



# PREFACE

The revised course book for English standard IX is based on the communicative approach which recognises the importance of developing students' competence to express them fluently, confidently and appropriately. The selection of contents has been determined by the students' present and future academic and social needs.

Each unit focuses on inculcating universal human values, gender sensitization and inclusivity. To explore the digital world, ICT Corner is introduced in each unit for the first time in State Board Text Book.





## How to use the book

- Different types of warm up activities can be used to discuss the theme.
- Make use of the different genres in the text for understanding and appreciating the plot and characterization.
- 'Do You Know' boxes can be used for thinking beyond the texts.

1

- Facilitate the children to enjoy and appreciate the poem.
- Encourage the students to practice the situational grammar exercises.
- 'Think and Answer' questions can be used for promoting Higher Order Thinking Skills.

2

- Use the listening, speaking, reading and writing activities to support effective learning.
- Open-ended questions in the writing tasks can be used for promoting creative writing.
- 'Project' can be used for developing team spirit and collaborative learning.

3

4

- Motivate the students to read independently and to explore by accessing resources in the library and other ICT resources.
- Make use of literary and non-literary texts to develop analytical, inferential and evaluative reading strategies.





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\*Memoriter



E-Book



Assessment



Digi Links



## Learning Objectives



**At the end of the lesson, the students will be to be able to:**

- read the unfamiliar words, know their meaning and apply them in their own sentences in different contexts
- read the passages with proper pause, pronunciation and intonation
- comprehend the text, answer the questions orally and write answers to both short and long answer questions
- listen to a passage for a specific information
- write a paragraph about a familiar personality
- use 'connectors' in oral and written sentences
- report the sentences using the prescribed transformation form
- read the poem with proper modulation and appreciate the poetry
- identify poetic devices employed in the poem
- develop habit of silent reading and love for English literature
- understand how a story is set using different elements of the story

## Unit - 1

### Learning Outcomes



**Through the course of the lesson, the students will be able to:**

- use the unfamiliar words in their own sentences
- comprehend the passages given in the lesson
- write a paragraph based on the information given
- make meaningful sentences using necessary connectors
- transform sentences from direct speech to reported speech
- identify basic poetic devices like rhyme scheme, simile, metaphor in an unfamiliar poem



## Learning Objectives



**At the end of the lesson, the students will be able to:**

- read the unfamiliar words, know their meaning and apply them in their own sentences in different contexts
- read the passages with proper pause, pronunciation and intonation
- comprehend the text, answer the questions orally and write answers to both short and long answer questions
- understand the format of an informal/ personal letter
- listen to a dialogue with understanding
- deliver a short speech based on the hints given
- participate in discussions to share their views
- read and appreciate the poetry
- identify poetic devices employed in the poem
- develop habit of silent reading

## Unit - 2

### Learning Outcomes



**Through the course of the lesson, the students will be able to:**

- read and comprehend the passages and respond to the questions
- differentiate between opinion and fact
- identify determiners in a sentence and classify them based on their functions
- express opinions and views using active and passive voices
- develop hints into a meaningful paragraph
- write a personal letter to express views in a coherent and meaningful manner
- write a four-line poem using simple words in rhyming
- identify figure of speech like alliteration, personification from a given poem



## Unit 1

### 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.

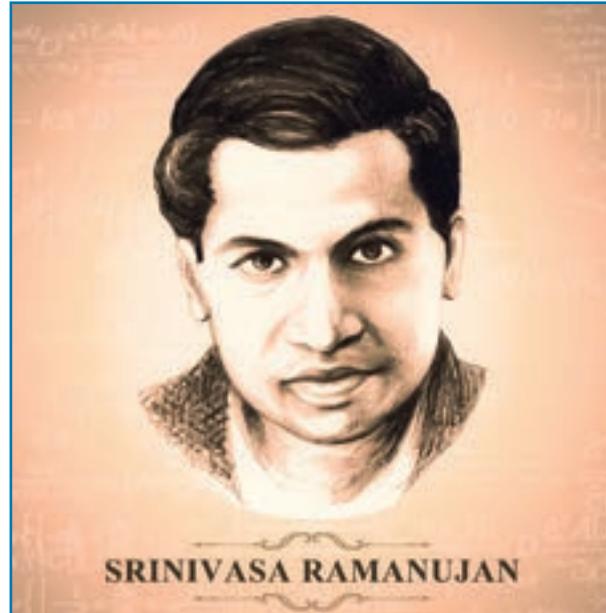
"We have three bananas," the teacher said, "and we have three boys. Can you tell me how many each will get?"

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!



SRINIVASA RAMANUJAN

"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 able to get Loney's *Trigonometry* from a college library. 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 *Synopsis of Elementary Results in Pure Applied Mathematics* by George Shoobridge Carr. For a boy of 15 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 "Loney's *Trigonometry*" book from?
- ▲ 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 *Riemann 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



EHNP9B

- |                          |  |
|--------------------------|--|
| <b>absurd</b> (adj.)     | - stupid and unreasonable, silly in a humorous way                               |
| <b>infinity</b> (n)      | - unlimited space, time, amount, a number large beyond any limit                 |
| <b>intriguing</b> (adj.) | - very interesting because of being unusual or mysterious                        |
| <b>prodigy</b> (n)       | - a child who shows a great ability at a young age                               |
| <b>dingy</b> (adj.)      | - a dark and dirty place   |
| <b>Physiology</b> (n)    | - the scientific study of the way in which the bodies of animals and plants work |
| <b>unkempt</b> (adj.)    | - not neat or cared for  |
| <b>uncouth</b> (adj.)    | - behaving in an unpleasant way  |



<b>conjecture</b> (n)	- an opinion or conclusion formed on the basis of incomplete information.
<b>discrepancy</b> (n)	- an illogical or surprising lack of compatibility or similarity between two or more facts
<b>distinguished</b> (adj.)	- used to describe a person, respected and admired for excellence
<b>devouring</b> (adj.)	- destructively consuming
<b>disembark</b> (v)	- to leave a ship, aircraft, etc. after a journey
<b>emaciated</b> (adj.)	- very thin and weak, usually because of illness or extreme hunger
<b>agonising</b> (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 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 on November, 1967.



\*Listening text is on Page - 133



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 decades earlier 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.**

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



## Look at the following sentences, how connectors are used.

- ❖ 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.

## H. 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 **felicitated** 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.

I. 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

**J. Match the following Active voice sentences with Passive voice**

	<b>Active Voice</b>	<b>Passive Voice</b>
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.)

## K. 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

## L. 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. Subbulakshmi



Stephen Hawking



# Unit 1



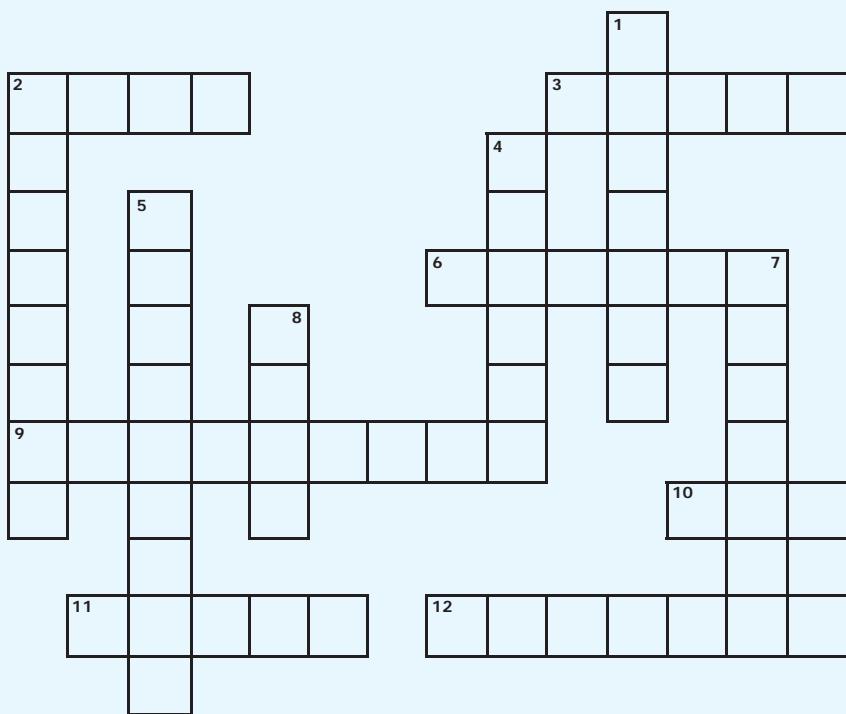
## Poem\*

### The Comet

Norman Littleford

#### Warm up

Fill in the crossword puzzle using the clues given below.

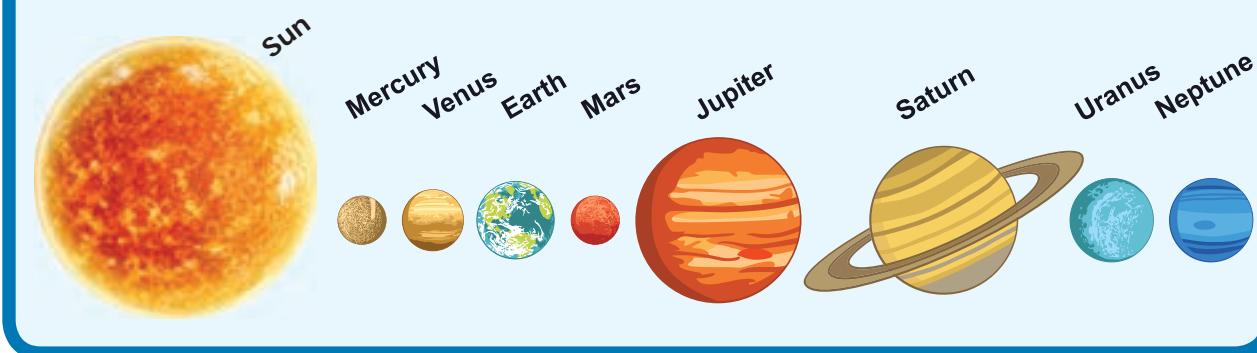


#### ACROSS

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



\* Memoriter



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



EXQ8FW

- 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, sometimes causing great damage (short form of earthquake).

### A. Read the following lines and answer the questions.

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

**B. 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 \_\_\_\_\_.

**C. 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.



#### D. 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



#### E. \*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



#### F. 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



#### G. 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 - 134



Read and Enjoy

## The Star

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!

- Jane Taylor



# Unit 1



## 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 12<sup>th</sup> - 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

- |                       |   |
|-----------------------|---|
| <b>chores</b> (n)     | - a routine task, especially a household one  |
| <b>orchards</b> (n)   | - a piece of enclosed land planted with fruit trees   |
| <b>expedition</b> (n) | - a journey undertaken by a group of people with a particular purpose, especially that of exploration, research, or war |
| <b>quartz</b> (n)     | - a hard, transparent mineral substance, used in making electronic equipment  |
| <b>exotic</b> (adj.)  | - unusual and exciting  |
| <b>void</b> (n)       | - a completely empty space  |
| <b>confronted</b> (v) | - to face, meet, or deal with a difficult situation or person   |
| <b>departure</b> (n)  | - the action of leaving, especially to start a journey  |
| <b>pears</b> (n)      | - a sweet, juicy, yellow or green fruit with a round base and slightly pointed top                                      |
| <b>galaxy</b> (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 Mineralogy 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 2

### Prose

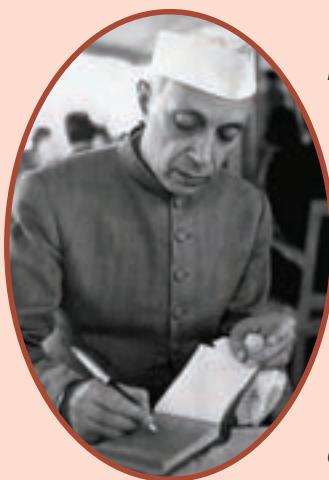


## A Birthday Letter

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,

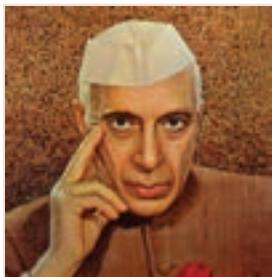
*Jawaharlal Nehru*

- ▲ 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



- |                          |   |
|--------------------------|---|
| <b>sermon</b> (n)        | - ceremony in which a priest gives a talk on a religious or moral subject                 |
| <b>fascinated</b> (adj.) | - extremely attracted   |
| <b>deed</b> (n)          | - a brave or noble act  |
| <b>starving</b> (adj.)   | - suffering or dying from hunger  |
| <b>oppressed</b> (adj.)  | - governed in an unfair and cruel way and prevented from having opportunities and freedom |
| <b>sacred</b> (adj.)     | - considered to be holy and deserving respect   |
| <b>serene</b> (adj.)     | - peaceful and calm   |
| <b>unruffled</b> (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 - 135



3. The wedding anniversary is on \_\_\_\_\_.  
a. March 2<sup>nd</sup>      b. April 2<sup>nd</sup>      c. May 2<sup>nd</sup>      d. June 2<sup>nd</sup>

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
the, an, a	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.

#### I. 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

She	<b>said,</b>	"I have won the first prize."
Reporting verb		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 had 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



J. 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)

I have to go.

B (Questioner)

*What did he say?*

C (Reporter)

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?*



## K. 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 Dhilip to his son.

## Project

### L. 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.





## Unit 2

### Poem

#### 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			



# FA M I L Y

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;*  
a. Who wins the joys of the earth?  
b. How do they find their joy?  
c. 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 \_\_\_\_\_. 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.**

1. The stick-together families are the happiest of all. Explain.
2. 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 - 135



Read and Enjoy

## Memories of My Dad

*Rebecca D.Cook.*

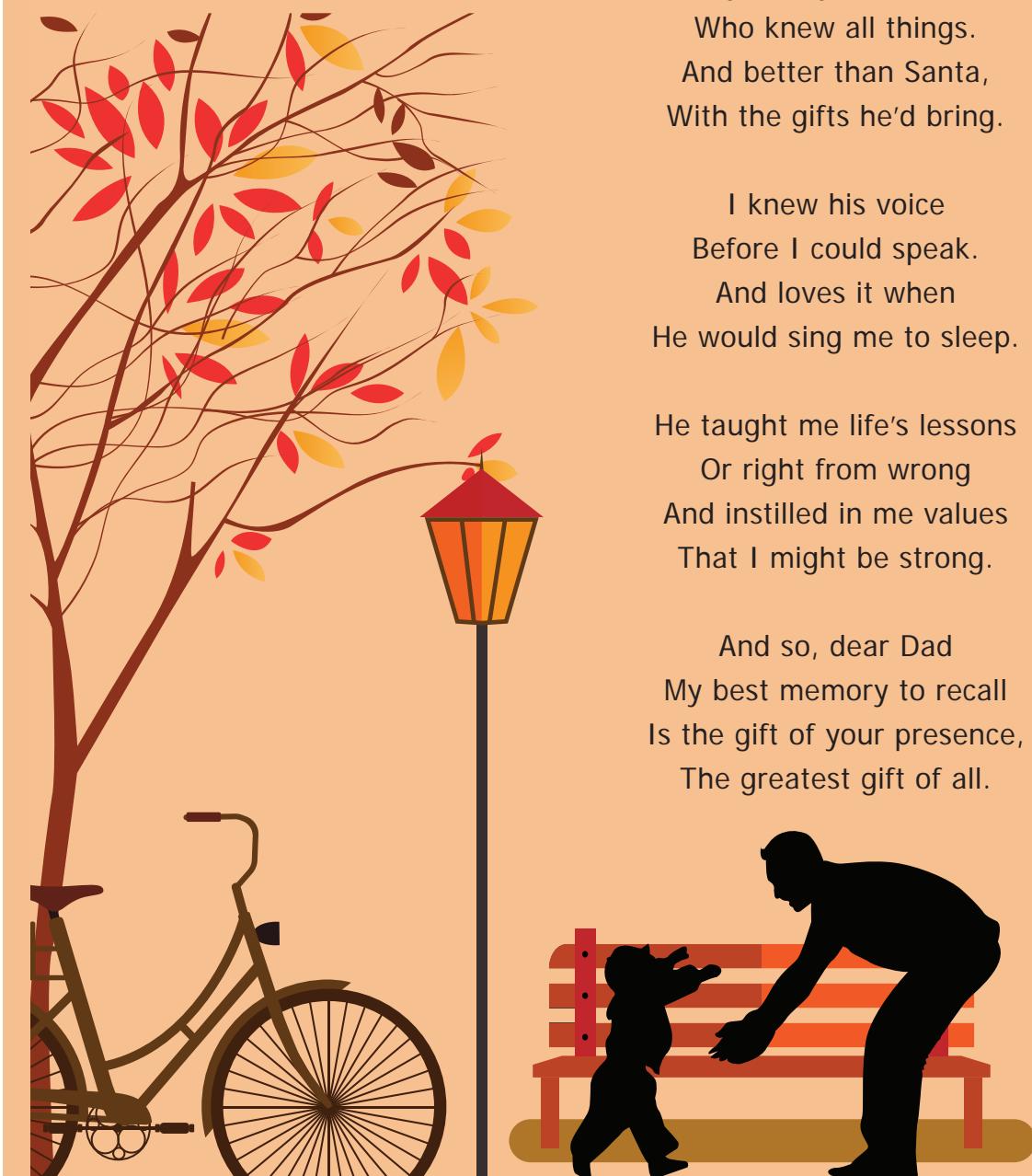
He wasn't a hero  
Known by the world,  
But a hero he was  
To his little girl.

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.





## Unit 2

### The Christmas Truce

Aaron Shepard

Supplementary



#### 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!

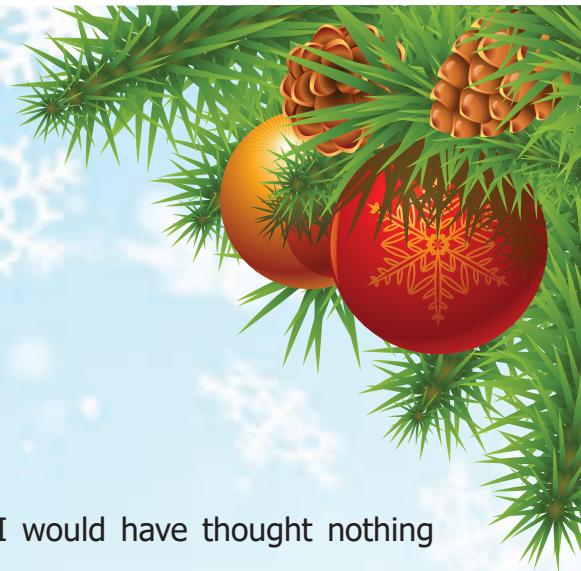
Before long, a bonfire was built and around it we mingled – British khaki and German grey. I must say, the Germans were the better dressed, with fresh uniforms for the holiday.

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.



## 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.

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





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

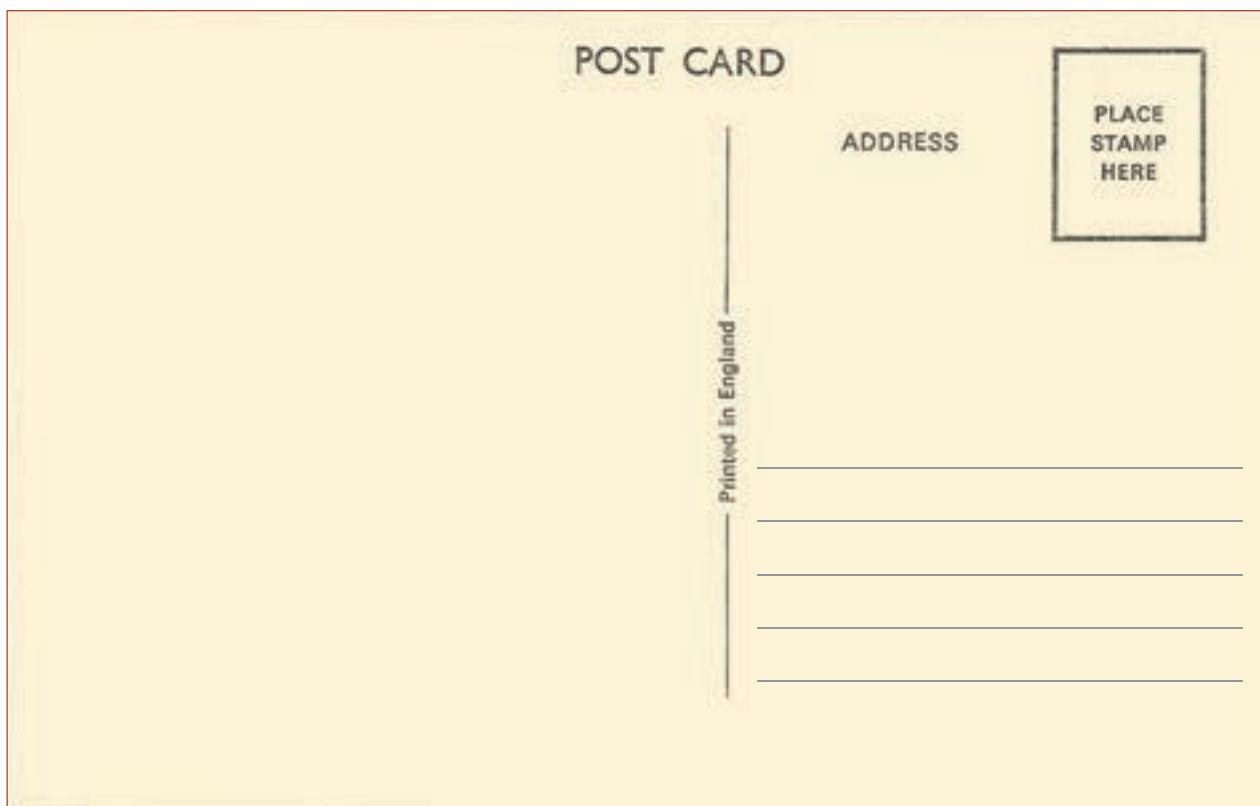
1. Our first complete silence in months!
2. Come and see! See what the Germans are doing!
3. Hold your fire.
4. You no shoot, we no shoot.
5. My God, why cannot we have peace and all go home?

**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.





## 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.



### 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

### From Zero to Infinity

#### 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."

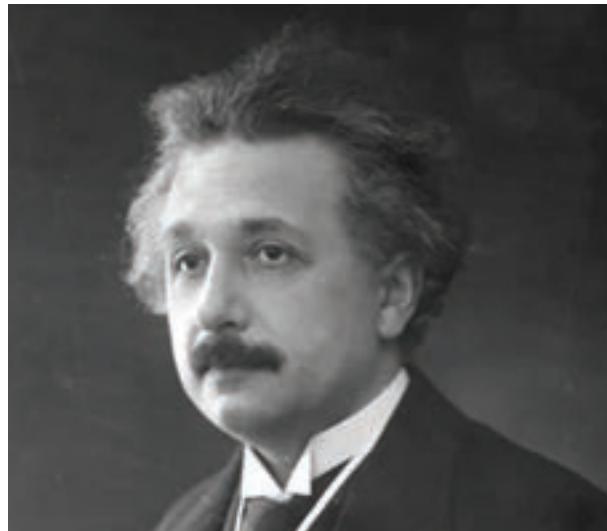
One evening, on their way to a remote university, Einstein said, "I wish I didn't have to give my lecture tonight, Hans. I'm so tired. But I can't let my audience down, can I."

"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

### 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

### 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 2<sup>nd</sup> 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

### 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/](http://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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- ❖ **From Zero to Infinity -** *Biography of Srinivasa Ramanujan*
- ❖ **A Birthday Letter -** *Jawaharlal Nehru*

### Poem

- ❖ **The Comet -** *Norman Littleford*
- ❖ **The Star -** *Jane Taylor*
- ❖ **The Stick-Together Families -** *Edgar Albert Guest*
- ❖ **Memories of My Dad -** *Rebecca D.cook*

### Supplementary

- ❖ **Mother's Voice -** *Vasil Berezhnoy*
- ❖ **The Christmas Truce -** *Aaron Shepard*

### Listening Passage

- ❖ **Two Geniuses**
- ❖ **Comets**
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