountain as it is _____. The _____ melts which causes a vapour from the force and leaves behind _____ as it travels on its way. If it comes very close to the atmosphere, it causes a shake which in turn produces a _____ that reach the Earth's surface. According to the _____ the comets leave behind chemicals in the form of dust which resulted in the _____ on earth and mankind came into existence. But the poet is not sure whether this principle is true or not but he knows for sure that whatever the truth may be, the sight of the comet in full flight is the _____.

D. Poem appreciation

*If one should come too close to earth
The atmosphere will shake,
With shock wave reaching to the ground
Causing the land to quake.*

- Pick out the rhyming words.
- Mention the rhyme scheme of the stanza.
- When you read the poem aloud, you can feel/hear a rhythm. What according to you gives rhythm to the poem- the rhymes or the words in a line. Support your answer with examples from the poem.



E. Answer the following questions in about 80-100 words.

1. Narrate how the poet describes the comet.
2. Give a detailed account of the various effects caused by the comet to the earth.

***LISTENING**



F. *Listen to the passage on 'Comet' and fill in the blanks by choosing the correct answer.

1. Comets are believed to be remnants of the materials created by the _____.
a. Moon b. Sun c. star d. asteroids
2. Comets are mostly made of _____.
a. dust b. ice c. sand d. snow
3. The _____ can be seen in the night sky as a bright, quickly-moving light.
a. head b. star c. tail d. wings
4. Comets orbit at the very edge of the galaxy, past the _____.
a. Earth b. Neptune c. Pluto d. Saturn

5. State whether the statement is true or false

The melting process causes bits of dust and debris to trail behind the comet.

SPEAKING



G. Imagine you are interviewing an astronaut about his/her experiences in space. Select a partner to be an astronaut and present the interview as a role-play in front of the class.

WRITING



H. Imagine that you and your friend get a chance to visit another planet. There you befriend an alien who takes you around the planet. After reaching the earth, write a letter thanking him for all the help he did.

*Listening text is on Page - 213





The Star

Jane Taylor

Read and Enjoy

Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are!

When the blazing sun is gone,
When he nothing shines upon,
Then you show your little light,
Twinkle, twinkle, all the night.
Twinkle, twinkle, little star,
How I wonder what you are!

Then the traveller in the dark,
Thanks you for your tiny spark,
He could not see which way to go,
If you did not twinkle so.
Twinkle, twinkle, little star,
How I wonder what you are!

In the dark blue sky you keep,
And often through my curtains peep,
For you never shut your eye,
Till the sun is in the sky.
Twinkle, twinkle, little star,
How I wonder what you are!

As your bright and tiny spark,
Lights the traveller in the dark,
Though I know not what you are,
Twinkle, twinkle, little star.
Twinkle, twinkle, little star,
How I wonder what you are!





Mother's Voice

Vasil Berezhnoy

Warm up

If you are given an opportunity to go on a one-way trip to Mars, will you accept it? Discuss.



Read the story about the spirit of discovery that prompts a young astronaut to go looking for another world.

When she came to the Moon she looked around and admired the moonscape: 'I never realized it was such a beautiful place'.

He took her along the endless tunnels of Selenopolis, showing her the tall structures, which propped up the star-studded sky.

'It's so easy to walk here, son!'

His mother had still a young, ringing voice: perhaps because she had been such a great singer! So long as he could remember her, she had always liked singing. On holidays, when they had guests, she sang cheerily and enthusiastically, but on weekdays, as she went about the chores, her singing was muted and a little sad. She

even talked in a singsong manner. Now, too, there was something unusual in her voice – perhaps she was excited because it was her first visit to the Moon! As he listened to her familiar voice that was so dear to him, he wondered why it had this ringing sound.

'Back home the orchards are in bloom. There will be a lot of fruit this year, if only the frosts don't strike. Will you come for a holiday in the summer?'

He almost told her about the expedition. The words were on the tip of his tongue, but he checked himself. Why make her worry? Worry. That was it. There was worry in her voice. The words were cheerful but the voice was worried. Had she guessed that this was their parting!



'It's easy to walk here,' he said, 'but the distances are long. Selenopolis occupies more than a hundred square kilometres. Let's ride for a bit'.

A moving pavement covered with green plastic strips rushed them through echoing tunnels and spacious caves with walls sparkling in the light of the **quartz** lamps. The elevator delivered them to the surface. She looked in silence at the enormous lily-shaped tent over a crater that was at least a kilometre in diameter.

'The community of Nations Square,' he told her. 'People of different nationalities who work in Selenopolis come here after work. And there are some tourists. They're walking towards the lake. It's quite an **exotic** experience to have a swim on the Moon.'

'I'm sure it's better in the river Dnieper when you come to the Earth for your holiday.'

When they looked at the astrodrome, where two spaceships the size of the Ostankino TV tower were pointed into the black **void** of the universe, she sighed again.

'What are these?'

'Long-range spaceships, Mother. They're planning an expedition to a neighbouring galaxy.'

She screwed up her eyes to look at the rockets where assembly men were busy. They looked quite small from a distance.

She said quietly: 'Why should people go off into the unknown? Why ask for trouble?'

'These are very reliable spaceships, Mother!'

'Wouldn't it make more sense to settle properly on the Moon first, and then on the planets in the solar system, before going further?'

It was now his turn to sigh. 'You may be right, but...'

'But what?'

'How do I know?'

He longed to tell her about the flight he was longing for and about how nervous he had been when **confronted** by the selection commission. But he checked himself. It was their last meeting before his **departure**, so why spoil it?





Mothers were all the same, and she was sure to get upset.

He felt good listening to her. It didn't matter what she was talking about, he just wanted to hear the voice that was so dear to him.

'Do you know why people settle down on the Moon so easily?' she was philosophizing. 'It's because they are in the gravitation field of their native Earth, under their native Sun. It's the space allotted to us by nature. But if you leave your Sun...anything might happen...'

He listened and listened as if drinking water from a spring on the Earth, in the shade of trees. His mother, looking in the direction of the vast blue globe, lowered her voice and continued:

'Look, son, isn't it a miracle? The Earth floats through space, all by itself.



See the snow-cap on the pole, and the glittering ocean! The cradle of life. And you want to leave this fabulous beauty!'

He suddenly saw everything with different eyes. He saw how beautiful his native planet was, a real wonder of nature.

He had never felt that way before. His heart ached.

'When will you take your holidays?'

'I don't know, Mother... That's why I asked you to come. I don't know when we'll see each other again.'

But he knew very well that there would be no holidays and that his mother was seeing him for the last time. The thought of such a tremendous journey was already sending a chill through his heart.

'At least try to come in the Autumn,' she pleaded, 'in time for the apples and pears... and the water-melons.'

'You think I don't want to walk barefoot on the dewy grass?'

'Of course, you'll walk on the dewy grass. And you could visit your relatives and friends.'

She shrank from the thought that her son might go off into space and be lost to his relatives forever.

'They've deepened our pond; it's full of fish now, You like fishing...'

'Operator on duty, report to office,' a voice bellowed from the loud-speaker.





He pushed a button and the screen went dark. His mother fell silent.

'Coming.'

He often plays back this recording and he feels as if he is walking again with his mother on the Moon, looking down at his native planet. Their group had gone

off to another **galaxy** after all: they had left their native Sun, which was now just a 12th - magnitude star, visible through the telescope. And they couldn't see the Earth at all.

Why had they gone? Because they were young. And humanity is young.

Glossary



EYHVKU

- chores** (n) - a routine task, especially a household one
- orchards** (n) - a piece of enclosed land planted with fruit trees
- expedition** (n) - a journey undertaken by a group of people with a particular purpose, especially that of exploration, research, or war
- quartz** (n) - a hard, transparent mineral substance, used in making electronic equipment
- exotic** (adj.) - unusual and exciting
- void** (n) - a completely empty space
- confronted** (v) - to face, meet, or deal with a difficult situation or person
- departure** (n) - the action of leaving, especially to start a journey
- pears** (n) - a sweet, juicy, yellow or green fruit with a round base and slightly pointed top
- galaxy** (n) - one of the large, independent groups of stars in the universe



A. Choose the correct answer



1. Mother was excited because _____.
 - a. her son would be home in the spring
 - b. her son was coming back to earth
 - c. it was her first visit to the moon
 - d. her son was going to another galaxy
2. On weekdays, as Mother went about the chores _____.
 - a. she constantly thought of her son
 - b. she was always tired
 - c. her singing would be soft and almost inaudible
 - d. her singing was muted and a little sad
3. _____ occupies more than a hundred square kilometres on the moon.
 - a. Selenopolis
 - b. Metropolis
 - c. Astrodrome
 - d. Orchards
4. The Community of Nations Square is where people _____.
 - a. live on the moon
 - b. work on the moon
 - c. walk on the moon
 - d. of different nationalities come after work
5. They are planning an expedition to a neighbouring _____.
 - a. galaxy
 - b. country
 - c. planet
 - d. star
6. The mother was not able to understand why people wanted to leave the moon because _____.
 - a. it was better to remain as a part of solar-system
 - b. it was better to remain on the earth
 - c. it was not possible to come back
 - d. it was a place to enjoy life

B. Identify the character or speaker of the following lines.

1. It's so easy to walk here, son!
2. They're planning an expedition to a neighbouring galaxy.
3. Why should people go off into the unknown?
4. I don't know when we'll see each other again.
5. Operator on duty, report to office.





C. Answer the following question in about 100 – 120 words.

1. Write a paragraph listing all the sentimental and the scientific reasons given by the mother against the expedition to neighbouring galaxy.

D. Think and answer.

"The explorer in this story is travelling to another galaxy. The final destination is an unknown planet in another galaxy. The travel will take many years". What qualities and lifeskills do you think an explorer like him must possess? Why? Do you have any of these skills and qualities? Explain.

E. Based on the understanding of the story, discuss in groups and make a note of the following.

Setting

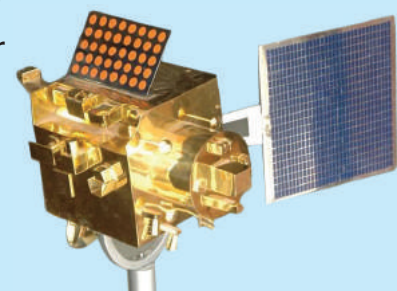
Plot

Characters

Conclusion



- On October 2008, ISRO (*Indian Space Research Organization*) launched its first unmanned Lunar Space Probe "*Chandrayaan-1*".
- India became the fourth nation to place its flag on the Moon and collected soils and detected water-ice on the Moon for the first time using Minerology mapper.
- On August 28, 2009 the mission ended as the probe stopped sending radio signals.

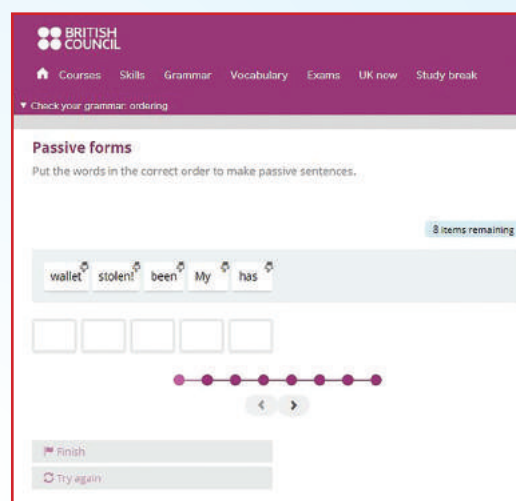
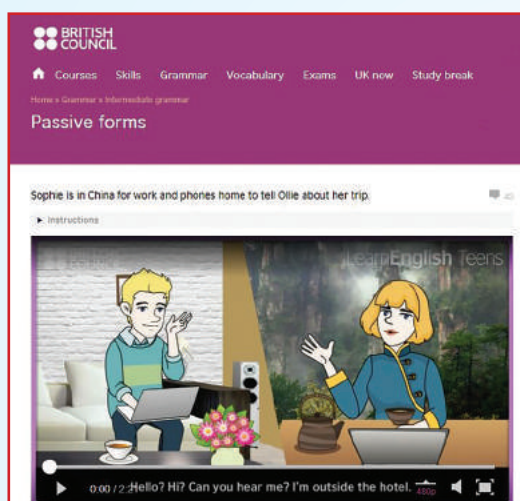




ICT CORNER

Passive Forms

This webpage from [British Council](#) helps the students to learn Passive forms with examples. Students can also try the online worksheets to improve their learning.



Steps

1. Type the URL link given below in the browser or scan the QR code.
2. Read the Instructions which are given above the video, then watch the video to know about the content.
3. After the video, read the explanation and examples for passive forms.
4. Click the "Check Your Grammar" tab to practice exercises like "True or False, Ordering and Gap Fill" on your own and check the answers online.
5. You can also download and use the resources offline which is given under "Worksheets and Downloads" tab.



Download Link

Type the following link in your browser or click or scan the QR code to download the application and install it.

<http://learnenglishteens.britishcouncil.org/grammar/intermediate-grammar/passive-forms>





Unit 7

Prose

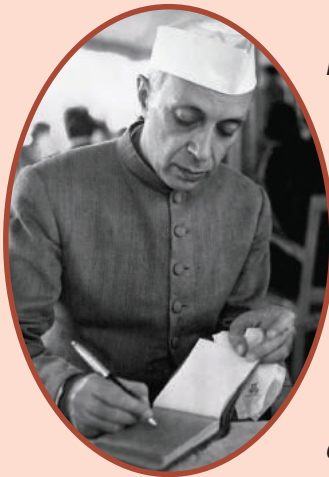
A Birthday Letter

Jawaharlal Nehru



Warm up

- ▲ Have you ever received a personal letter from your friends or relatives?
- ▲ If yes, from whom and about what?
- ▲ Have you ever written a personal letter to anyone?
- ▲ If yes, to whom and about what?



It was the summer of 1928, when Jawaharlal Nehru began writing letters to his young daughter, Indira, who was in Mussoorie at that time. In his letters, he speaks to his daughter on a wide range of topics, including languages, trade, history, geography, science, epics and evolution. When Indira was about to turn 13 in 1930, Nehru started sending her more detailed letters. These letters contained his understanding of the world which he wanted to further impart to his daughter. Even while he was in prison, he wanted to make sure that his child is not devoid of her father's teachings. Over the next four years, Nehru continuously wrote to his daughter from prison and his words are still inspiring.



The letters written by Nehru from the various prisons in British India to his daughter Indira, were published in 1942 as a book called "Glimpses of World History". It is a collection 196 letters on world history.



Now read the letter from Jawaharlal Nehru to his daughter Indira.

Central Prison, Naini
October 26, 1930

My dear Indira,

On your birthday you have been in the habit of receiving presents and good wishes. Good wishes you will still have in full measure, but what present can I send you from Naini Prison? My presents cannot be very material or solid. They can be of the mind and spirit. Things that even the high walls of prison cannot stop.

You know sweetheart, how I dislike sermonising and doling out good advice. I have always thought that the best way to find out what is right and what is not right, what should be done and what should not be done, is not by giving a **sermon**, but by talking and discussing, and out of discussion sometimes a little bit of truth comes out. I have liked my talks with you and we have discussed many things, but the world is wide and beyond our world lie other wonderful and mysterious worlds. None of us need ever be bored or imagine that we have learned everything worth learning and become very wise.

But what am I to do then? A letter can hardly take the place of a talk; at best it is a one-sided affair. Imagine that I have made a suggestion to you for you to think over, as if we really were having a talk.

In history we read of great periods in the life of nations, of great men and women. Do you remember how **fascinated** you were when you first read the story of Joan of Arc, and how your ambition was to be something like her? Ordinary men and women are not usually heroic. They think of their bread and butter, of their children, of their household worries and the like. But a time comes when a whole people become interested in a great cause. Then history helps even

- ▲ From which prison did Nehru write this letter?
- ▲ Did Nehru send any presents to Indira?

- ▲ Which historical character inspired young Indira?
- ▲ What helps the ordinary men and women to become heroes?





simple, ordinary men and women to become heroes. Great leaders have something in them which inspires a whole people and makes them do great **deeds**. In India a great leader, full of love for all who suffer and eager to help them, has inspired our people to great actions and noble sacrifice. He has helped to make the **starving**, the poor and the **oppressed** free and happy.

Bapuji is in prison, but the magic of his message has stolen the hearts of India's millions. Men and women, and even little children, come out of their little shells and become India's soldiers of freedom. In India today we are making history, and you and I are fortunate to see this happening before our eyes and to take some part ourselves in this great drama.

If we are to be India's soldiers, we have to respect India's honour, and that honour is a **sacred** trust. It is no easy matter to decide what is right and what is not. One little test I shall ask you to apply whenever you are in doubt. Never do anything in secret or anything that you would wish to hide. For the desire to hide anything means that you are afraid, and fear is a bad thing and unworthy of you. Be brave, and all the rest follows.

You know that in our great Freedom Movement, under Bapuji's leadership, there is no room for secrecy or hiding. We have nothing to hide. We are not afraid of what we do or what we say. We work in the sun and in the light. Even so in our private lives let us make friends with the sun and work in the light and do nothing secretly and if you do so, my dear, you will grow up a child of the light, unafraid and **serene** and **unruffled**, whatever may happen.

I have written a very long letter to you. And yet there is so much I would like to tell you. How can a letter contain it? Good-bye, little one, and may you grow up into a brave soldier in India's service.

With all my love and good wishes.

Your loving father,

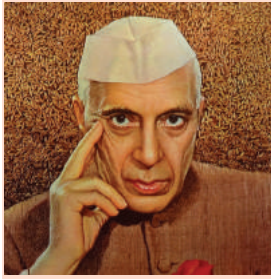
Jawaharlal Nehru

- ▲ Who is addressed as 'Bapuji'?
- ▲ What should the soldiers of India respect?





About the Author



Jawaharlal Nehru (14 November 1889 – 27 May 1964) was the first Prime Minister of India and a central figure in Indian politics before and after independence. He emerged as an eminent leader of the Indian independence movement under the tutelage of Mahatma Gandhi and served India as Prime Minister from its establishment as an independent nation in 1947 until his death in 1964. He is considered to be the architect of the modern Indian nation-state: a sovereign, socialist, secular, and democratic republic. He was also known as 'Pandit Nehru' while many Indian children knew him as 'Uncle Nehru'.

Glossary



- sermon** (n) - ceremony in which a priest gives a talk on a religious or moral subject
- fascinated** (adj.) - extremely attracted
- deed** (n) - a brave or noble act
- starving** (adj.) - suffering or dying from hunger
- oppressed** (adj.) - governed in an unfair and cruel way and prevented from having opportunities and freedom
- sacred** (adj.) - considered to be holy and deserving respect
- serene** (adj.) - peaceful and calm
- unruffled** (adj.) - not nervous or worried, usually despite a difficult situation

A. Answer the following questions in one or two sentences.

1. Why could not Nehru send any presents to Indira?
2. What cannot be stopped even by the high walls of prisons?
3. Why did Nehru dislike sermonizing?
4. What does history tell us?
5. What do ordinary men and women usually think of?
6. When do ordinary men and women become heroes?
7. What does the phrase 'great drama' refer to?
8. Why are the freedom fighters under Gandhi not afraid of anything?





B. Answer the following in about 80 - 100 words each.

1. Explain the important elements of Nehru's letter.
2. Imagine yourself as Indira and write a reply letter to your father, Nehru for the letter you received on your birthday.

C. Match the words with correct Synonym and Antonym from the table.

S.No	Word	Synonym	Antonym
1	wide	privilege	freedom
2	noble	valiant	public
3	oppress	valuable	coward
4	honour	personal	ignoble
5	worthy	gentle	dishonour
6	private	broad	narrow
7	brave	subdue	unworthy

Think and answer.

What is the difference between an opinion and a fact?

- ❖ An opinion is one's feelings or thoughts about somebody/something.
- ❖ A fact is a piece of information that can be proved to be true.

D. Identify, whether the following statements are of OPINION or FACT

1. On your birthday you have been in the habit of receiving presents and good wishes. (*Opinion/Fact*)
2. I have liked my talks with you. (*Opinion/Fact*)
3. The best way to find what is wrong and right is by discussing. (*Opinion/Fact*)
4. A letter can hardly take the place of a talk. (*Opinion/Fact*)
5. For the desire to hide anything means that you are afraid. (*Opinion/Fact*)

***LISTENING**



E. *Listen to the dialogue and answer the following questions.

1. Aadhav and Raghav are _____.
a. brothers b. friends c. colleagues d. classmates
2. The brothers are planning to celebrate their _____ wedding anniversary.
a. uncle's b. parents' c. grandparents' d. sister's

*Listening text is on Page - 213





3. The wedding anniversary is on _____.
a. March 2nd b. April 2nd c. May 2nd d. June 2nd
4. As part of the celebration, the brothers have planned to make their parents to _____.
a. visit an orphanage b. donate some money
c. plant a mango sapling d. conduct a game

5. State whether the statement is true or false.

The brothers have decided to borrow money for the wedding anniversary celebration.

READING



Anne Frank's Diary Entry about her birthday.

Sunday, June 14, 1942

Dear Kitty,

I hope I will be able to confide everything to you (the diary), as I have never been able to confide in anyone, and I hope you will be a great source of comfort and support.

I'll begin from the moment I got you, the moment I saw you lying on the table among my other birthday presents. (I went along when you were bought, but that doesn't count.)

On Friday, June 12, I was awake at six o'clock, which isn't surprising, since it was my birthday. But I'm not allowed to get up at that hour, so I had to control my curiosity until quarter to seven. When I couldn't wait any longer, I went to the dining room, where Moortje (the cat) welcomed me by rubbing against my legs.

A little after seven I went to Dad and Mom and then to the living room to open my presents, and you were the first thing I saw, maybe one of my nicest presents. Then a bouquet of roses, some peonies and a potted plant. From Dad and Mom, I got a blue blouse, a game, a bottle of grape juice, a puzzle, a jar of cold cream and a gift certificate for two books. I got another book as well, Camera Obscura (but my sister Margot already has it, so I exchanged mine for something else), a platter of homemade cookies (which I made myself, of course, since I've become quite an expert at baking cookies), lots of candy and a strawberry tart from Mother.

Then Hanneli my classmate came to pick me up, and we went to school. During recess I passed out cookies to my teachers and my class, and then it was time to get back to work. As it was my birthday, I got to decide which game my classmates would play, and I chose volleyball. Afterward they all danced around me in a circle and sang "Happy Birthday."



F. Answer the following questions based on the given reading passage.

1. What is the name of her diary?
2. Why did Anne want to exchange the book 'Camera Obscura'?
3. Who baked the homemade cookies?
4. What game did Anne choose to play?
5. Which gift did Anne value the most?

SPEAKING



G. Imagine you are going to celebrate your forthcoming birthday at an orphanage/old-age home.

Deliver a short speech about your birthday celebration by using the following hints.

- ◆ The reasons for choosing an orphanage/old-age home.
- ◆ The people who accompany you.
- ◆ The food which you are going to offer them.
- ◆ The useful gifts/articles which you are going to give them.
- ◆ Other events like cake cutting, conducting games etc.

WRITING



Developing Hints

Developing hints is developing the phrases into full sentences and then into a meaningful coherent paragraph.

Points to remember :

- ▲ Read the hints twice or thrice carefully.
- ▲ Understand the passage well.
- ▲ Jot down the points.
- ▲ If the events in the passage are in present tense, write the story in the past tense.
- ▲ Arrange the matter in two or three paragraphs.
- ▲ Give a suitable title.

H. Write a meaningful paragraph using the hints given below.

Mahesh – celebrates – 14th birthday – an old-age home – family, friends – informs home in advance – delegates tasks – friends buy things necessary – arrives home early – decorates place – balloons, colour papers – inmates gathered – cuts cake – sing song, claps – distributes cakes – expresses his feelings – gets blessings – offers things – bedsheets, footwear etc. needed – fun, entertainment – happy and content.





Grammar



Determiners

Observe the nouns in the following sentences and words before them.

- ✦ **An** apple is a healthy fruit.
- ✦ **Two** cats have drunk a bowl of milk.
- ✦ **My** father has **many** cars.

Determiners are the words that introduce a noun and provide some information about it (but do not describe it).

Determiners are followed by a noun.

- ✦ **The** ball
- ✦ **Five** cats
- ✦ **His** son
- ✦ **Some** students

Types of Determiners

Articles	Demonstratives	Possessive Adjectives
a, an, the	this, that these, those	my, our, your, his, her, its, their
Quantifiers	Cardinal Numbers	Ordinal Numbers
some, any, few, little, more, much, many, every	one, two, three, twenty, forty, hundred etc.	first, second, third, twentieth etc.

- ◆ The quantifiers **all, any, enough, less, a lot of, more, most, no, none of, some etc.**, are used with both countable and uncountable nouns.
- ◆ The quantifiers **both, each, either, fewer, neither etc.**, are used only with countable nouns.

A. Choose the Correct Determiner

1. Could you bring me _____ tools I left in the garden? (**this, those, these**)
2. _____ Earth revolves around the sun. (**the, a, an**)
3. I found _____ one rupee coin in the playground while playing. (**a, an, the**)
4. There aren't _____ students in the library. (**much, many, a lot**)





5. It was _____ unforgettable experience. (a, an, the)
6. I haven't got _____ pictures in my bedroom. (some, any, many)
7. He said that he wanted to become _____ engineer. (a, an, the)
8. Kokila gave a pen to _____ child in the classroom on her birthday. (any, all, each)
9. I've got to solve _____ math problems before I go to sleep. (all, some, any)
10. India is _____ largest democracy in the world. (a, an, the)
11. My father doesn't drink _____ coffee. (much, many, a lot)
12. I always keep _____ money in my wallet for emergencies. (any, every, some)
13. This year we are celebrating my sister's _____ birthday. (a, two, second)
14. I have _____ pencils with me. (a, three, third)
15. 'What is that noise?' I think it is _____ airplane. (a, an, the)

Reported Speech

Look at the following sentences

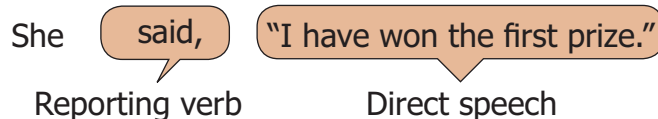
She said, "I have won the first prize." (Direct Speech)

She said that she had won the first prize. (Indirect Speech)

- ✦ In the first sentence, the reporter conveys the message of the girl using her actual words i.e., ("I have won the first prize.")
- ✦ In the second sentence, the reporter conveys her message but in his own words without any change in the meaning. (She said that she had won the first prize.)
- ✦ In direct speech, we reproduce the actual words of the speaker. We place spoken words within inverted commas (" ").
- ✦ In indirect speech (*also called Reported Speech*), we report the words of the speaker with a few changes.

Key Terminology

Direct Speech



Reporting Statements

We make the following changes when reporting the statements.

- Change the **pronouns**
- Reporting verb followed by 'that'
- Change the **tense, time** and **place**

(e.g.) Kowsalya said, "We watched a film yesterday."

Kowsalya said **that they watched** a film **the day before**.

pronoun tense time

Reporting Imperatives

To report an imperative, use the pattern –

request/order/suggest + someone + to infinitive

(e.g.) Karthi said to Ram, "Please, switch on the fan."

Karthi requested Ram to switch on the fan.

Reporting Questions

When reporting questions, we use the pattern:

asked/ wanted to know + question word + pronoun + verb

(e.g.) She said to me, "Where did you go?"

She asked me where I went.

Note: If the 'wh' question is missing, if or whether is added.

(e.g.) Praveena asked, "Have you watered the plants?"

Praveena asked if/whether I had watered the plants.

Sometimes it is not necessary to report everything that is said word by word. It may be better to use 'reporting verbs' which summarise what was communicated.



Below are some of the most commonly used verbs of this kind.

accept	advise	apologise	ask	assure	blame
complain	complement	congratulate	explain	greet	hope
invite	offer	order	persuade	promise	remind
regret	say	suggest	tell	thank	answer
warn	encourage	regret	sympathize	refuse	instruct

Remember these rules of change

Pronouns			
Direct Speech	Indirect Speech		
	Masculine	Feminine	Plural
I	he	she	-
You (Subject)	he	she	they
you (Object)	him	her	them
your	his	her	their
my	his	her	their
myself	himself	herself	themselves
we	-	-	they
us	-	-	them

Denoting Time and Position	
Direct Speech	Indirect Speech
this	that
these	those
now	then
ago	before
last night	the previous night
next day	the following day

Denoting Time and Position	
Direct Speech	Indirect Speech
today	that day
yesterday	the previous day
tomorrow	the next day
next week	the following week
last week	the previous week
here	there



B. Observe the following call-outs. Reporter (C) has reported the sentences of Speaker (A).
Now, help Reporter (C) report the rest of the sentences of Speaker (A).

A (Speaker)

B (Questioner)

C (Reporter)

I have to go.

What did he say?

He said that he wanted to go.

(say)

Can you hear me?

What did she say?

She asked if you could hear her.

(ask)

Consult the doctor.

What did he say?

He advised you to consult the doctor.

(advise)

I won't go to the party.

What did he say?

(say)

When did you come?

What did she say?

(ask)

Don't touch the wire.

What did she say?

(warn)

What did he say?

What did he say?



C. Report the following sentences.

1. Banu said, "Do not spoil the eco-system."
2. Pranav said, "Have you booked the tickets to Delhi?"
3. Rekha said to Tilak, "When are we leaving to our native?"
4. Sujith said, "Ryan, you should get up early in the morning."
5. Vivaan said to his mother, "Can you, please, buy me a hot-chocolate?"
6. "Tomorrow I have to take a test in English", said Sudar.
7. Pragathi said to her sister, "I need your help to arrange the books in the shelf."
8. "Why don't you use crayons for colouring?" said Dhillip to his son.

Project

D. Write a Diary entry each day for a month and compile them into a book. You may also name your diary as Anne Frank did.

Diary writing is one of the most personal and informal categories of writing. A diary writing can be based on an experience, a scene, a description or narration of certain event or any other thing or activity that the writer considers worth writing in his/her personal diary.

The style and tone is generally informal and personal. However, it depends on the subject. You can freely express your viewpoints and feelings. As the diary is writer's personal document, the diary entry doesn't need any signature.

The more frequently you write entries in your diary, the more you will enjoy doing it and the more you will learn from them.



The Stick-together Families

Edgar Albert Guest

Warm up

At the heart of life lie the relationships you have with other people: with family, classmates and friends close-by and far away. All relationships are based on some commonly accepted values like respect, honesty, consideration and commitment. Think about all the important relationships in your life and complete the table given below.



Relationship	What I value the most about this relationship	What are the things that may/do cause unpleasantness in this relationship?	What could I do to improve this relationship?
Grandparents			
Parents			
Siblings			
Friends			
Teachers			



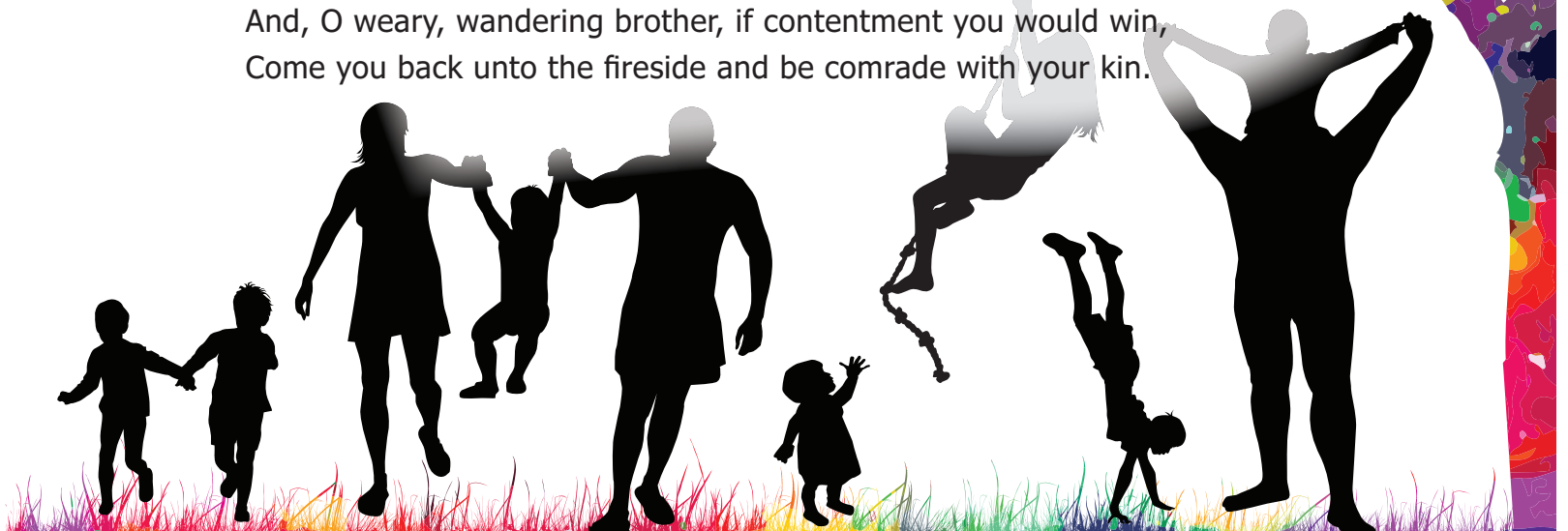
FAMILY

The stick-together families are happier by far
Than the brothers and the sisters who take separate highways are.
The gladdest people living are the wholesome folks who make
A circle at the fireside that no power but death can break.
And the finest of conventions ever held beneath the sun
Are the little family gatherings when the busy day is done.

There are rich folk, there are poor folk, who imagine they are wise,
And they're very quick to shatter all the little family ties.
Each goes searching after pleasure in his own selected way,
Each with strangers likes to wander, and with strangers likes to play.
But it's bitterness they harvest, and it's empty joy they find,
For the children that are wisest are the stick-together kind.

There are some who seem to fancy that for gladness they must roam,
That for smiles that are the brightest they must wander far from home.
That the strange friend is the true friend, and they travel far astray
They waste their lives in striving for a joy that's far away,
But the gladdest sort of people, when the busy day is done,
Are the brothers and the sisters who together share their fun.

It's the stick-together family that wins the joys of earth,
That hears the sweetest music and that finds the finest mirth;
It's the old home roof that shelters all the charm that life can give;
There you find the gladdest play-ground, there the happiest spot to live.
And, O weary, wandering brother, if contentment you would win,
Come you back unto the fireside and be comrade with your kin.





Glossary



F1C2XD

- conventions** (n) - a large formal meeting of people who have a similar interest
- shatter** (v) - to break suddenly into very small pieces
- astray** (adv.) - away from the correct path or correct way of doing something
- mirth** (n) - laughter, humour or happiness
- comrade** (n) - a friend

A. Based on your understanding of the poem, answer the questions in a sentence or two.

1. *The gladdest people living are the wholesome folks who make
A circle at the fireside that no power but death can break.*
 - a. Who are the gladdest people living ?
 - b. Where do they gather?
 - c. What can break their unity?
2. *And the finest of conventions ever held beneath the sun
Are the little family gatherings when the busy day is done.*
 - a. When do they have their family gatherings?
 - b. Where do they have their family conventions?
 - c. What does the poet mean by 'finest conventions'?
3. *There are rich folk, there are poor folk, who imagine they are wise,
And they're very quick to shatter all the little family ties.*
 - a. What do the rich and poor folk imagine themselves to be?
 - b. What do they do to their families?
 - c. Whom does 'they' refer to?
4. *There are some who seem to fancy that for gladness they must roam,
That for smiles that are the brightest they must wander far from home*
 - a. Why do they roam?
 - b. According to them, when do they get bright smiles?
5. *But the gladdest sort of people, when the busy day is done,
Are the brothers and the sisters who together share their fun.*
 - a. Who are the gladdest people?
 - b. When do they share their fun?
 - c. What does 'who' refer to?



F1KXZ1





6. *It's the stick-together family that wins the joys of earth,
That hears the sweetest music and that finds the finest mirth;*
- Who wins the joys of the earth?
 - How do they find their joy?
 - What does the poet mean by 'stick-together family'?

B. Based on the understanding of the poem, fill in the blanks using the words and phrases given below to make a meaningful summary of the poem.

brothers and sisters	bitterness	joint family	share their fun	rich and the poor folk
shatter their family	charm of life	separate ways	the joy of earth	stick-together families

The poet brings out the difference in the attitudes of children living in joint family and nuclear family. The _____ are the happiest of all. Where as the _____ of nuclear families take _____. The gladdest people are the children from _____ who circle near the fireside. No power other than death can break them. The _____ imagine themselves to be wise and in the process they _____ ties. Each of them goes searching for pleasure in their own selected way. They harvest only _____ and find empty joy. But the wisest among them are the children of the stick-together families. When the busy day is done, they together _____. The stick-together family wins _____. The old house shelters all the _____. The poet invites wandering brothers to come and join the stick-together families in their fireside and have fun.

C. Answer the following questions in about 80 - 100 words.

- The stick-together families are the happiest of all. Explain.
- Bring out the difference between the children of the joint family and nuclear family.

Figure of speech

Personification

Personification is a figure of speech in which an inanimate object or abstraction is given human qualities or abilities.

E.g. *It's the stick-together family that wins the joys of earth,...*

Imagery

Imagery means to use figurative language to represent objects, actions, and ideas in such a way that it appeals to our physical senses.

E.g. *That hears the sweetest music...*



Metaphor

Metaphor is a figure of speech that makes an implicit, implied, or hidden comparison between two things that are unrelated, but which share some common characteristics

E.g. *It's the old home roof that shelters....
There you find the gladdest play-ground...*

D. Answer the following

1. *There are rich folk, there are poor folk, who imagine they are wise,...*
Pick out the words in alliteration.
2. Mention the rhyme scheme of the poem.

*LISTENING



E. Listen to the passage and fill in the blanks with appropriate answer.

1. A person is valued based on his _____.
2. _____ does not happen overnight.
3. A close family bond is like a _____.
4. A strong foundation for any individual comes from being with a _____.
5. A gift not only with _____, but _____ who care and love us beyond themselves.

SPEAKING



- F.** "The building actually rests on the well laid out foundation and hence is strong and still." How can this be related to a family? Discuss with your partner and share your views in the class.

WRITING



G. Write a four-line poem with rhyming words describing your family.

*Listening text is on Page - 214





Read and Enjoy

Memories of My Dad

Rebecca D.Cook.

He wasn't a hero
Known by the world,
But a hero he was
To his little girl.

My daddy was God,
Who knew all things.
And better than Santa,
With the gifts he'd bring.

I knew his voice
Before I could speak.
And loves it when
He would sing me to sleep.

He taught me life's lessons
Or right from wrong
And instilled in me values
That I might be strong.

And so, dear Dad
My best memory to recall
Is the gift of your presence,
The greatest gift of all.



The Christmas Truce

Aaron Shepard



Warm up

- ★ Name one festival which you like the most.
- ★ How do you celebrate that festival?
- ★ Narrate a memorable incident which happened during that celebration?

This piece, set during World War I, highlights the beauty of unlikely friendships and fellowship. It is a British soldier's letter to his sister on how all enmity was forgotten as British and German soldiers celebrated Christmas together.

Christmas Day, 1914

My dear sister Janet,

It is 2:00 in the morning and most of our men are asleep in their **dugouts** – yet I could not sleep before writing to you about what happened here on Christmas Eve. In truth, what happened seems almost like a fairy tale, and if I had not been through it myself, I would scarce believe it. While you and the family sang **carols** before the fire there in London, I did the same with enemy soldiers here on the battlefields of France!

As I wrote before, there has been little serious fighting of late. The first battles of the war left so many dead that both sides have held back until replacements could come from home. So, we have mostly stayed in our **trenches** and waited.

But what a terrible waiting it has been! Knowing that any moment an artillery shell might land and explode beside us in the trench, killing or **maiming** several men. And in daylight not daring to lift our heads above ground, for fear of a sniper's bullet.

And the rain – it has fallen almost daily. Of course, it collects right in our trenches, where we must bail it out with pots and pans. And with the rain has come mud – a good foot or deeper. It **splatters** and cakes everything, and constantly sucks at our boots. One new recruit got his feet stuck in it, and then his hands too when he tried to get out.



Through all this, we could not help feeling curious about the German soldiers across the way. After all, they faced the same dangers we did and **slogged** about in the same **muck**. What's more, their first trench was only fifty yards from ours. Between us lay No Man's Land, bordered on both sides by barbed wire - yet they were close enough we sometimes heard their voices.

Of course, we hated them when they killed our friends. But other times, we joked about them and almost felt we had something in common. And now it seems they felt the same.

Just yesterday morning - Christmas Eve Day - we had our first good freeze. Cold as we were, we welcomed it, because at least the mud froze solid. Everything was **tinged** white with frost while a bright sun shone over everything. Perfect Christmas weather!

During the day, there was little shelling or rifle fire from either side. And as darkness fell on our Christmas Eve, the shooting stopped entirely. Our first complete silence in months! We hoped it might promise a peaceful holiday, but didn't count on it. We'd been told the Germans might attack and try to catch us off guard.

I went to the dugout to rest, and lying on my cot, I must have drifted asleep. All at once my friend John was shaking me awake, saying, "Come and see! See what the Germans are doing!" I grabbed my rifle, **stumbled** out into the trench, and stuck my head cautiously above the sandbags.

I never hope to see a stranger and more lovely sight. Clusters of tiny lights were shining all along the German line, left and right as far as the eye could see.

"What is it?" I asked in bewilderment, and John answered, "Christmas trees!"

And so it was. The Germans had placed Christmas trees in front of their trenches, lit by candle or lantern, like beacons of goodwill.

And then we heard them singing.

Stille nacht, heilige nacht...

This carol may not yet be familiar to us in Britain, but John knew it and translated: "Silent Night, Holy Night." I've never heard one lovelier - or more meaningful, in that quiet, clear night, its darkness softened by a first - quarter moon.

When the song finished, the men in our trenches applauded. Yes, British soldiers applauded Germans! Then one of our own men started singing, and we all joined in.

The first Nowell, the angel did say ...

In truth, we sounded not nearly as good as the Germans, with their fine harmonies. But they responded with enthusiastic applause of their own and then began another.





O Tannenbaum, o Tannenbaum...

Then we replied.

O come all ye faithful...

But this time they joined in, singing the words in Latin.

Adeste fideles...

Britain and Germany harmonizing across No Man's Land! I would have thought nothing could be more amazing – but what came next was even more so.

"English, come over!" we heard one of them shout. "You no shoot, we no shoot."

There in the trenches, we looked at each other in **bewilderment**. Then one of us shouted jokingly, "You come over here."

To our astonishment, we saw two figures rise from a trench, climb over their barbed wire, and advance unprotected across No Man's Land. One of them called, "Send officer to talk."

I saw one of our men lift his rifle to the ready, and no doubt others did the same - but our captain called out, "Hold your fire." Then he climbed out and went to meet the Germans halfway.

We heard them talking, and a few minutes later, the captain came back and announced, "We've agreed that there will be no shooting before midnight tomorrow. But sentries are to remain on duty, and the rest of you, stay alert."

Across the way, we could make out groups of two or three men starting out of trenches and coming towards us. Then some of us climbed out too, and in minutes, there we were in No Man's Land – over a hundred soldiers and officers of each side, shaking hands with men we'd been trying to kill just hours earlier!

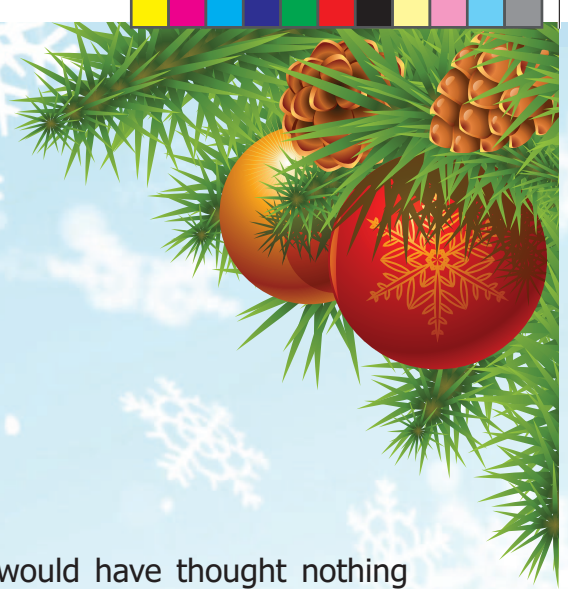
Before long, a bonfire was built and around it we mingled – British khaki and German grey. I must say, the Germans were the better dressed, with fresh uniforms for the holiday.

Only a couple of our men knew German, but more of the Germans knew English. I asked one of them why that was so.

"Because many have worked in England!" he said. "Before all this, I was a waiter at the Hotel Cecil. Perhaps I waited on your table!"

"Perhaps you did!" I said, laughing.

Another German had been a porter at Victoria Station. He showed me a picture of his family back in Munich. It was so lovely, I told him I would like to meet his family members someday. He happily gave me his family's address.





Even those who could not converse could still exchange gifts – our tea for their coffee, our corned meat for their [sausage](#). Badges and buttons from uniforms changed owners, and one of our boys walked off with a spiked helmet! I myself traded a jack knife for a leather equipment belt – a fine souvenir to show when I get home.

As it grew late, a few more songs were traded around the fire, and then all joined in for – I am not lying to you – “Auld Lang Syne.” Then we parted with promises to meet again tomorrow, and there was even some talk of a football match.

I was just starting back to the trenches when an older German soldier clutched my arm. “My God,” he said, “why cannot we have peace and all go home?”

I told him gently, “That you must ask your emperor.”

He looked at me searchingly and said, “Perhaps, my friend. But we must also ask our hearts.” And so, dear sister, tell me, has there ever been such a Christmas Eve in all history? What does it all mean, this impossible befriending of enemies?

For the fighting here, of course, it means regrettably little. Decent fellows those soldiers may be, but they follow orders and we do the same. Besides, we are here to stop their army and send it home, and never could we shirk that duty.

Still, one cannot help but imagine what would happen if the spirit shown here were caught by the nations of the world. Disputes may arise but what if our leaders were to offer good wishes in place of warnings; songs in place of insults; gifts in place of reprisals? Would not all wars end at once?

All nations say they want peace. Yet on this Christmas morning, I wonder if we want it quite enough.

Your loving brother,
Tom



About the Author



Aaron Shepard (October 7, 1950) is the award-winning author of *Savitri: A Tale of Ancient India*, *The Legend of Lightning Larry*, *The Sea King's Daughter*, and many more children's books. Aaron's specialty is retelling folktales and other traditional literature from around the world. His work has been honoured by the American Library Association, the National Council for the Social Studies, the American Folklore Society, the New York Public Library, and the Bank Street College of Education.





F24Q3B

Glossary



- truce** (n) - an agreement to stop fighting or arguing for a period of time
- dugout** (n) - a trench that is dug and roofed over as a shelter for troops
- carols** (n) - a religious folk song or popular hymn, particularly one associated with Christmas.
- trenches** (n) - a long, narrow ditch
- maim** (v) - injure or wound seriously and leave permanent damage to body or parts
- splatter** (n) - a small quantity of something moist or liquid
- slog** (v) - work hard over a period of time
- muck** (n) - dirt, rubbish, or waste matter.
- stumble** (v) - trip or momentarily lose one's balance; almost fall
- bewilderment** (n) - a feeling of being perplexed and confused.



"Aung Lang Syne" is a Scots poem written by Robert Burns in 1788 and set to the tune of a traditional folk song. In many English-speaking nations, it is traditionally sung during the New Year's Eve. The song's title may be loosely translated as "for the old times" or "long long ago".

A. Choose the correct answer.

- The story is set during the _____.
a. World War I b. World War II
c. Kargil War d. Indo-China War
- The story is about the celebration of _____ festival.
a. Deepavali b. Pongal c. Ramzan d. Christmas
- Tom called the incidents happened there as a _____.
a. fairy tale b. poetry c. tragedy d. comedy
- The Germans had placed Christmas trees in front of their _____.
a. houses b. trenches c. tanks d. cars
- One of the German soldiers worked as a _____ at Victoria Station.
a. tea-seller b. ticket-checker c. porter d. shop keeper



F2DL4Y





B. Identify the character, speaker or both of the following lines.

1. Our first complete silence in months!
2. Come and see! See what the Germans are doing!
3. Hold your fire.
4. You no shoot, we no shoot.
5. My God, why cannot we have peace and all go home?

C. Answer the following questions in about 100 – 120 words.

1. Narrate the Christmas celebration as happened in the war field.

D. Think and answer.

1. Do you envision a similar truce taking place in any wars or fighting today? Explain.
2. Today, much of what we know about the truce comes from soldiers' postcards home. In the postcard given below, write a short message home, imagine that you took part in the 1914 Christmas Truce.

POST CARD

Printed in England

ADDRESS

PLACE
STAMP
HERE

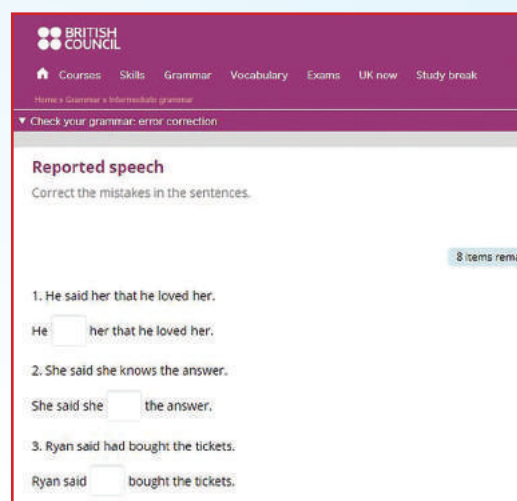
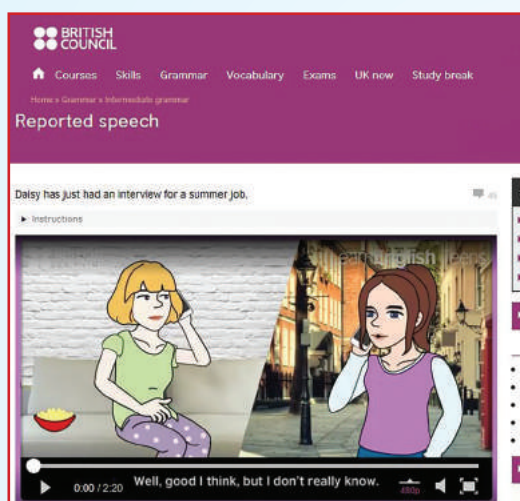




ICT CORNER

Reported Speech

This webpage from [British Council](#) helps the students to learn reported speech with examples. Students can also try the online worksheets to improve their learning.



Steps

1. Type the URL link given below in the browser or scan the QR code.
2. Read the Instructions which are given above the video, then watch the video to know about the content.
3. Read the explanation and examples for different types of reported speech.
4. Click the "Check Your Grammar" tab to practice "Matching, Error Correction and Gap Fill" exercises on your own and check your answers online.
5. You can also download and use the resources offline which is given under "Worksheets and Downloads" tab.



B562_9_ENG_T3

Download Link

Type the following link in your browser or click or scan the QR code to download the application and install it.

<http://learnenglishteens.britishcouncil.org/grammar/intermediate-grammar/reported-speech>



LISTENING PASSAGES

LEARNING THE GAME

H. Listen to the following story

The Olympic Games began in Greece about three thousand years ago. All wars stopped for the Olympics in those days. The discus and the Pentathlon began in these early Olympic Games. In 394 the Romans stopped the Greek Olympic Games, because they didn't like them. In 1896, a Frenchman – Pierre de Coubertin began the Olympic Games again. These days the Olympic Games usually happen every four years. But how did the Paralympics for disabled begin? In the 1940s Sir Ludwig Guttmann was a doctor at the Stoke Mandeville hospital in England. At the hospital there were many disabled soldiers from World War II and Guttmann wanted these soldiers to get better by doing sports.



The Paralympics are younger than the Olympics, but they are getting bigger all the time. The first true paralympic Games happened in Rome in 1960. Four hundred disabled athletes from twenty-three different countries came to these Games. At the Beijing Paralympics in 2008, there were 4,000 disabled athletes from 144 countries! These days there are Paralympic Games every four years, and because it's easier for Paralympic athletes to stay in Olympic hotels and to run in Olympic stadiums, the Paralympics usually happen in the Olympic cities, too. Think of swimming with only one leg against people with two legs. Think of running with artificial legs. Think of playing basketball in a wheelchair. Disabled people can do some wonderful things!

[source : True Heroes of Sport by Donatella Fitzgerald]

THE SPIRIT OF ADVENTURE

D. Leena has a great fascination for adventure. During her winter holidays she wishes to explore an adventure sport. Listen to the conversation between Leena and her mother and complete the dictionary activity.



Mother :

Leena, what are your plans for the winter vacation? I thought we could go to a heritage site in India.



Leena :

No Mom. This time, I wish to take up an adventure sport which I have been planning for long. But I am not sure whether we have good options for adventure sports in India.

Mother :

Why not! India is a versatile and multifaceted country and every part of it offers some new adventure to see, some new place to visit. Ranging from the wonderful treks on the powerful and the bold mountain ranges of Himalayas, sky diving adventures in the west, hill stations of the south, proclaiming beauty of the Karst caves to the desert trips in Thar, all the varieties are found in one nation.

Leena :

That's great to know that with the brooding modern nation, you can savour all the adventures either in the midst of towns or surrounded with the nature's bounty.

Mother :

But we must carefully choose the organization that offer such programmes. We should go for ones that are registered with Adventure Tour Operators Association of India and Ministry of Tourism.

Leena :

Ok, Mom. Let us see if any of those places have bungee jumping. I have been dreaming of doing this dare-devil jump for the past two years.

Mother :

If you are really ready for bungee-jumping, I suggest we go to Rishikesh. Apart from leaping off a cliff, you can do white-water rafting too. What do you say? Let's talk to your father and ask him to do some enquiries.

Leena :

Yaayyy!!! I am so excited. I can't wait for Dad to come back from office.

A POISON TREE

F. Listening input for Anger Management

It's natural to get angry. But it's a virtue to know how to handle it. It deals with certain anger management issues. Here are some of the best anger management tips to help you get over being angry quickly.



Meditation is definitely a great technique to calm your inner self, thereby controlling those sudden angry outbursts. Meditation does not always require that you sit in a place and keep peeping at the watch. You need a peaceful place to sit upright.





Start relaxing with the top of your head and then slowly release the tension of your body, one muscle at a time and breathe deeply.

Try to connect yourself with your inner person. There is a person living inside you who always tells you how to act. After a strong situation, it is you that inner person who understands you better than anyone else. So initiate a positive conversation within yourself. Close your eyes and speak to yourself and calm yourself.

Anger is something that releases the tension you have been feeling all the while but who will take care of the reason why you got angry in the first place? It is as simple as a solution that you need. Forgive and forget . It's easier to get the apologies over and done with right away so you can forget about your anger and move on.

Start good one by saying , "I'm sorry" or "I forgive you". Forgiving is a blessing. Spread the goodness. Instead of allowing others to laugh at you, laugh at your oneself. Think of all the words you said and think of how you could have changed the situation by acting in a different way.

OLD MAN RIVER

F. Listening input for fill in the blanks

The 2015 South Indian floods resulted from heavy rainfall generated by the annual north east monsoon in November-December 2015. They affected the Coromandel Coast region of the South Indian states of Tamil Nadu and Andhra Pradesh, and the union territory of Puducherry, with Tamil Nadu and the city of Chennai particularly hard- hit. More than 500 people were killed and over 18 lakh people were displaced. With estimates of damages and losses ranging from nearly 200 billion rupees to over 1 trillion rupees, the floods were the costliest to have occurred in 2015, and were among the costliest natural disasters of the year. The flooding has been attributed to the 2014-16 El-Nino event.



ON KILLING A TREE

G. *Listen to the speech and complete the exercises that follow.

Nammazhwar was born in 1938 in Elangadu, Thanjavur District, and he graduated from Annamalai University with a B.Sc. degree in Agriculture. In 1963, he began working for the Agricultural Regional Research Station, a government organisation in Kovilpatti, as a scientist, conducting trials on spacing and use of various chemical fertilizers in cotton and millet crops. During his tenure there, the government had conducted various experiments



in rain-fed land, using expensive inputs like hybrid seeds, chemical fertilizers and chemical pesticides which Nammazhwar considered futile as the farmers were resource poor. Based on his experience, he felt very strongly that it was imperative to totally reorient the research work being undertaken. But his peers at the institute paid little attention to his advice. Frustrated, he left the institute in 1969.



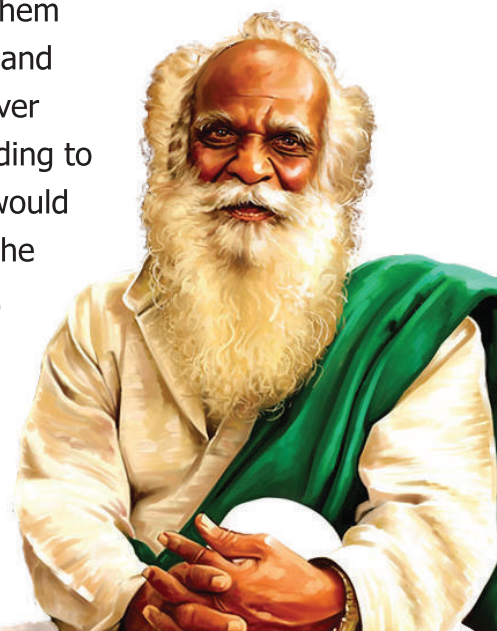
For the next 10 years, he was an agronomist for Island of Peace, an organisation founded by the Nobel Laureate Dominique Pire. His focus was on improving the standard of living through agricultural development in the Kalakad block of Tirunelveli District, Tamil Nadu. It was at this time that he realised that to get optimal results in farming, farmers should rely only minimally on external inputs. All inputs should come from within the farm. So called waste should be recycled and used as input. This revelation was a turning point in his life. He completely lost trust in conventional farming practices and began experimenting with sustainable agricultural methods.

Vegetables have a short lifespan compared to fruit crops. By making use of modern technologies and inputs, their lifespan can perhaps be extended to say about a year. But if there is a simple method of growing vegetables throughout the year, without any costly gadgets, modern technologies, or costly inputs, it is definitely worth a try for the farmers.

He advocated the 'Bread sandwich' method. In this method once the soil is made ready and the suggested practices followed, one need not work on the soil for the second time. They can go on sowing and reaping, all through the year.

He always said it was no use trying to teach a farmer. Instead, one should make the farmer understand the issue. He never stopped learning from them himself and had become a vast repository of farming practices and knowledge that he shared with whoever was interested. He never pushed ideas down anyone's throat. Each farm is unique according to the farmers' understanding and the conditions, Nammazhwar would say. He would keep experimenting with what he learned from the farmers, refined this knowledge and then gave it back to them.

He often said **"Farming is not a way of producing crops to make money. It is a way of living, and a way of living that is possible even in the 21st century."** He trained hundreds of farm youths as trainers and helped many farmers to be master trainers—all this without the support of the government.





SEVENTEEN ORANGES

F. *Listen to the play and answer the questions that follow.

Krishna Deva Raya's greedy minister, Chatur Pandit, arrives at the court with a red peacock.

Krishna Deva Raya: I have never seen such a creature!

Courtiers: We agree.

Chatur Pandit: Please accept this gift, Your Majesty! My servants searched the jungles to find this creature.

Tenali Raman (thinks): How can a bird so bright survive in the jungle? It will be easily spotted by other animals.

Krishna Deva Raya: Thank you, Chatur Pandit! How can we reward you?

Chatur Pandit: Your Majesty, 1000 gold coins will be enough, as I spent that to get the bird.

Tenali Raman: Your Majesty, I think we should observe this peacock for a while before we give Chatur Pandit his reward. I will go to the jungles and get more birds like these.

Krishna Deva Raya: Alright, Tenali. You have two weeks.

(Tenali Raman did not go to the jungles.)

Tenali Raman (to his attendants): Look for the person who has painted that peacock red.

Attendants: Yes, sir!

(The attendants found the painter.)

Tenali Raman (to the painter): Don't worry, I won't punish you. Just paint another four peacocks the same colour.

Painter: Yes sir.

(Tenali Raman takes the peacocks to the court, two weeks later.)

Krishna Deva Raya: Bravo, Tenali.





Treasurer, give him 1000 gold coins.

Tenali Raman: That is not what they cost, Your Majesty.

Krishna Deva Raya: What is your price then, Tenali Raman?

Tenali Raman: A bucket of water, a bag of red paint, and a gold coin for this artist.

Krishna Deva Raya (angrily): Chatur Pandit, I sentence you to...

Tenali Raman: Your Majesty, your desire for fame led you to believe a red peacock could exist. For a long time, there has been needless spending on such curiosities.

It is better that your subjects are prosperous, rather than a display of wealth. I request you to let Chatur Pandit go and reward the artist for highlighting this matter.

Krishna Deva Raya: You're right, Tenali.

Chatur Pandit (falls at the king's feet): Your Majesty, please forgive me.

Krishna Deva Raya: I will do so, but you are banished from the court for a month. And you must return the gifts you got earlier.

(It starts to rain and the peacocks dance. The rain washes off their red colour.)

Krishna Deva Raya (laughs): Look, Tenali!

(Tenali smiles.)

(The people of the kingdom dance in the rain.)

The people (to each other): We are lucky to have a king who is not afraid to admit his mistake.

(Chatur Pandit walks home alone in the rain.)

THE SPIDER AND THE FLY

D. *Listen to the passage and fill in the blanks with appropriate answers.



Trust is one of the most important things anyone can have in a relationship because trust is what makes the foundation of a relationship. Without trust there is no relationship at all because everything you do or make of the relationship will be based on truth. Trust is





a very rare thing to find and if you are able to give it in return, your life is so much better and more fulfilling for everyone involved. Trusting people can hurt sometimes because they betray you, but you learn from the situation and move on to the next adventure in your life. Just don't let small bumps in the road throw you back to not trusting and being cold. Simply keep moving forward and you will have a wonderfully fulfilling life that will be filled with good people that care and are trustworthy.

(slightly adapted)

WATER THE ELIXIR OF LIFE

Severn Cullis-Suzuki (born November 30, 1979 in Vancouver, British Columbia) is a Canadian environmental activist. She has spoken around the world about environmental issues, urging listeners to define their values, act with the future in mind, and take individual responsibility. In 1992, at age 12, Cullis-Suzuki raised money with members of ECO to attend the Earth Summit in Rio de Janeiro. Cullis-Suzuki presented environmental issues from a youth's perspective at the summit, where she was applauded for her speech to the delegates.



E. *Listen to the speech and complete the exercises that follow.



Hello. I'm Severn Suzuki, speaking for ECO, the Environmental Children's Organization. We are a group of 12- and 13-year-olds trying to make a difference: Vanessa Suttie, Morgan Geisler, Michelle Quigg, and me. We've raised all the money to come here ourselves, to come 5,000 miles to tell you adults you must change your ways.

Coming up here today, I have no hidden agenda. I am fighting for my future. Losing my future is not like losing an election or a few points on the stock market. I am here to speak for all generations to come. I am here to speak on behalf of the starving children around the world whose cries go unheard. I am here to speak for the countless animals dying across this planet because they have nowhere left to go. I am afraid to go out in the sun now because of the holes in our ozone. I am afraid to breathe the air because I don't know what chemicals are in it. I used to go fishing





in Vancouver — my home — with my dad, until just a few years ago we found the fish full of cancers. And now we hear of animals and plants going extinct every day, vanishing forever.

In my life, I have dreamt of seeing the great herds of wild animals, jungles and rainforests, full of birds and butterflies, but now I wonder if they will even exist for my children to see. Did you have to worry of these things when you were my age? All this is happening before our eyes and yet we act as if we have all the time we want and all the solutions. I'm only a child, and I don't have all the solutions. I want you to realize, neither do you. You don't know how to fix the holes in our ozone layer. You don't know how to bring the salmon back up a dead stream. You don't know how to bring back an animal now extinct. And you can't bring back the forest that once grew where there is now a desert. If you don't know how to fix it, please stop breaking it.

Here you may be delegates of your government, business people, organizers, reporters or politicians. But really you are mothers and fathers, sisters and brothers, aunts and uncles, and all of you are someone's child. I am only a child, yet I know we are all part of a family 5 billion strong. In fact, 30 million species strong. And borders and governments will never change that. I am only a child, yet I know that we're all in this together and should act as one single world towards one single goal. In my anger, I am not blind, and in my fear, I am not afraid of telling the world how I feel. In my country, we make so much waste. We buy and throw away, buy and throw away, buy and throw away, and yet Northern countries will not share with the needy. Even when we have more than enough, we are afraid to share. We are afraid to let go of some of our wealth.

In Canada, we live the privileged life with plenty of food, water and shelter. We have watches, bicycles, computers and television sets. The list could go on for two days. Two days ago here in Brazil, we were shocked when we spent time with some children living on the streets. This is what one child told us, "I wish I was rich. And if I were, I would give all the street children food, clothes, medicines, shelter, and love and affection." If a child on the streets who has nothing is willing to share, why are we who have everything still so greedy? I can't stop thinking that these are children my own age; that it makes a tremendous difference where you are born; that I could be one of the children living in the favelas of Rio. I could be a child starving in Somalia, or a victim of war in the Middle East or a beggar in India. I am only a child, yet I know that if all the money spent on war was spent on finding environmental answers, ending poverty and finding treaties, what a wonderful place this Earth would be.

At school, even in kindergarten, you teach us how to behave in the world. You teach us to not fight with others; to work things out; to respect others; to clean up





our mess; not to hurt other creatures; to share, not be greedy. Then why do you go out and do the things you tell us not to do? Do not forget why you are attending these conferences – who you are doing this for. We are your own children. You are deciding what kind of world we are growing up in.

Parents should be able to comfort their children by saying "Everything's going to be all right. It's not the end of the world. And we're doing the best we can." But I don't think you can say that to us anymore. Are we even on your list of priorities? My dad always says, "You are what you do, not what you say." Well, what you do makes me cry at night. You grown-ups say you love us, but I challenge you, please make your actions reflect your words. Thank you.

FROM ZERO TO INFINITY

D. Listen to the Passage Two Geniuses

Many people regard the scientist Albert Einstein as one of twentieth century's greatest geniuses. He was a physicist whose research into the working of the universe made such inventions as nuclear energy, space travel and television possible.

Anecdotes about Einstein show that he had a great sense of humour.

One such anecdote tells that as a young man with a growing reputation, he received many invitations to go to universities to explain his theories. On these trips he was always chauffeured by the same person—a man called Hans. Hans often said to him, "It's a pleasure to drive a genius like you, Dr. Einstein."



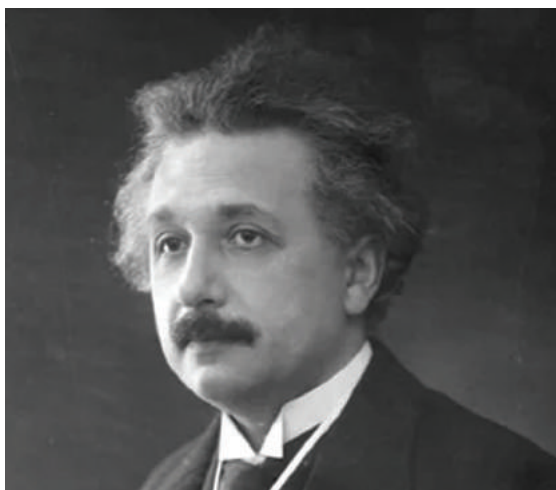
One evening, on their way to a remote university, Einstein said, "I wish I didn't have to give my lecture tonight, Hans. I'm so tired. But I can't let my audience down, can I."

"You don't need to," said Hans. "We'll change places, and I'll give the lecture for you. I've listened to it a dozen times. I don't understand it, but I know it by heart. And no one knows you at the university, do they? No one will find out."

Einstein eventually agreed with Hans, but said to him, "Don't try to answer any questions, whatever you do."

They changed places, and at the university, Hans was greeted and led to the platform in a great hall crowded with professors and students. Einstein joined the





audience and listened to Hans give his lecture perfectly, and joined in the applause at the end.

However, before Hans could get off the platform, a professor shouted from the audience, "I'd like to ask you a question. Its very difficult but please answer it." He then asked the question so difficult that Hans had no idea what he was talking about.

Einstein thought, "Oh Dear, now we're in trouble." But Hans just laughed and said, "That's not a difficult question, sir. In fact, it's so easy even my driver knows how to answer it. Hans, stand up and....."

Einstein stood up and answered the question perfectly.

They left the university, with Einstein driving. A little later, Hans offered to take over from him. "No, my friend," laughed Einstein, "it's a pleasure to drive a genius like you."

THE COMET

F. Listen to the Passage Comets

Comets, meteors and asteroids have several things in common. First, they are believed to be remnants of the materials that created the Sun and the planets. Basically, they're leftovers. Comets, meteors and asteroids are too small to be planets. Some are only a few feet in size, while others are a mile or more long.



Comets are mostly made of ice. They are very old. As comets travel close to the Sun, some of the ice melts off and becomes a gas. This melting process causes bits of dust and debris to trail behind the comet. This tail can be seen in the night sky as a bright, quickly-moving light.

Comets orbit at the very edge of the galaxy, past Pluto.





A BIRTHDAY LETTER

E. A Dialogue between Brothers

- Raghav:** Hi Aadhav! I need to discuss something important with you.
- Aadhav:** Hi Raghav! I am free now. Come on. Let us discuss.
- Raghav:** Do you remember that coming April 2nd is our parents' wedding anniversary?
- Aadhav:** Thank you for reminding me, Bro. I have almost forgotten that. How shall we celebrate it?
- Raghav:** Shall we plan for a surprise celebration?
- Aadhav:** Yes, of course, Bro.
- Raghav:** How about inviting our friends and close relatives for the party to surprise our parents?
- Aadhav:** Yeah. That would be a real surprise! Shall we also have cake cutting?
- Raghav:** Yes, we shall. But, we have to do something unique. What else shall we do then?
- Aadhav:** Why don't we make our parents plant a sapling as a part of the celebration?
- Raghav:** That's a good one! I know a person who owns a nursery garden. I'll buy mango sapling and we'll make our parents plant it.
- Aadhav:** Great, it will be a memorable one. I have saved some money. Let's make use of it for the arrangements.
- Raghav:** Let me also contribute my savings to make this celebration useful and memorable.



THE STICK-TOGETHER FAMILIES

E. Listen to the Passage Family

Family is where we all belong to and from where our identity comes from. A person is valued based on his family and upbringing. Family is a bond, a long lasting relationship that holds a bond with each other. There are many values that one has to learn to get the family bonding in the right manner. Bonding does not happen overnight. It forms with every second, every minute that you spend with your loved ones. The understanding, the acceptance, the belonging and the security all enclosed together is how a family bond is formed.

A close family bond is like a safe harbour, where we feel secure and where we trust that





we have someone always there to whom we could turn to when we need them the most.

It is through a family that we learn the values of love, trust, hope, belief, cultures, morals, traditions and every little matter that concerns to us. A strong foundation for any individual comes from being with a supportive family.

Family is one among the greatest gifts that we get from God. To have parents, who support us, teach us values in life, and gives us a strong foundation in character, teach us the importance of love and being loved, trust to be there for one another and many other morals that could be obtained only from a family. A gift not only with lovable parents, but siblings who care and love us beyond themselves. We cannot buy or demand all these things in life, as we are being given to understand their importance.

To be part of a happy family, one should always thank God for the blessing we have in lives, as having a family who cares and loves us is the greatest blessing that any person could get in life.



Useful Weblinks

- **Ramanujan Mathematical Society** - www.ramanujanmathsociety.org/
- **ISRO - Government of India** - <https://www.isro.gov.in/>
- **Asteroids and Comets: Information and Facts | National Geographic**
<https://www.nationalgeographic.com/science/space/solar-system/asteroids-comets/>





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Prose

- ❖ **Learning the Game** - Sachin Ramesh Tendulkar (Published by Hodder & Stoughton, UK)
- ❖ **I can't Climb Trees Anymore** - Ruskin Bond
- ❖ **Old Man River** - Dorothy Deming (Drama)
- ❖ **Seventeen Oranges** - Bill Naughton
- ❖ **Water – The Elixir of Life** - Sir C.V. Raman
- ❖ **From Zero to Infinity** - Biography of Srinivasa Ramanujan
- ❖ **A Birthday Letter** - Jawaharlal Nehru

Poem

- ❖ **Stopping by Woods on a Snowy Evening** - Robert Frost
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English – Class IX

List of Authors and Reviewers

Advisory Committee

Rajeswary P
ELT Consultant, Former Education Officer, CBSE.

Domain Experts

Vijayalakshmi P
Principal, Chinmaya Vidyalaya,
Virugambakkam, Chennai.

Seethalakshmi Viswanath
Retired Principal,
Amrita Vidyalayam, Chennai.

Reviewers

Nagalakshmi B
ELT Consultant,
Chennai.

Daniel David
Head, Department of English (SFS)
Madras Christian College, Tambaram, Chennai.

Hema Natarajan
Associate Professor of English,
Rajalakshmi Engineering College,
Thandalam, Kancheepuram.

Savithri P
Asst. Professor of English,
Sri Meenakshi Govt. Arts College for Women,
Madurai.

Hemalatha NN
Asst. Professor, Department of English (SFS)
Madras Christian College, Tambaram, Chennai.

Academic Coordinators

Sagayaraj L
B.T. Asst., Govt. Girls Hr. Sec. School,
Tiruttani, Thiruvallur.

Ajitha N D
B.T. Asst., Govt. Hr. Sec. School,
Alagianallur, Virudhunagar.

Art and Design Team

Illustration

Manoharan S
Vasuki L

Art Teachers,
Government of Tamil Nadu.
Students,
Government College of Fine Arts,
Chennai & Kumbakonam.

Graphics & Layout

V2 Innovations, Chennai

Wrapper Design

Kathir Arumugam

In-House QC

Gopu Rasuvel
Arun Kamaraj P

Co-ordination

Ramesh Munisamy

Authors

Inthumathi G G
Asst. Professor of English,
Vivekanandha College, Karur.

Petra Elizabeth Chithra J
H.M., Govt. High School,
Puthutheru, Thanjavur.

Sasikala B
P.G. Asst., ADWHSS,
Meenambakkam, Kancheepuram.

Rekha Rayen E
B.T. Asst., GHSS,
Okkiam, Thoraipakkam, Kancheepuram.

Sujith Gladwin E
B.T. Asst., GHS.,
Vellur, Virudhunagar.

Jaya Prabhu P
B.T. Asst., GHS.,
Poondi, Thanjavur.

Lourds Anita T
B.T. Asst., GHSS.,
Moolaikaraipatti, Tirunelveli.

Muthu Raman K
B.T. Asst., GGHSS.,
Pattukkottai, Thanjavur.

Chandrashekar N
B.T. Asst., Govt. Model Hr. Sec. School,
Kelamangalam, Krishnagiri.

Sethu Raman R
B.T. Asst., PUMS.,
Melakkudieruppu, Ariyalur.

Vasundhara K
P.G.T., Chinmaya Vidyalaya,
Chennai.

Antony Raj M
B.T. Asst., St. Bedes AIHSS.,
Chennai.

QR Code Management

R. Jaganathan
S.G. Asst., (SPOC), PUMS.,
Ganesapuram - Polur, Thiruvannamalai Dist.

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