

*Way to Success* 

9

**ENGLISH**

**(TERM-3)**

*study material for fast REVISION*

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**WAY TO SUCCESS PUBLICATIONS**

 <p>Zero to Infinity</p>	<p>Prose – 1</p> <h2>From Zero to Infinity</h2> <p>(பூஜ்ஜியத்திலிருந்து முடிவிலி வரை) Biography of Srinivasa Ramanujan</p>	
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**SYNONYMS:-**

Word	Synonym / meaning	Meaning in Tamil
<b>absurd</b> (adj.)	<u>stupid</u> and unreasonable, <u>silly</u> in a humorous way	நகைப்புக்கிடமான முட்டாள்தனம்
<b>infinity</b> (n)	<u>unlimited</u> space, time, amount, a number large beyond any limit	முடிவிலி - எண்ணும் அளவுக்கு அப்பாற்பட்ட பெரிய எண்
<b>intriguing</b> (adj.)	very <u>interesting</u> because of being unusual or mysterious, <u>fascinating</u>	புதிரான, ஆர்வமூட்டக்கூடிய
<b>prodigy</b> (n)	a child who shows a great ability at a young age, <u>genius</u>	ஞானச்சிறுவன், மேதை
<b>dingy</b> (adj.)	a dark and <u>dirty</u> place	இருண்ட தூய்மையற்ற இடம்
<b>physiology</b> (n)	the scientific study of the way in which the bodies of animals and plants work	உடல் கூற்றியல் - உயிரினங்களின் செயல்பாடு குறித்த அறிவியல்
<b>unkempt</b> (adj.)	not neat or cared for	சுத்தமின்றி
<b>uncouth</b> (adj.)	behaving in an <u>unpleasant</u> way	தகாதமுறையில் நடந்துகொள்ளல்
<b>conjecture</b> (n)	an <u>opinion</u> or conclusion formed on the basis of incomplete information	கருத்து அல்லது முறையான தகவல்களின்றி முடிவுக்கு வருதல்
<b>discrepancy</b> (n)	an illogical or surprising lack of compatibility or similarity between two or more facts, <u>difference</u>	இருவேறு உண்மைகளுக்கிடையேயான ஒற்றுமை இல்லாதிருத்தல், வேறுபாடு
<b>distinguished</b> (adj.)	used to describe a person, <u>respected</u> and admired for excellence, <u>famous</u>	உயர்ந்த மனிதர்
<b>devouring</b> (adj.)	destructively <u>consuming</u>	அழிவுகரமாய் ஆட்கொள்ளுதல்
<b>disembark</b> (v)	to <u>leave</u> a ship, aircraft, etc. after a journey	கப்பல் அல்லது விமானத்திலிருந்து இறங்குதல்
<b>emaciated</b> (adj.)	very <u>thin</u> and weak, usually because of illness or extreme hunger	நோய் அல்லது பசியினால் உடல் மெலிந்து போதல்
<b>agonising</b> (adj.)	causing extreme physical or mental <u>pain</u> , <u>worry</u>	சித்திரவதைக்கு உட்பட்டு உடல் மற்றும் மனரீதியான வலி உண்டாக்குதல்

**ANTONYMS:-**

Word	Antonym
claimed	உரிமைகோருதல் X denied மறுத்தல்
childhood	குழந்தை பருவம் X adult பெரியவர்கள்
absurd	அபத்தமான X realistic யதார்த்தமான
progress	முன்னேற்றம் X retreat பின்வாங்குதல்
intriguing	புதிரான X boring மந்தமான
replied	பதிலளித்தல் X asked கேட்டல்
dingy	தூய்மையற்ற X clean சுத்தமான

silly	புத்தி கெட்ட	X	clever	திறமையுள்ள
discrepancies	முரண்பாடு	X	likeness	ஒத்த தன்மை
devouring	அழிவு	X	construct	ஆக்கம்
disembarked	இறங்கு	X	embark	ஏறு
question	கேள்வி	X	answer	பதில்
laugh	சிரி	X	cry	அழு
unkempt	ஒழுங்கற்ற	X	kempt	நேர்த்தியான
uncouth	அருவருப்பான	X	couth	பண்பட்ட
distributed	விநியோகித்தல்	X	gathered	சேர்த்தல்

### **Questions within the lesson (TB: 82 & 83):**

**1. What was the reaction of the classmates to Ramanujan's question?**

There was a roar of laughter in the class.

**2. What did the Indian mathematician Bhaskara prove?**

Bhaskara proved Zero divided by Zero gives infinity.

**3. Where did Ramanujan get "Loney's Trigonometry" book from?**

Ramanujan got "Loney's Trigonometry" book from his college library.

**4. Where did Ramanujan do his mathematical problems?**

Ramanujan used to do problems on loose sheets of paper or on a slate.

**5. What were the subjects neglected by Ramanujan in college?**

Ramanujan neglected History, English and Physiology.

**6. Which University granted him a fellowship of ₹75 a month?**

The University of Madras granted him a fellowship of ₹75 a month.

**7. What did Ramanujan send to G.H. Hardy?**

Ramanujan sent a letter in which he set out 120 theorems and formulae. It included the Reimann series, a topic in the definite integral of calculus.

**8. Who discovered a rare mathematical genius in Ramanujan?**

Hardy and his colleague J.E. Littlewood discovered a rare mathematical genius in Ramanujan.

### **A. Answer the following questions in a sentence or two. (TB-85)**

**1. Why did the students laugh at Ramanujan?**

Ramanujan asked, "If no banana is distributed among no one, will everyone still get one banana?" So the students laughed at him.

**2. Why did the teacher compliment Ramanujan?**

Ramanujan had asked a question that had taken mathematicians several centuries to answer. So the teacher complimented him.

**3. What did Ramanujan do after reading the book on Trigonometry?**

After reading the book on Trigonometry, Ramanujan began his own research and came forth with theorems and formulae that was not given in that book.

**4. What disappointed Ramanujan's father?**

Ramanujan neglected other subjects such as History, English, and Physiology. So he failed twice in his first-year arts examination in college. This disappointed his father.

**5. How did Ramanujan manage his paper crisis?**

Ramanujan managed his paper crisis by using even scraps of paper which he found lying on the streets. Sometimes he used a red pen to write over what was written in blue ink.

**6. Why were Ramanujan's application for jobs rejected?**

Ramanujan's application for jobs were rejected as no one could understand what was written in his frayed notebooks.

**7. Why was Ramanujan sent back to India?**

Ramunujan was suffering from the then incurable disease Tuberculosis. So he was sent back to India.

**B. Answer the following questions in about 80 – 100 words. (TB-85)****1. Describe the life of Srinivasa Ramanujan in India.**

Ramanujan was born in Erode in Tamil Nadu on December 22, 1887. He was a mathematical prodigy. Even, his senior students visited his house to get their difficulties in mathematics solved. At the age of 13, he mastered Loney's Trigonometry. He worked out his problems on loose sheets of paper or on a slate and jot the results down in his notebooks. One of his senior friends showed him Synopsis of Elementary Results in Pure Applied Mathematics book by George Shoobridge Carr. He began to work on the problems given in it. This book triggered the mathematical genius in him.

Later, he got a clerical job in the Madras Port Trust. For his research, University of Madras granted him fellowship of Rs.25 a month. Ramanujan had sent his 120 theorems and formulae to the great mathematician G. H. Hardy, of Cambridge University. They had discovered a rare mathematical genius in Ramanujan. They invited him to London. With their help, Ramanujan started his research at Cambridge University. But unfortunately he was suffering from the disease Tuberculosis. So he was sent back to India and died at the age of 32.

**2. Narrate the association of Ramanujan with G.H. Hardy.**

Ramanujan had written a letter to G.H. Hardy of Cambridge University with 120 theorems and formulae. Hardy and J.E. Littlewood discovered a rare mathematical genius in Ramanujan. They helped Ramanujan's passage and made arrangements to stay at Cambridge University. In the company of Hardy and Littlewood, Ramanujan could forget much of hardship he had to endure. His achievements at Cambridge include the Hardy-Ramanujan-Littlewood circle method in Number Theory.

**Paragraph for slow learners**

- Ramanujan was born in Erode on December 22, 1887.
- He was a mathematical prodigy.
- He worked out his problems on loose sheets of paper or on a slate.
- University of Madras granted him fellowship of Rs. 25 a month.
- His achievements at Cambridge include the Hardy-Ramanujan-Littlewood circle method.
- Hardy and J.E. Littlewood discovered a rare mathematical genius in him.
- Ramunujan was suffering from Tuberculosis. He was sent back to India.

**C. Match the words with correct Synonym and Antonym from the table. (TB-85)****Question**

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

**Answer**

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

## Grammar

## Connectors

**H. Complete the following sentences using appropriate Connectors from the box.**

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

## Active Voice and Passive Voice

**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**

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

Answer

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

**K. Change the following into passive voice.**

<b>1. Stanley will inform you later.</b>	<b>Ans:</b> You will be informed by Stanley later.
<b>2. People speak Portuguese in Brazil.</b>	<b>Ans:</b> Portuguese is spoken by people in Brazil.
<b>3. My grandfather built this house in 1943.</b>	<b>Ans:</b> This house was built by my grandfather in 1943.
<b>4. Do not hurt the animals.</b>	<b>Ans:</b> Let not the animals be hurt.
<b>5. You must not drop litter in the streets.</b>	<b>Ans:</b> Litter must not be dropped in the streets by you.
<b>6. Carry it home.</b>	<b>Ans:</b> Let it be carried home.
<b>7.They are decorating the wall.</b>	<b>Ans:</b> The wall is being decorated by them.
<b>8. He has already mended the TV set.</b>	<b>Ans:</b> The TV set has already been mended by him.



## Poem-1

# The Comet

(வால்நட்சத்திரம்)  
Norman Littleford



### A. Read the following lines and answer the questions. (TB-96)

#### 1. Rampaging through the heavens

*Never stopping day or night,*

##### a) How does the comet travel?

The comet travels **without stopping day or night.**

##### 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?

**Cheetah is the fastest animal.** So the comet is compared to it.

##### b) Whose tail is compared here?

**Comet's tail** is compared here.

#### 3. With shockwave reaching to the ground

*Causing the land to quake*

##### a) What is reaching to the ground?

**Shock wave** is reaching to the ground

##### b) What is causing the land to quake?

**Shock wave** is causing the land to quake.

#### 4. In the dust they leave behind,

*Could have started life on the earth*

*Which resulted in mankind*

##### a) What does the word 'they' refer to?

The word 'they' refers to **the comets.**

##### b) According to scientists, how did life start on earth?

According to scientists, **life on earth could have started from the chemicals in the dust which the comets leave behind.**

#### 5. But I know no better spectacle

*Than a comet in full flight.*

##### a) Who does 'I' refer to?

'I' refers to **the poet** (Norman Littleford)

##### b) What is the best spectacle mentioned in the above lines?

The best spectacle mentioned in the above lines is **a comet in full flight.**

### 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 **day or night**. When a comet is in full flight, it gives a **spectacular scene** which can never be compared to anything else for a lifetime. The comet is compared to **a cheetah** for its speed and a mountain as it is **powerful and strong**. The

**outer ice** melts which causes a vapour from the force and leaves behind **a trail** as it travels on its way. If it comes very close to the atmosphere, it causes a shake which in turn produces a **shock wave** that reach the Earth's surface. According to the **scientists** the comets leave behind chemicals in the form of dust which resulted in the **emerging of life** 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 **best spectacular**.

### C. Poem appreciation

#### 1. *If one should come too close to earth*

*The atmosphere will shake,  
With shock wave reaching to the ground  
Causing the land to quake.*

#### 1. Pick out the rhyming words.

shake, quake

#### 2. Mention the rhyme scheme of the stanza.

a b c b

#### 3. 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.

The words give rhythm to the poem. Ex: shake – quake, shake – shock, ground – land

### D. Answer the following questions in about 80-100 words.

#### 1. Narrate how the poet describes the comet.

The poet describes a moving comet which speeds through the heavens. It never takes a break by day or night. When a comet is in full flight, it gives a spectacular scene. The comet is compared to a cheetah for its speed and a mountain as it is powerful and strong. The outer ice melts which causes a vapour from the force and leaves behind a trail as it travels on its way. If it comes very close to the atmosphere, it causes a shake which in turn produces a shock wave that reach the Earth's surface. According to the scientists, the comets leave behind chemicals in the form of dust which resulted in the emerging of life on earth and thus mankind came into existence. But the poet is not sure whether this principle is true or not. But he enjoys the spectacular sight of the comet in full flight.

#### 2. Give a detailed account of the various effects caused by the comet to the earth.

When a comet is in full flight, it gives a spectacular scene. It can never be compared to anything else for a lifetime. The comet is compared to a cheetah for its speed and a mountain as it is powerful and strong. The outer ice melts which causes a vapour from the force and leaves behind a trail as it travels on its way. If it comes very close to the atmosphere, it causes a shake which in turn produces a shock wave that reach the Earth's surface causing it to quake. According to the scientists, the comets leave behind chemicals in the form of dust which resulted in the emerging of life on earth and thus mankind came into existence.

#### Paragraph for slow learners

- The poet describes a moving comet.
- Comet in full flight is a spectacular scene.
- The comet travels fast like a cheetah.
- It is compared to a mountain for its power.
- The outer ice melts and causes a vapour from the force.
- It leaves behind a trail as it travels on its way.
- Scientists believe that life on earth could have started from the dust which the comets leave behind.



**Supplementary-1**  
**Mother's Voice**  
 (அம்மாவின் குரல்)  
*Vasil Berezchnoy*



**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! **Mom**
2. They're planning an expedition to a neighbouring galaxy. **Son**
3. Why should people go off into the unknown? **Mom**
4. I don't know when we'll see each other again. **Son**
5. Operator on duty, ..... report to office. **Operator**

**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.**

The following are the sentimental and the scientific reasons given by the mother against the expedition to neighbouring galaxy.

The mother was against the expedition of his son to neighbouring galaxy. So she gave him some sentimental reasons to stop his journey. She sentimentally told that the orchards were in bloom and there would be lots of fruits in summer. In autumn there would be apples, pears and watermelons. She also told that their pond was deepened and full of fish, since he liked fishing. She reminded him that the snowcapped pole and the glittering ocean was the cradle of life.

And also she wanted to give him some scientific reasons. She told that it was sensible to settle in the moon first and then at the other planets of the solar system. She felt that the people should settle in the moon because it is in the gravitation field of their native Earth and Sun. She feared that if we left the sun, anything might happen and it was the space allotted to us by nature. Thus giving these reasons, she tried to stop his journey.

**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 life skills do you think an explorer like him must possess? Why? Do you have any of these skills and qualities? Explain.**

Going to another galaxy is really a challenge in one’s life. The explorer in this story has got strong determination and grit in life. He has got deep love for his mother. Doubtful of his trip, his mother persuades him to come for the vacation. He is very strong in his determination. So he does not come down from his decision. I don’t have such skills and qualities. I have strong love for my Earth. So I will never leave my mother Earth.

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

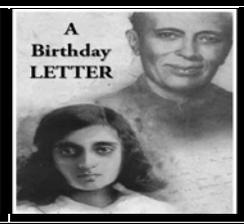
<b>Setting</b>	<b>Plot</b>
Moon Selenopolis Earth Snowcapped Pole Oceans	Planning to go to the other galaxy
<b>Characters</b>	<b>Conclusion</b>
Narrator Mother	Travelled to the other galaxy.

**Paragraph for slow learners**

- The explorer wanted to travel to another galaxy from the moon.
- But his mother opposed it.
- She argued him with many sentimental and scientific reasons.
- She said, “If we leave the sun anything might happen.”
- But the explorer left with strong determination.



Prose – 2  
**A BIRTHDAY LETTER**  
(பிறந்தநாள் கடிதம்)  
Jawaharlal Nehru

**SYNONYMS:-**

Word	Synonym / meaning	Meaning in Tamil
<b>sermon</b> (n)	ceremony in which a priest gives a <u>talk</u> on a religious or moral subject, <u>discourse</u> , <u>preaching</u>	நீதிபோதனை / உபதேசம் / மதப்பிரசங்கம்
<b>fascinated</b> (adj.)	extremely <u>attracted</u>	வசீகரித்தல்
<b>deed</b> (n)	a brave or noble <u>act</u>	செயல்
<b>starving</b> (adj.)	suffering or dying from <u>hunger</u>	பட்டினியாக இருத்தல்
<b>oppressed</b> (adj.)	governed in an unfair and cruel way and prevented from having opportunities and freedom, <u>troubled</u>	துன்புறுத்தல் / ஒடுக்கப்படுதல்
<b>sacred</b> (adj.)	considered to be <u>holy</u> and deserving respect	புனிதமான
<b>serene</b> (adj.)	peaceful and <u>calm</u>	அமைதியான
<b>unruffled</b> (adj.)	<u>not nervous</u> or worried, usually despite a difficult situation, <u>calm</u>	கலக்கமுறாத

**ANTONYMS:-**

Word	Antonym
good	நன்மை X bad தீமை
high	உயர்ந்த X low தாழ்ந்த
like	விருப்பம் X dislike வெறுப்பு
right	சரி X wrong தவறு
wide	அகன்ற X narrow குறுகலான
bored	சலிப்பூட்டும் X interested ஆர்வமூட்டும்
wise	அறிவுள்ள X fool முட்டாள்தனமான
hardly	குறைந்த X abundantly மிகுதியான
remember	நினைவுபடுத்திப்பார்த்தல் X forget மறந்துபோதல்
ordinary	சாதாரணமான X extraordinary மிகச்சிறந்த
heroic	வீரம் மிக்க X coward கோழைத்தனமான
love	அன்பு X hate பகை
trust	நம்பிக்கை X distrust, mistrust அவநம்பிக்கை
easy	எளிய X difficult கடினமான
fortunate	அதிரஷ்டமான X unfortunate துரதிரஷ்டமான
respect	மரியாதையான X disrespect மரியாதையற்ற
honour	பாராட்டு X dishonour அவமதிப்பு
worthy	மதிப்புடைய X unworthy மதிப்பற்ற
afraid	பயம் X unafraid பயமின்றி

**Questions within the lesson: (TB: 108&109)****1. From which prison did Nehru write this letter?**

Nehru wrote this letter from Central Prison, Naini in Uttar Pradesh.

**2. Did Nehru send any presents to Indira?**

No. But he mentioned that his messages in the letter were his presents. They can be of the mind and spirit.

**3. Which historical character inspired young Indira?**

The historical character 'Joan of Arc' inspired young Indira.

**4. What helps the ordinary men and women to become heroes?**

When people became interested in a great cause, then history helps the ordinary men and women to become heroes.

**5. Who is addressed as 'Bapuji'?**

Mahatma Gandhiji is addressed as 'Bapuji'. It means father in Hindi.

**6. What should the soldiers of India respect?**

The soldiers of India should respect the honour of India which is a sacred trust.

**A. Answer the following questions in one or two sentences: (TB-110)****1. Why could not Nehru send any presents to Indira?**

Nehru could not send any presents to Indira because he was imprisoned in Central prison, Naini.

**2. What cannot be stopped even by the high walls of prisons?**

Words of wisdom from a father cannot be stopped even by the high walls of prisons. They are the real presents to refine one's mind and spirit.

**3. Why did Nehru dislike sermonizing?**

Talking and discussing are the best ways to find out what is right and what is not right, what should be done and what should not be done. Whereas sermons don't pave the way to rectify our mistakes. So, Nehru disliked sermonizing. (*or*)

The best way to find what is wrong and right is by discussing. So, Nehru disliked sermonizing.

**4. What does history tell us?**

History tells us the great periods in the life of nations, of great men and women.

**5. What do ordinary men and women usually think of?**

Ordinary men and women usually think of their bread and butter, of their children and their household worries.

**6. When do ordinary men and women become heroes?**

When people are interested in a great cause, then history helps ordinary men and women to become heroes.

**7. What does the phrase 'great drama' refer to?**

The phrase 'great drama' refers to Indian freedom struggle.

**8. Why are the freedom fighters under Gandhi not afraid of anything?**

The freedom fighters under Gandhi had nothing to hide and no room for secrecy. They worked in the sun and in the light. Their transparency made them not afraid of anything.

**B. Answer the following in about 80 - 100 words each.****1. Explain the important elements of Nehru's letter.**

When Indira was about to turn 13 in 1930, Nehru started sending her more detailed letters. Even while he was in prison, he sent letters. They were the gifts of the mind and the spirit. Even the high walls of prison could not stop his valuable teachings to his child. He said that he disliked sermonizing and doling out good advice. Talking with his daughter alone was the best way to know what was right and what should be done. He reminded Indira's fascinated character 'Joan of Arc' and asked her to be ambitious. When ordinary people became interested in a great cause, then history helped them to become heroes. Bapuji had inspired our people to participate in the freedom struggle. His magic words stole million hearts and made them do great deeds, courageously. "We are fortunate to take some part ourselves in this great drama", Nehru said. He advised Indira not to do anything in secret. Nehru wished his daughter to grow up into a brave soldier in India's service. "Nehru's words are still inspiring. His words will always remain a timeless piece of advice!"

***Nehru – "The Architect of modern Indian nation"***

**2. Imagine yourself as Indira and write a reply letter to your father, Nehru for the letter you received on your birthday.**

Anand Bhavan, Allahabad.

November 19, 1930.

My dear father,

On my birthday, I have received many presents. But of all, I consider your letter is my valuable gift of mind and spirit. It is not an ordinary letter to be read and put away. It is precious. You know dad, how I miss you. At this juncture, you are talking with me through letters. As you said in the letter, I imagine as if we really were having a talk. Your letters bring a fresh outlook and arouse a feeling of concern for people and interest in the world around. I realized your love to write about our wonderful country and delight in sharing everything to me. Really we are gifted to take part in this great drama under the tutelage of Babuji. I assure you dad, I won't do anything in secret. There is no need for me to hide anything. I will grow up into a brave soldier in India's service. Most children idolize their parents, but not all parents are as good companions as mine were. Take care and Good Bye, Dad with all my love.

Your loving daughter,  
Indira Priyadarshini

**Paragraph for slow learners**

- This is Nehru's letter to his daughter Indira from Naini prison.
- His letter was the gift of the mind and the spirit.
- He said that discussing with his daughter was better than sermonizing.
- He reminded Indira's fascinated character 'Joan of Arc'.
- He mentioned Bapuji's efforts in the freedom struggle.
- He advised Indira not to do anything in secret.
- Nehru wished his daughter to be a brave soldier in India's service.

**C. Match the words with correct Synonym and Antonym from the table. (TB-111)**

QUESTION				ANSWER			
S.No	Word	Synonym	Antonym	S.No	Word	Synonym	Antonym
1	wide	privilege	freedom	1	wide	- broad	X narrow
2	noble	valiant	public	2	noble	- gentle	X ignoble

3	oppress	valuable	coward	3	oppress	- subdue	X freedom
4	honour	personal	ignoble	4	honour	- privilege	X dishonour
5	worthy	gentle	dishonour	5	worthy	- valuable	X unworthy
6	private	broad	narrow	6	private	- personal	X public
7	brave	subdue	unworthy	7	brave	- valiant	X coward

## Grammar (TB-114)

### I. Choose the Correct Determiner.

- Could you bring me \_\_\_\_\_ tools I left in the garden? (this, **those**, these)
- \_\_\_\_\_ earth revolves around the sun. (**the**, a, an)
- I found \_\_\_\_\_ one rupee coin in the playground while playing. (a, an, the)
- There aren't \_\_\_\_\_ students in the library. (much, **many**, a lot)
- It was \_\_\_\_\_ unforgettable experience. (a, **an**, the)
- I haven't got \_\_\_\_\_ pictures in my bedroom. (some, **any**, many)
- He said that he wanted to become \_\_\_\_\_ engineer. (a, **an**, the)
- Kokila gave a pen to \_\_\_\_\_ child in the classroom on her birthday. (any, all, **each**)
- I've got to solve \_\_\_\_\_ math problems before I go to sleep. (**all**, some, any)
- India is \_\_\_\_\_ largest democracy in the world. (a, an, **the**)
- My father doesn't drink \_\_\_\_\_ coffee. (**much**, many, a lot)
- I always keep \_\_\_\_\_ money in my wallet for emergencies. (any, every, **some**)
- This year we are celebrating my sister's \_\_\_\_\_ birthday. (a, two, **second**)
- I have \_\_\_\_\_ pencils with me. (a, **three**, third)
- 'What is that noise?' I think it is \_\_\_\_\_ airplane. (a, **an**, the)

## Reported Speech

**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)	B (Questioner)	C (Reporter)
I have to go.	<i>What did he say?</i>	He said that he wanted to go./ He said that he had to go. (say)
Can you hear me?	<i>What did she say?</i>	She asked if I (Reporter) could hear her. (ask)
Consult the doctor.	<i>What did he say?</i>	He advised you to consult the doctor. (advise)
I won't go to the party.	<i>What did he say?</i>	<b>He said that he would not go to the party.</b> (say)
When did you come?	<i>What did she say?</i>	<b>She asked him when I (Reporter) had come.</b> (ask)
Don't touch the wire.	<i>What did she say?</i>	<b>She warned him not to touch the wire.</b> (warn)
<b>Did you sleep well yesterday?</b>	<i>What did he say?</i>	<b>He asked her if I (Reporter) had slept well the day before.</b> (ask)
<b>Please help me cross the street.</b>	<i>What did he say?</i>	<b>He requested her to help him cross the street.</b> (request)

### K. Report the following sentences. (TB-119)

- Banu said, "Do not spoil the eco-system."  
**Banu advised not to spoil the eco-system.**

2. Pranav said, "Have you booked the tickets to Delhi?"  
**Pranav asked if he had booked the tickets to Delhi.**
3. Rekha said to Tilak, "When are we leaving to our native?"  
**Rekha asked Tilak when they were leaving to their native.**
4. Sujith said, "Ryan, you should get up early in the morning."  
**Sujith told Ryan that he should get up early in the morning.**
5. Vivaan said to his mother, "Can you, please, buy me a hot-chocolate?"  
**Vivaan asked his mother politely if she could buy him a hot-chocolate.**
6. "Tomorrow I have to take a test in English", said Sudar.  
**Sudar said that she had to take a test in English the next day.**
7. Pragathi said to her sister, "I need your help to arrange the books in the shelf."  
**Pragathi told her sister that she needed her help to arrange the books in the shelf.**
8. "Why don't you use crayons for colouring?" said Dhilip to his son.  
**Dhilip asked his son why he didn't use crayons for colouring.**



Poem-2  
**THE STICK-TOGETHER  
FAMILIES**

(ஒருங்கிணைந்த பல்லடுக்குக் கூட்டுக்குடும்பங்கள்)  
*Edgar Albert Guest*



**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 ?**

The gladdest people are the children from joint family.

b) **Where do they gather?**

They gather at the fireside.

c) **What can break their unity?**

Death only 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?**

They have their family gatherings during holidays.

b) **Where do they have their family conventions?**

They have their family conventions under the sun.

c) **What does the poet mean by 'finest conventions'?**

"Finest conventions" means a large formal meeting of people to share their fun.

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?**

The rich and poor folk imagine themselves to be wise.

b) **What do they do to their families?**

They shatter their families' ties.

c) **Whom does 'they' refer to?**

'They' refers to the rich and poor folk.

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?**

They roam to find happiness in their selected way.

b) **According to them, when do they get bright smiles?**

They think that they get bright smiles when they wander far away from home.

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?**

The children from joint family are the gladdest people.

b) **When do they share their fun?**

They share their fun when the busy day is over.

c) **What does 'who' refer to?**

'Who' refers to the brothers and sisters of stick together families.

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?

The stick-together family wins the joys of the earth.

b) How do they find their joy?

They find their joy hearing the sweetest music.

c) What does the poet mean by 'stick-together family'?

Stick-together family means the families of brothers and sisters should be loyal to one another. Then only they lead a happy life.

**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 **stick-together families** are the happiest of all. Where as the **brothers and sisters** of nuclear families take **separate ways**. The gladdest people are the children from **joint family** who circle near the fireside. No power other than death can break them. The **rich and the poor folk** imagine themselves to be wise and in the process they **shatter their family** ties. Each of them goes searching for pleasure in their own selected way. They harvest only **bitterness** 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 **share their fun**. The stick-together family wins **the joy of earth**. The old house shelters all the **charm of life**. 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. (TB-123)**

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

The poet Edgar Albert Guest emphasizes the value of relationships in a family. The stick-together families are the happiest of all. All the family members are gathered at the fire-side. They would have shared their happiness by hearing the sweetest music. When their busy works are over, the brothers and sisters have their family meeting under the sun.

They share their fun and win the joy of earth. The old house shelters all the charm of life. The children from joint families are the gladdest people in the world. They have a contented life. Family get-together brings harmony and develops bondage among the relatives. The thread of love which binds everyone strengthens the unity among them. Other than death nothing can break their unity. For all these reasons, the stick-together families are the happiest of all.

*There is nothing quite as valuable as family for those lucky enough to have one.*

2. **Bring out the difference between the children of the joint family and nuclear family.**

Children of joint family	Children of nuclear family
They are the happiest of all.	They suffer a lot.
They win the joy of the earth.	They harvest only bitterness.
They are really wise people.	They imagine themselves to be wise.
They circle near the fireside and have fun.	They are roaming in search of pleasure and find empty joy.
They are united together. No power other than death can break them.	Detaching from others, they shatter their family ties.
The old house shelters all the charm of life.	They are tired wandering far and wide.

(OR)

The poet brings out the difference in the attitudes of children living in joint family and nuclear family. The stick-together families are the happiest of all. Where as the brothers and sisters of nuclear families take separate ways. The gladdest people are the children from joint family who circle near the fireside. No power other than death can break them. The rich and the poor folk imagine themselves to be wise and in the process they shatter their family ties. Each of them goes searching for pleasure in their own selected way. They harvest only bitterness 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 share their fun. The stick-together family wins the joy of earth. The old house shelters all the charm of life . The poet invites wandering brothers to come and join the stick-together families in their fire side and have fun.

**Paragraph for slow learners**

- The stick-together families are the happiest of all.
- All the family members are gathered at the fire-side.
- They share their fun.
- They win the joy of earth.
- Family get-together brings harmony.
- The thread of love binds everyone.
- It strengthens the unity among them.
- Nothing can break their unity except death.

**D. Answer the following (TB-124)**

**1. *There are rich folk, there are poor folk, who imagine they are wise,...***

**a) Pick out the words in alliteration.**

There-they, folk-folk

**b) Mention the rhyme scheme of the poem.**

aa-bb-cc



**Supplementary-2**  
**THE CHRISTMAS TRUCE**  
 (கிறிஸ்துமஸ் இடைக்கால போர்நிறுத்த  
 ஒப்பந்தம்)  
*Aaron Shepard*



**A. Choose the correct answer. (TB-130)**

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! **Tom.**
2. Come and see! See what the Germans are doing! **Tom's friend, John.**
3. Hold your fire. **Captain of British troop.**
4. You no shoot, we no shoot. **A German soldier.**
5. My God, why cannot we have peace and all go home? **An old German soldier.**

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

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

The Christmas Truce of 1914 is one of the most interacting events that occurred during World War I. It highlights the beauty of unlikely friendships and fellowship. Tom, a British soldier wrote this letter to his sister Janet how all enmity was forgotten as British and German soldiers celebrated Christmas together. The incidents happened in the battlefields of France were appeared like a fairy tale. The Germans had placed Christmas trees in front of their trenches and sang Christians' carols. Soon the British troops began to join with the Germans in the area between the two lines called 'No man's land'. They gave each other gifts and share their feelings. They introduced themselves. They gathered around the bonfire and celebrated Christmas like friends. A German soldier said, "You no shoot, we no shoot". They stopped firing for sometime to celebrate Christmas. Their Christmas truce revealed one thing that Christmas is meant for spreading the mission of love. If the team spirit were caught by the nations, all wars would end at once. "All nations say they want peace".

**Theme: War and peace**

**Paragraph for slow learners**

Christmas Truce means cease-fire of a war at Christmas.  
It occurred during World War I.  
Tom, a British soldier wrote this letter to his sister Janet.  
He narrated how the British and German soldiers celebrated Christmas together.  
They sang Christians' carols near their trenches.  
They gave each other gifts.  
They gathered around the bonfire.  
They celebrated Christmas like friends.  
It revealed that Christmas is meant for spreading the mission of love.