

# ENGLISH

STANDARD EIGHT

TERM -2



# PREFACE

The English textbook for standard VIII has been prepared following the guidelines given in the National Curriculum Framework, 2005. It has been created to make English language learning, both effective and enjoyable. The aim has been to balance learning the structures and vocabulary of the language, with learning their uses, in everyday life.

The activities have been graded carefully to allow a gradual building of language proficiency. The lessons provide effective individual and collaborative learning in pairs and groups and enable differentiation in multilevel classrooms. Each unit focuses on the themes of natural and social world to stimulate curiosity and imagination, engaging both heart and mind. An ICT Corner has been introduced in each unit for the first time in a State Board Text Book to develop current digital literacy skills.

To explore the digital world, QR Code has been introduced in each unit.

## How to use the book

- The Second Term English Book for Standard VIII has two units.
- Each unit has a theme around which the prose selection, poem and supplementary selection has been woven.
- The four major skills, namely, listening, speaking, reading and writing have been integrated into each unit.

### Contents

1	Prose	The Ingenious Scientist	71
	Poem	Making Life Worth While	95
	Supplementary	The Three Questions	99
2	Prose	My Reminiscence	77
	Poem	A Thing of Beauty	95
	Supplementary	Crossing the River	



- The pictorial warm up page will help activate students own knowledge and ideas of the topic.
- The digital warm up can be used for visualizing the theme to motivate and interest learners.

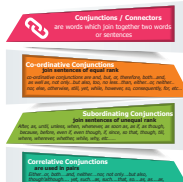
- In-Text questions in each section can be used for discussion and to check and develop comprehension skills.
- Glossary is given to enable the students understand the text in better way.
- The 'Do You Know?' box can be used to enhance general knowledge while initiating spoken language.

### Glossary

<b>enchanted</b>	–	delighted
<b>miniature</b>	–	very small model
<b>curiosity</b>	–	eagerness
<b>accustomed</b>	–	something familiar with
<b>gazing</b>	–	looking steadily and inte
<b>renown</b>	–	fame and respect
<b>ceased</b>	–	stopped

### Grammar

#### Conjunctions



- The grammar exercises are comprehensive with, examples and exercises to make it easy for children.
- Digital Grammar Games can be used to reinforce learning to encourage students to play and learn easily.
- The illustrations in Grammar will make understanding of grammar easy.

- Connecting to Self is based on the values of each lesson.
- Project is meant for working in groups and to develop collaborative learning.
- The development of higher order thinking skills is facilitated by the Steps to Success.

### Step to success

**Coding – Decoding**  
Number the alphabet according to their position to decode the following.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

- In a certain code language, if BUG = 30 and ALMS = 45 then CADET = ?  
a. 70      b. 24      c. 33      d. 37
- In a certain code language, if INFER = 25 and JERSEY = 28, then CHOICE  
a. 43      b. 34      c. 89      d. 52
- In a certain code language, EGG is 577 and ICE is 935 then what is 89457?  
a. HIDE      b. FEAR      c. DEED      d. HIGH
- In a certain code language, YSMIR is TNHDM and VPJHN is QKECI then GKTZO is \_\_\_\_\_?  
a. TEFMD      b. BFOUJ      c. IPBVR      d. ZOAFQ

### Connecting to self

Tick the boxes that you have done and check yourself whether you are a good

I have given my friend \_\_\_\_\_

### ICT CORNER

#### GRAMMAR – IF CONDITIONAL CLAUSE

To Enable the students to familiarize 'If – Conditional clauses'

#### STEPS:

1. Access the application with the help of the link given below or the given code and install it in the mobile.
2. Click Menu button at the top left and click "Notes" to read about Conditional sentences and its kinds with examples.
3. Choose "Practice" from Menu to practice exercises in conditional sentences with drag and dropping exercises.
4. Click "Quiz" to check your knowledge in this topic.
5. Practice with all exercises to strengthen your knowledge.

- Students can be encouraged to extend their reading activity through learning links section.
- Students can be helped to download the games and install them.
- The activities in ICT Corner will ensure learning language skills through websites and app links.

# Contents

1

<b>Prose</b>	Sir Isaac Newton-The Ingenious Scientist	<b>84</b>
<b>Poem</b>	*Making Life Worth While	<b>98</b>
<b>Supplementary</b>	The Three Questions	<b>102</b>

2

<b>Prose</b>	My Reminiscence	<b>113</b>
<b>Poem</b>	A Thing of Beauty	<b>127</b>
<b>Supplementary</b>	Crossing the River	<b>131</b>

\*Memoriter



E-Book



Assessment



Digi Links

## Let's use the QR code in the text books!

- Download DIKSHA app from the Google Play Store.
- Tap the QR code icon to scan QR codes in the textbook.
- Point the device and focus on the QR code.
- On successful scan, content linked to the QR code gets listed.

**Note:** For ICT corner, Digi Links QR codes use any other QR scanner.





# LEARNING OUTCOMES

## LISTENING

Students will be able to

- Listen to passages, poems, stories, dialogues and commentaries and answer short questions, complete tabular columns and fill in the blanks based on their comprehension.

## SPEAKING

- Take active part in discussions on familiar topics.
- Speak effectively with the help of the guidelines given.

## WRITING

- Use a range of grammatical structures and vocabulary accurately and appropriately, to extend, link and develop ideas with sensitivity to meaning and intent.

## LITERATURE

- Discuss authors' intent/ purpose or ideas.
- Discuss texts using own knowledge and experience.

## GRAMMAR

- Use conjunctions appropriately to join words or sentences.
- Use a range of grammatical structures fairly and accurately to support the four skills.

## VOCABULARY

- Learn the meaning of new words and use them when speaking and writing .
- Use context clues to determine the meanings of unfamiliar words.
- Use dictionaries to find meanings and usages.

## EXTENDED READING

- Read for pleasure and general understanding.
- Review and comment on the events, characters plot and language in the book or stories.

## Unit

## 1

## Prose

## Sir Isaac Newton -The Ingenious Scientist

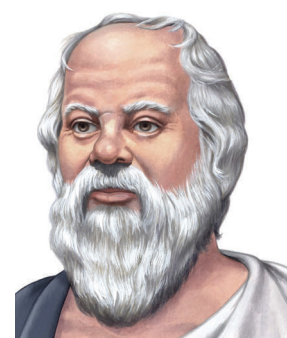
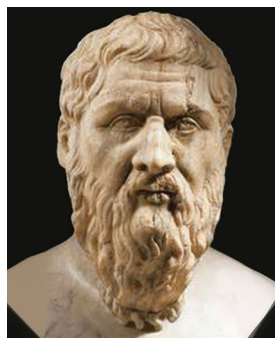
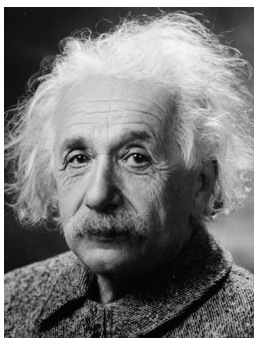
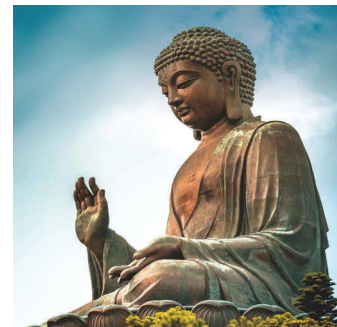
*Nathaniel Hawthorne*

## Warm up



In pairs, identify the great thinkers of the world and write the names from the box.

Vivekananda, Aristotle, A. P. J Abdul Kalam,  
Einstein,  
C.V. Raman, Plato, Buddha, Socrates





## Section -I

### Reading

#### Read the following passage on Sir Isaac Newton.

On Christmas-day, in the year 1642, Isaac Newton was born, at the small village of Woolsthorpe, in England. Little did his mother think, when she beheld her new-born babe, that he was destined to explain many matters which had been a mystery ever since the creation of the world.

Isaac's father being dead, Mrs. Newton was married again to a clergyman, and went to reside at North Witham. Her son was left to the care of his good old grandmother, who was very kind to him, and sent him to school. In his early years, Isaac was chiefly remarkable for his **ingenuity** in all mechanical occupations. He had a set of little tools, and saws of various sizes, manufactured by himself.

With the aid of these, Isaac **contrived** to make many curious articles, at which he worked with so much skill, that he seemed to have been born with a saw or chisel in his hand.

The neighbors looked with vast admiration at the things which Isaac manufactured. And his old grandmother, I suppose, was never weary of talking about him.

"He'll make a capital workman, one of these days," she would probably say. "No fear but what Isaac will do well in the world, and be a rich man before he dies."

Some of his friends, no doubt, advised Isaac's grandmother to **apprentice** him to a clockmaker; for, besides his mechanical skill, the boy seemed to have a taste for mathematics, which would be very useful to him in that profession. And then, in due time, Isaac would set up for himself, and would manufacture curious clocks, like those that contain sets of dancing figures, which issue from the dial-plate when the hour is struck; or like those, where a ship sails across the face of the clock, and is seen tossing up and down on the waves, as often as the pendulum vibrates.

Indeed, there was some ground for supposing that Isaac would devote himself to the manufacture of clocks; since he had already made one, of a kind which nobody had ever heard of before. It was set going, not by wheels and weights, like other clocks, but by the dropping of water. This was an object of great wonderment to all the people in the neighbourhood; and it must be confessed that there are few boys, or men either, who could contrive to tell what o'clock it is, by means of a bowl of water.





Besides the water-clock, Isaac made a sun-dial. Thus his grandmother was never at a loss to know the hour; for the water-clock would tell it in the shade, and the dial in the sunshine. The sun-dial is said to be still in existence at Woolsthorpe, on the corner of the house where Isaac dwelt.

Isaac possessed a wonderful faculty of **acquiring** knowledge by the simplest means. For instance, what method do you suppose he took, to find out the strength of the wind?. He jumped against the wind; and by the length of his jump, he could calculate the force of a gentle breeze, a brisk gale, or a tempest. Thus, even in his boyish sports, he was continually searching out the secrets of philosophy.

Not far from his grandmother's residence there was a windmill, which operated on a new plan. Isaac was in the habit of going there frequently, and would spend hours in examining its various parts. While the mill was at rest, he **pried** into its internal machinery. When its broad sails were set in motion by the wind, he watched the process by which the mill-stones were made to revolve, and crush the grain that was put into the hopper. After gaining a thorough knowledge of its construction, he was observed to be unusually busy with his tools.

It was not long before his grandmother, and all the neighborhood, knew what Isaac had been about. He had constructed a model of the windmill. Though not so large, I suppose as one of the box-traps which boys set to catch squirrels, yet every part of the mill and its machinery was complete. Its little sails were neatly made of linen, and whirled round very swiftly when the mill was placed in a draught of air. Even a puff of wind from Isaac's mouth, or from a pair of bellows, was sufficient to set the sails in motion. And what was most curious if a handful of grains of wheat were put into the little **hopper**, they would soon be converted into snow-white flour.





## Glossary



<b>ingenuity</b>	–	the ability to invent things / creativity
<b>contrived</b>	–	created / invented
<b>apprentice</b>	–	works for someone to learn skills
<b>acquiring</b>	–	getting knowledge or skill
<b>gauge</b>	–	here estimate / determine
<b>pried</b>	–	investigate
<b>hoppers</b>	–	funnel shaped bins for feeding grains into mills

## Read and Understand



### A. Fill in the blanks.

1. Issac Newton was born at \_\_\_\_\_.
2. Grand mother was advised to apprentice him to a \_\_\_\_\_.
3. Isaac made a clock, by the dropping of \_\_\_\_\_.
4. The sun-dial made by Isaac is still in existence at \_\_\_\_\_.
5. Isaac constructed a model of the \_\_\_\_\_.

### B. Choose the correct synonyms for the italicized words.

1. Isaac was chiefly *remarkable* for his ingenuity.
  - a. Common
  - b. notable
  - c. neglected
  - d. Unknown
2. He will make a *capital* workman.
  - a. Wealth
  - b. excellent
  - c. profitable
  - d. head
3. Nobody could tell what the sunshine was *composed of*.
  - a. Made
  - b. known
  - c. full
  - d. felt
4. But he cared little for earthly *fame* and honors.
  - a. Disrespect
  - b. attraction
  - c. proud
  - d. popularity

## Section -II

### Reading

Take turns and read this section aloud.

Isaac's playmates were **enchanted** with his new windmill. They thought that nothing so pretty, and so wonderful, had ever been seen in the whole world.

"But, Isaac," said one of them, "you have forgotten one thing that belongs to a mill."

"What is that?" asked Isaac; for he supposed, that, from the roof of the mill to its foundation, he had forgotten nothing.

"Why, where is the miller?" said his friend.

"That is true!—I must look out for one," said Isaac; and he set himself to consider how the deficiency should be supplied.

He might easily have made the **miniature** figure of a man; but then it would not have been able to move about, and perform the duties of a miller. But perhaps some two-legged millers are quite as dishonest as this small quadruped.

As Isaac grew older, it was found that he had far more important matters in his mind than the manufacture of toys, like the little windmill. All day long, if left to himself, he was





either absorbed in thought, or engaged in some book of mathematics, or natural philosophy. At night, I think it probable, he looked up with reverential **curiosity** at the stars, and wondered whether they were worlds, like our own,—and how great was their distance from the earth and what was the power that kept them in their courses. Perhaps, even so early in life, Isaac Newton felt a presentiment that he should be able, hereafter, to answer all these questions.

When Isaac was fourteen years old, his mother's second husband being now dead, she wished her son to leave school, and assist her in managing the farm at Woolsthorpe. For a year or two, therefore, he tried to turn his attention to farming. But his mind was so bent on becoming a scholar, that his mother sent him back to school, and afterwards to the University of Cambridge.

He was the first to find out the nature of Light; for, nobody could tell what the sunshine was composed of until then. You remember, I suppose, the story of an apple falling on his head which lead him to discover the force of gravitation and which keeps the heavenly bodies in their courses. When he had once got hold of this idea, he never permitted his mind to rest, until he had searched out all the laws, by which the planets were guided through the sky. This he did as thoroughly as if he had gone up among the stars, and tracked them in their orbits. As a boy, he had found out the mechanism of a windmill; and as a man he explained to his fellow-men the mechanism of the universe.

While researching he was **accustomed** to spend night after night in a lofty tower, **gazing** at the heavenly bodies through a telescope. His mind was lifted far above the things of this world. He may be said, indeed, to have spent the greater part of his life in worlds that lie thousands and millions of miles away; for where the thoughts and the heart are, there is our true existence.

Newton lived to be a very old man, **renowned** thinker and was made a Member of Parliament, and received the honor of knighthood from the king. But he cared little for earthly fame and honors, and felt no pride in the vastness of his knowledge. All that he had learned only made him feel how little he knew in comparison to what remained to be known.

"I seem to myself like a child," he observed, "playing on the sea-shore, and picking up here and there a curious shell or a pretty pebble, while the boundless ocean of Truth lies undiscovered before me."

At last, in 1727, when he was 85 years old, Sir Isaac Newton died,—or rather he **ceased** to live on earth. We may be permitted to believe that he is still searching out the infinite wisdom and goodness of the Creator, as earnestly, and with even more success, than while his

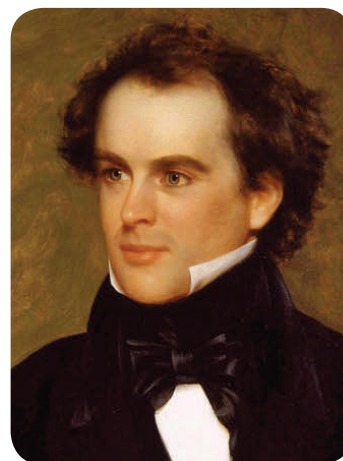
spirit animated a mortal body. He has left a fame behind him, which will be as enduring as if his name were written in letters of light, formed by the stars upon the midnight sky.

"I love to hear about mechanical contrivances—such as the water-clock and the little windmill," remarked George. "I suppose if Sir Isaac Newton had only thought of it, he might have found out the steam-engine, and railroads, and all the other famous inventions that have come into use since his day."

"Very possibly he might," replied Mr. Temple; "and, no doubt, a great many people would think it more useful to manufacture steam-engines, than to search out the system of the universe. Other great astronomers, besides Newton, have been endowed with mechanical genius. There was David Rittenhouse, an American,—he made a perfect little water-mill, when he was only seven or eight years old. But this sort of ingenuity is but a mere trifle in comparison with the other talents of such men."

### About the Author

*The biography of Sir Isaac Newton was published in Nathaniel Hawthorne's, **True Stories from History and Biography** (1851). As Newton observed after a life-time of discoveries: "I seem to myself like a child," observed he, "playing on the sea-shore, and picking up here and there a curious shell or a pretty pebble, while the boundless ocean of Truth lies undiscovered before me."*



Nathaniel Hawthorne

### Glossary



<b>enchanted</b>	—	delighted
<b>miniature</b>	—	very small model
<b>curiosity</b>	—	eagerness
<b>accustomed</b>	—	something to familiar with
<b>gazing</b>	—	looking steadily and intently
<b>renown</b>	—	fame and respect
<b>ceased</b>	—	stopped



## Read and Understand



### A. Choose the correct antonym for the italicized word.

- His Grandmother was very *kind* to him.  
a. affectionate      b. loving      c. disrespectfull      d. cruel
- The boy seemed to have a *taste* for mathematics.  
a. delicious      b. sweet      c. dislike      d. against
- Isaac *possessed* a wonderful faculty of acquiring knowledge.  
a. owned      b. controlled      c. lacked      d. have
- He was observed to be *usually* busy with his tools.  
a. common      b. rarely      c. unwantedly      d. usually

### B. Answer the following questions in a sentence or two.

- Who was taking care of Newton after his father's death?
- What did Isaac manufacture at his young age?
- How did the young boy find the strength of the wind?
- Why were his friends attracted by the windmill?
- How was he honoured by the king?

### C. Answer the following in about 100 words.

- Why did some of Newton's friends advice his grand mother to apprentice him to a clockmaker?
- How did Newton learn about the way a windmill operated?
- Mention some of Newton's inventions.

## Vocabulary



### Homonyms

Two or more words having the same spelling but different meanings and origins.

S.No	Homonyms	Meaning	Example
1	Address	location	This is her address.
	Address	to speak to	She addressed the open-air meeting.
2	Band	a musical group	The band was playing old songs.
	Band	a ring	She always ties her hair back in a band.
3	Bat	mammal	I am afraid of bats.
	Bat	an implement used to hit a ball	I love my cricket bat.
4	Right	correct	He is right.
	Right	direction	Take a right turn.



### Write a sentence of your own for each homonyms.

1. a. Bright - *very smart or intelligent* – .....
- b. Bright - *filled with light* – .....
2. a. Express - *something done fast* – .....
- b. Express - *convey* – .....
3. a. Kind - *type* – .....
- b. Kind - *caring* – .....
4. a. Well - *in good health* – .....
- b. Well - *water resource* – .....

### Phrasal verbs.

A phrase that consists of a verb with a preposition or adverb or both, the meaning of which is different from the meaning of its separate parts:

"Catch on" is a phrasal verb which means to understand.

Phrasal verb	Meaning	Example
call on somebody	visit somebody	We called on you last night but you weren't home.
call back	To return a phone call	Could please call back in ten minutes?
get rid of	To eliminate	Please get rid of that old t-shirt. It's so ragged.
keep on	To continue doing something	If you keep on making that noise I will get annoyed.
kick off	To begin, start	The rugby match kicked off at 3 o'clock.
look after somebody/ something	take care of	I have to look after my sick grandmother.

### Write the meaning for the phrasal verbs.

1. look into    2. give up    3. put off    4. get on    5. take off

### Use the following phrasal verbs in your own sentence.

1. put up with    2. keep on    3. look after    4. take over    5. go through



## Listening



Listen to the passage carefully and write the answer.

### Questions

1. Name the scientist.
2. What did he discover?
3. Who approached the scientist?
4. What was the question asked by the journalist?
5. When did they meet the scientist?

**Note:** The listening passage is given at page no. 138.

## Speaking



The intelligence of animals was being discussed in the court of king Krishnadevaraya. "Cats are most intelligent," said one minister. Others in the court agreed with the minister. They started describing how clever their own cats were. Each one claimed his own cat was the smartest.

The king wanted to hold a competition for cats. "The cat that does something which no other cat can do will be declared the winner," announced the king.

The following week, the courtiers came with their cats. Raman of Tenali also brought his cat to the court. The king wanted to give a treat to the cats first. Milk was served to the cats in golden plates.

The moment they saw the milk, all cats rushed towards it. Only one cat ran in the opposite direction — away from the milk. The king was surprised to see this strange behavior. Raman said with a smile, "Maharaj, all cats ran towards milk. My cat ran away from milk. My cat has done what no other cat has done." Krishnadevaraya agreed and declared Raman's cat as the winner.

When Raman came to collect the prize, the king asked him how he trained his cat to do what no other cat could do. Raman smiled. "I wanted to make sure that my cat gets the best milk. So, I boiled the milk and poured it in a plate to cool it. The moment he saw milk, my cat came running to lick it up. Before I could stop him, he had the first lick and burnt his tongue. Since that day, whenever he sees milk in a plate he runs away."

The king and Raman had a hearty laugh.

Join in any group. Pick and support or oppose any one of the characters. Say some sentences for the one you support and say some sentences against the other one, to win.

## Writing



### E-mail

An electronic mail or email is used to send letters or messages using the internet. An email is usually considered more informal than a letter, but we can also use it to send a formal letter or a letter of complaint where necessary. We must use both grammar and punctuation accurately in all our emails.

**Here is an example of a formal email.**

The screenshot shows a Gmail 'New Message' window. The 'To' field is filled with 'thehindustantimes@gmail.com' and has 'Cc Bcc' links to its right. The 'Subject' field is filled with 'Global warming'. The body of the email contains the following text:

Dear Sir,

Kindly publish the following in the columns of your esteemed daily.

It is a matter of great concern that global warming has started showing its harmful effects on all of us and the environment. According to the findings of the government panel on Climate Changes, the consequences of environmental changes include an increased risk of floods and droughts in many regions. The global warming has caused decreased agricultural productivity due to weather changes.

Rains and snowfalls have occurred in deserts. Snow is melting from glaciers due to global warming. This may lead to water crisis. The crisis is life threatening all over the globe.

Regards,

Galen.

At the bottom of the window, there is a 'Send' button and a row of icons for text formatting (bold, italic, underline), linking, inserting images, and other functions.

**Write a formal email to the young scientist Mr Sundar Pitchai CEO, Google requesting him for an appointment to interview him.**



## Conjunctions



## Connectors

'Connector' is a word or a phrase that joins two sentences or group of words, together. They are also known as 'conjunctions'.

**Coordinating conjunctions join words, phrases or clauses of equal importance.**

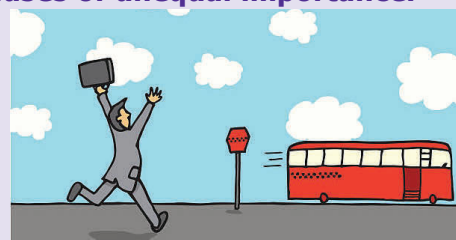


**Those are:** and, but, or, therefore, both...and, as well as, not only...but also, too, no less...than, either...or, neither...nor, else, otherwise, still, yet, while, however, so, consequently, for, etc...

She ran fast **and** won the race.

**Subordinating conjunctions join words, phrases or clauses of unequal importance.**

**Those are:** after, as, until, unless, when, whenever, as soon as, as if, as though, because, before, even if, even though, if, since, so that, though, till, where, wherever, whether, while, why, etc.....



The bus had left **before** he came.

**A correlative conjunction is a type of conjunction that functions in a pair.**



**Those are:** either...or, both....and, neither....nor, not only....but also, such...as, such....that, so....as, as....as, as....so, no sooner....than, rather....than, whether....or....

I am **not only** a singer **but also** a dancer.

## I. Coordinating Conjunctions

These conjunctions join words, phrases or clauses of coordinate i-e, of equal rank.

## Example:

1. She ran fast and won the game.
2. God made the country and man made the town.
3. Get ready soon or you will miss the bus.
4. I requested him but did not leads the work.
5. Behave better else you will suffer.



## II. Subordinate conjunctions.

These conjunctions join two clauses. One of which is subordinate to the other.

### OF TIME

#### Example:

- i. Make hay while the sun shines.
- iii. Ravi reached the exam hall before the school bell rang.

### OF PLACE

Where, wherever, whence, whither

#### Example:

- i. You will find your books where you had placed them.
- ii. You can see the beauty of this nature wherever you go in Ooty.

### OF CONCESSION:

Though, although

#### Example:

- i. The alarm woke me up, even though it wasn't very loud.
- ii. The child was not covered, although it was very cold.

### OF COMPARISON:

as, than

#### Example:

- i. He is not as clever as you.
- ii. Rekha is better than her brother.

## III. Correlative conjunctions.

These pairs of conjunctions require equal structures after each one.

#### Example:

- 1. Shruthi wants either the chocolates or the cake.
- 2. She said that she would like to have both the chocolates and the cake.
- 3. You can have neither the cake nor the ice-cream.
- 4. I have not yet decided whether I will have the cake or the ice-cream.
- 5. She ate not only the chocolates but also the ice-cream.
- 6. Gomathy is both cute and lovely.

**1. Fill in the blanks in the following sentences with suitable conjunctions from the box:**

**If after unless until and till although so because but**

1. I returned home \_\_\_\_\_ the bus had started.
2. I respect him \_\_\_\_\_ he is very strict.
3. Sudharshan will succeed \_\_\_\_\_ he works hard.
4. Aravinth \_\_\_\_\_ Arun are classmates from their childhood.
5. You can't have your fruits \_\_\_\_\_ you take your food.

**2. Choose the correct conjunctions from the options given in the brackets.**

1. Everyone likes him \_\_\_\_\_ he is very helpful. (because/for)
2. \_\_\_\_\_ it was cloudy, we decided to take an umbrella. (so/as)
3. Rathi found her watch \_\_\_\_\_ she left it. (wherever/where)
4. I don't know \_\_\_\_\_ I can afford to buy a new dress. (whether/why)
5. \_\_\_\_\_ he was ill, he went to the doctor. (as/though)

**3. Underline the conjunctions in the following sentences.**

1. Revathy and Rohini are friends.
2. If you say so, I will believe it.
3. Shekar is intelligent but careless.
4. The bus was overcrowded so Arun avoided travelling in it.
5. Though Vinay is ill, he doesn't skip the class.

**Language Check Point**



Correct	Incorrect	Explanation
I cannot say if he has passed the exam or not.	I cannot say whether he has passed the exam or not.	'Whether' is followed by 'or'
Hardly had she seen her aunt than she stopped fighting.	Hardly had she seen her aunt when she stopped fighting.	'Hardly' is always followed by 'when'.

## Poem

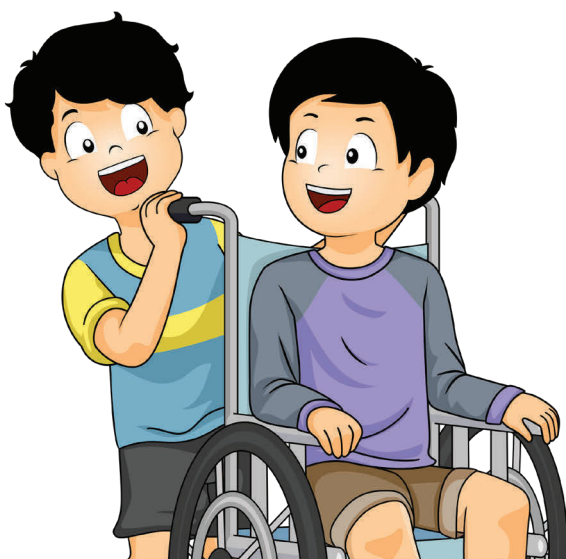
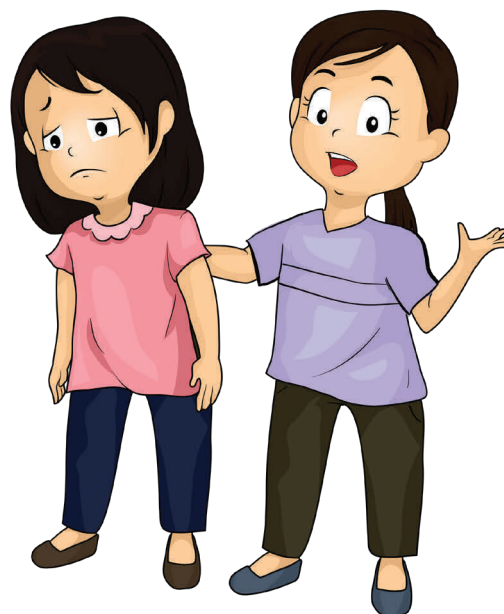
### Making Life Worth While

*George Eliot*

#### Warm up:



Observe the pictures denoting the moral values and follow them.







## **Making Life Worth While**

**Every soul that touches yours -  
Be it the slightest contact -  
Get there from some good;  
Some little grace; one kindly thought;  
One aspiration yet unfelt;  
One bit of courage  
For the darkening sky;  
One gleam of faith  
To brave the thickening ills of life;  
One glimpse of brighter skies -  
To make this life worthwhile  
And heaven a surer heritage.**

## About the poet

George Eliot - Mary Ann Evans (1819 – 1880), known by her pen name George Eliot, was an English novelist, poet, journalist, translator, and one of the leading writers of the Victorian era. She wrote seven novels.



## Glossary



grace	-	elegance, charm.
aspiration	-	a hope or ambition of achieving something, desire, wish.
courage	-	bravery, valour
gleam	-	shine brightly.
glimpse	-	glance, quick look.
worthwhile	-	valuable, purposeful.
heritage	-	inheritance.

## Read and Understand



### 1. Comprehension questions.

1. What should we learn from every soul?
2. What qualities will help us to brave the thickening ills of life?
3. Why should we make this life worthwhile?
4. What does the poet assure if we make our life worthwhile?
5. Pick out any two lines of repetition from the poem.

### 2. Fill in the blanks.

1. We should have a \_\_\_\_\_ in life.
2. A \_\_\_\_\_ is need for the darkening sky.
3. One must have a \_\_\_\_\_ of brighter skies to make the life worthwhile.

### 3. Figure of speech.

#### Repetition:

Repetition is a literary device that repeats the same words or phrases a few times to make an idea clearer and more memorable. It is used to emphasize a feeling or idea, create rhythm, and bring attention to an idea.

"The woods are lovely, dark, and deep,  
But I have promises to keep  
And miles to go before I sleep,  
and miles to go before I sleep."

- **Robert Frost**



## Parallel Reading



### Just One

One song can spark a moment,  
One flower can wake the dream,  
One tree can start a forest,  
One bird can herald spring.

One smile begins a friendship,  
One handclasp lifts a soul,  
One star can guide a ship at sea,  
One word can frame the goal.

One vote can change a nation,  
One sunbeam lights a room,  
One candle wipes out darkness,  
One laugh will conquer gloom.

One step must start each journey,  
One word must start each prayer,  
One hope will raise our spirits,  
One touch can show you care.

One voice can speak with wisdom,  
One heart can know what's true,  
One life can make a difference,  
You see, it's up to you!



## Supplementary

### The Three Questions

Leo Tolstoy



#### Section -I

There was a king who had three questions in his mind that if he always knew the right time to begin everything; if he knew who were the right people to listen to, and whom to





avoid; and, above all, if he always knew what was the most important thing to do, he would never fail in anything he might undertake.

And this thought having occurred to him, he had it **proclaimed** throughout his kingdom that he would give a great reward to anyone who would teach him what was the right time for every action, and who were the most necessary people, and how he might know what was the most important thing to do.

Learned men came to the king, but they all answered his questions differently.

In reply to the first question, some said that to know the right time for every action, one must draw up in advance a table of days, months, and years, and must live strictly according to it. Only thus, said they, could everything be done at its proper time. Others declared that it was impossible to decide beforehand the right time for every action, but that, not letting oneself be **absorbed** in idle pastimes, one should always attend to all that was going on, and then do what was most needful. Others, again, said that however attentive the king might be to what was going on, it was impossible for one man to decide correctly the right time for every action, but that he should have a council of wise men who would help him to fix the proper time for everything.

But then again others said there were some things which could not wait to be laid before a council, but about which one had at once to decide whether to undertake them or not. But in order to decide that, one must know beforehand what was going to happen. It is only magicians who know that; and, therefore, in order to know the right time for every action, one must consult magicians.

Equally various were the answers to the second question. Some said the people the king most needed were his councilors; others, the priests; others, the doctors; while some said the warriors were the most necessary.

To the third question, as to what was the most important occupation, some replied that the most important thing in the world was science. Others said it was skill in warfare; and others, again, that it was religious worship.

All the answers being different, the king agreed with none of them, and gave the reward to none. But still wishing to find the right answers to his questions, he decided to consult a hermit, widely **renowned** for his wisdom.

The hermit lived in a wood which he never quitted, and he received none but common folk. So the king put on simple clothes and, before reaching the hermit's cell, dismounted from his horse. Leaving his bodyguard behind, he went on alone.

When the king approached, the hermit was digging the ground in front of his hut. Seeing the king, he greeted him and went on digging. The hermit was frail and weak, and each time he stuck his spade into the ground and turned a little earth, he breathed heavily.





The king went up to him and said: "I have come to you, wise hermit, to ask you to answer three questions: How can I learn to do the right thing at the right time? Who are the people I most need, and to whom should I, therefore, pay more attention than to the rest? And, what **affairs** are the most important and need my first attention?"

The hermit listened to the king, but answered nothing. He just spat on his hand and recommenced digging.

"You are tired," said the king, "let me take the spade and work awhile for you."

"Thanks!" said the hermit, and, giving the spade to the king, he sat down on the ground.

When he had dug two beds, the king stopped and repeated his questions. The hermit again gave no answer, but rose, stretched out his hand for the spade, and said:

"Now rest awhile – and let me work a bit."



But the king did not give him the spade, and continued to dig. One hour passed, and another. The sun began to sink behind the trees, and the king at last stuck the spade into the ground, and said:

"I came to you, wise man, for an answer to my questions. If you can give me none, tell me so, and I will return home."

"Here comes someone running," said the hermit. "Let us see who it is."



## Glossary



<b>proclaimed</b>	–	announce officially
<b>absorbed</b>	–	take in or soaked up
<b>renowned</b>	–	famous, eminent, distinguished, prominent
<b>affairs</b>	–	event, incident

## Read and Understand



### A. Choose the correct answer from the options given below.

- The king wanted to know the answers for \_\_\_\_\_ questions.  
a) three                                      b) five                                      c) nine
- The hermit lived in a \_\_\_\_\_.  
a) cottage                                      b) palace                                      c) wood
- \_\_\_\_\_ widely renowned for his wisdom.  
a) hermit                                      b) messengers                                      c) warriors

### B. Fill in the blanks.

- The answer for the first question was to have a \_\_\_\_\_ to fix the proper time for everything.
- \_\_\_\_\_ were referred to know the right time for every action.
- The king decided to consult a \_\_\_\_\_.

### C. Who said these words?

- "They all answered his questions differently".
- How can I learn to do the right thing at the right time?
- "Now rest awhile – and let me work a bit"?

### D. Give short answers for the following in 50 words.

- What were the king's questions?
- Was the king satisfied with the answers? Why?
- Why was the king advised to go to the magicians?
- Whose advice did the people say would be important to the king in answer to the second question?



## Section II

The king turned round and saw a bearded man come running out of the wood. The man held his hands pressed against his stomach, and blood was flowing from under them. When he reached the king, he fell fainting on the ground, **moaning** feebly. The king and the hermit unfastened the man's clothing. There was a large wound in his stomach. The king washed it as best he could, and bandaged it with his handkerchief and with a towel the hermit had. But the blood would not stop flowing, and the king again and again removed the bandage soaked with warm blood, and washed and re-bandaged the wound. When at last the blood ceased flowing, the man revived and asked for something to drink. The king brought fresh water and gave it to him. Meanwhile the sun had set, and it had become cool. So the king, with the hermit's help, carried the wounded man into the hut and laid him on the bed. Lying on the bed, the man closed his eyes and was quiet; but the king was so tired from his walk and from the work he had done that he crouched down on the **threshold**, and also fell asleep – so soundly that he slept all through the short summer night.



When he awoke in the morning, it was long before he could remember where he was, or who was the strange bearded man lying on the bed and gazing intently at him with shining eyes.

"Forgive me!" said the bearded man in a weak voice, when he saw that the king was awake and was looking at him.







"I do not know you, and have nothing to forgive you for," said the king.

"You do not know me, but I know you. I am that enemy of yours who swore to revenge himself on you, because you executed his brother and **seized** his property. I knew you had gone alone to see the hermit, and I resolved to kill you on your way back. But the day passed and you did not return. So I came out from my ambush to find you, and came upon your bodyguard, and they recognized me, and wounded me. I escaped from them, but should have bled to death had you not dressed my wound. I wished to kill you, and you have saved my life. Now, if I live, and if you wish it, I will serve you as your most faithful slave, and will bid my sons do the same. Forgive me!"

The king was very glad to have made peace with his enemy so easily, and to have gained him for a friend, and he not only forgave him, but said he would send his servants and his own physician to attend him, and promised to restore his property.

Having taken leave of the wounded man, the king went out into the porch and looked around for the hermit. Before going away he wished once more to beg an answer to the questions he had put. The hermit was outside, on his knees, sowing seeds in the beds that had been dug the day before.

The king approached him and said, "For the last time, I pray you to answer my questions, wise man."

"You have already been answered!" said the hermit, still crouching on his thin legs, and looking up at the king, who stood before him.

"How answered? What do you mean?" asked the king.

"Do you not see?" replied the hermit. "If you had not pitied my weakness yesterday, and had not dug these beds for me, but had gone your way, that man would have attacked you, and you would have repented of not having stayed with me. So the most important time was when you were digging the beds; and I was the most important man; and to do me good was your most important business. Afterwards, when that man ran to us, the most important time was when you were attending to him, for if you had not bound up his wounds he would have died without having made peace with you. So he was the most important man, and what you did for him was your most important business. Remember then: there is only one time that is important – now! It is the most important time because it is the only time when we have any power. The most necessary person is the one with whom you are, for no man knows whether he will ever have dealings with anyone else: and the most important affair is to do that person good, because for that purpose alone was man sent into this life."



## Glossary

<b>moaning</b>	- sob, cry
<b>crouched</b>	- bend, stop (down)
<b>threshold</b>	- doorstep , entrance
<b>seized</b>	- snatch , grab, hold of suddenly and forcibly
<b>unfastened</b>	- undo, disconnect, untie, disjoin
<b>revived</b>	- restore to life or consciousness
<b>ambush</b>	- surprise attack, trap, entrap, pounce on

## Read and Understand

### A. Write 'True or False' for the following statement.

1. The bearded man was an enemy of the king.
2. The king and the hermit refused to help the wounded man.
3. The wounded man asked for the king's forgiveness.
4. The king promised to restore the property of the bearded man.

### B. Match the words in column 'A' with their meanings in column 'B'.

Column 'A'		Column 'B'
Physician	-	bring back
Restore	-	surprise attack
Repent	-	medical practitioner
Ambush	-	regret

### C. Give short answers for the following.

1. Who came running out of the wood? What happened to him?
2. How did the king and the hermit restore the life of a wounded man?
3. Why did the king sleep through the night?
4. What were the changes in the behaviour of the wounded man at the end?

### D. Answer the following in 100 words.

1. What were the answers to the three questions? What is the message of the hermit?
2. Why did the bearded man ask for the king's forgiveness? What did the king do to show his forgiveness?



## Vocabulary



### Commonly Confused Words.

The error with this pair results from mispronunciation and failure to distinguish between a noun and a verb.

#### Example:

#### *Advice/Advise*

The c in advice is pronounced with the sound of /s/. Advice is a noun meaning "recommendation regarding a decision".

The s in advise is pronounced with the sound of /z/. Advise is a verb meaning "to recommend".

1. **Complement** : It is something that completes something else.

**Compliment** : It is a nice thing to say.

2. **Empathy** : It is the ability to understand another person's perspective or feelings.

**Sympathy** : It is a feeling of sorrow for someone else's suffering.

3. **Inquiry** : Inquiry and enquiry both mean "a request for information."  
It is the standard American English spelling.

**Enquiry** : It is the British spelling.

4. **Stationary** : It means unmoving.

**Stationery** : It refers to letter writing materials and especially to high quality paper.

5. **Effect** : An effect is a result or a consequence. (usually a noun) Effect may also function as a verb meaning "to bring about something."

**Affect** : An affect is to have an impression, influence, or effect on something. (usually a verb).

6. **Lie** : Use lie when the object is laying itself down.

**Lay** : Use lay when the object is being laid down.

7. **Rise** : Use rise when the object is lifting itself.

**Raise** : Use raise when the object is being risen by another force.





## Exercise

Complete the following sentences using appropriate confusable words.

1. The sugar had a negative ----- on the science experiment. (effect/affect)
2. I am going to ----- down for an hour. (lie/lay)
3. The gas prices continue to ----- (raise/rise).
4. She always gives me good----- (advice/advise).
5. The war had no ----- on oil prices. (affect / effect)

## Anagram.

An anagram is a word or phrase formed by rearranging the letters of another word or phrase. Anagrams can be useful by helping a learner become aware of both spelling and spelling patterns.

### Example:

are – ear

care – race

god – dog

meat – team

note – tone

won – now

earth – heart

slip – lips

### Exercise:

bowl – \_\_\_\_\_

march – \_\_\_\_\_

study – \_\_\_\_\_

snail – \_\_\_\_\_

plum – \_\_\_\_\_

chin – \_\_\_\_\_

flow – \_\_\_\_\_

eat – \_\_\_\_\_

## Antigram.

Anagrams are words or phrases created by rearranging the letters of another word or phrase. An anagram becomes an antigram when it is opposite in meaning to the original word or phrase.

### Example:

Santa – Satan

Epitaphs – Happiest

United – untied

Harmfulness – Harmless fun

### Exercise:

Earliest – \_\_\_\_\_

Festival – \_\_\_\_\_

Funeral – \_\_\_\_\_

Violence – \_\_\_\_\_

## Step to success



**Read the English folk tale given below and fill up the blank spaces with suitable words.**

There were once three tortoises – a father, a mother \_\_\_\_\_ a baby. \_\_\_\_\_ one fine morning during spring, they decided \_\_\_\_\_ they would like to go for a picnic. They picked the place \_\_\_\_\_ they would go, a nice wood at some distance, \_\_\_\_\_ they began to put their things together. They got tins of cheese, vegetable, meat and fruits. They were ready for the picnic. They set out carrying their baskets \_\_\_\_\_ eighteen months they sat down for rest. They enjoyed the picnic very much.

that, and, and, on, after, where

## Connecting to self



### Steps to gain wisdom

Wisdom is a virtue that isn't innate, but can only be acquired through experience.

#### Gaining Experience

- Try new things
- Face your fear
- Make an effort to talk to people

#### Learning from Wise People

- Enrich yourself with education
- Find wise mentors
- Read as much as you can

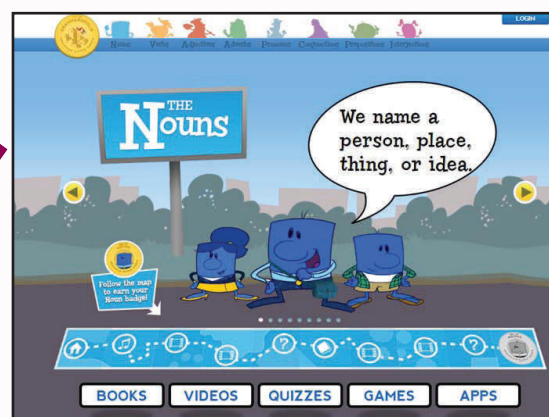
#### Putting Wisdom Into Practice

- Be humble in new situations.
- Think before acting.
- Act on your values.
- Learn from your mistakes
- Share your wisdom with others.

## ICT CORNER

### GRAMMAR – CONJUNCTIONS

To Enable the students to practice conjunctions with its different types.



#### STEPS TO PLAY THE GAME:

1. Access the website with the help of the QR code given below or the given website link provided.
2. You can view many exercises on conjunctions in that page.
3. Click any link to get access to the exercises on conjunctions and answer the questions.
4. Check your answers at the end of each quiz.
5. Practice with all exercises to strengthen your knowledge in conjunctions and its different types ( Coordinating & Subordinating)



#### TO ACCESS THE WEBSITE :

Click the following link or scan the QR code to access the website.

<https://agendaweb.org/grammar/conjunctions-exercises.html>

\*\* Images are indicatives only.





Unit

2

Prose

## My Reminiscence

*Rabindranath Tagore*

Warm up



"BEAUTY LIES IN THE EYES OF THE BEHOLDER"

- ☞ Read the quote and observe the picture.
- ☞ Complete this graphic organiser.
- ☞ Remember to use suitable adjectives.





**Listen to the teacher and read this section**

When I returned home from the outset of my second voyage to England, my brother Jyotirindra and sister-in-law were living in a river-side villa at Chandernagore, and there I went to stay with them.

The Ganges again! Again those ineffable days and nights, languid with joy, sad with longing, attuned to the plaintive babbling of the river along the cool shade of its wooded banks. This Bengal sky-full of light, this south breeze, this flow of the river, this right royal laziness, this broad leisure stretching from horizon to horizon and from green earth to blue sky, all these were to me as food and drink to the hungry and thirsty. Here it felt indeed like home, and in these I recognised the ministrations of a Mother.

That was not so very long ago, and yet time has wrought many changes. Our little river-side nests, clustering under their surrounding greenery, have been replaced by mills which now, dragon-like, everywhere rear their hissing heads, belching forth black smoke. In the midday glare of modern life even our hours of mental siesta have been narrowed down to the lowest limit, and hydra-headed unrest has invaded every department of life. Maybe, this is for the better, but I, for one, cannot account it wholly to the good.

These lovely days of mine at the riverside passed by like so many dedicated lotus blossoms floating down the sacred stream. Some rainy afternoons I spent in a veritable frenzy, singing away old Vaishnava *songs to my own tunes, accompanying myself on a harmonium. On other afternoons, we would drift along in a boat, my brother Jyotirindra accompanying my singing with his violin. And as, beginning with the Puravi,[50] we went on varying the mode of our music with the declining day, we saw, on reaching the Behaga,[50] the western sky close the doors of its factory of golden toys, and the moon on the east rise over the fringe of trees.*







Then we would row back to the landing steps of the villa and seat ourselves on a quilt spread on the terrace facing the river. By then a silvery peace rested on both land and water, hardly any boats were about, the fringe of trees on the bank was reduced to a deep shadow, and the moonlight glimmered over the smooth flowing stream.

The villa we were living in was known as 'Moran's Garden'. A flight of stone-flagged steps led up from the water to a long, broad verandah which formed part of the house. The rooms were not regularly arranged, nor all on the same level, and some had to be reached by short flights of stairs. The big sitting room overlooking the landing steps had stained glass windows with coloured pictures.

One of the pictures was of a swing hanging from a branch half-hidden in dense foliage, and in the checkered light and shade of this bower, two persons were swinging; and there was another of a broad flight of steps leading into some castle-like palace, up and down which men and women in festive garb were going and coming. When the light fell on the windows, these pictures shone wonderfully, seeming to fill the river-side atmosphere with holiday music. Some far-away long-forgotten revelry seemed to be expressing itself in silent words of light; the love thrills of the swinging couple making alive with their eternal story the woodlands of the river bank.

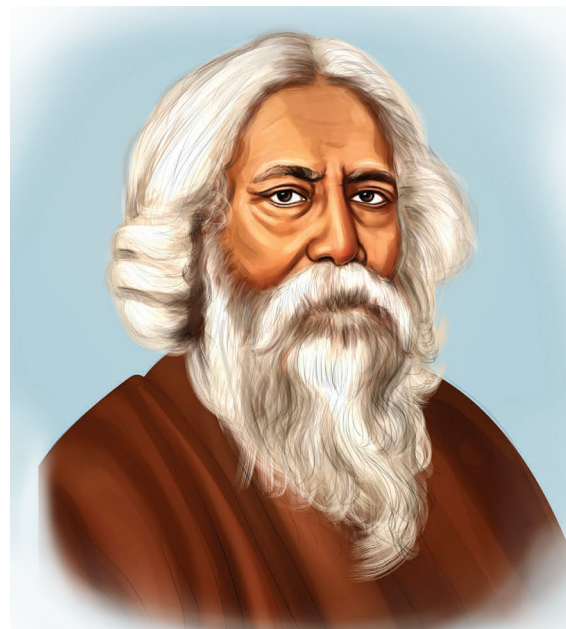
The topmost room of the house was in a round tower with windows opening to every side. This I used as my room for writing poetry. Nothing could be seen from thence save the tops of the surrounding trees, and the open sky. I was then busy with the Evening Songs and of this room I wrote:

There, where in the breast of limitless space clouds are laid to sleep,  
I have built my house for thee, O Poesy!

### About the Author

Rabindranath Tagore (1861-1941), Nobel prize-winning Bengali poet, author, songwriter, philosopher, artist, and educator wrote "Gitanjali" (1912);

"*My Reminiscences*" were written and published in his fiftieth year, shortly before he started on a trip to Europe and America for his failing health in 1912. It was in the course of this trip that he wrote for the first time in the English language for publication.



## Glossary



<b>ineffable</b>	–	beyond expression too great to be expressed
<b>languid</b>	–	moving slowly
<b>plaintive</b>	–	sounding sad
<b>ministrations</b>	–	the act of helping or caring
<b>wrought</b>	–	(past tense) caused
<b>clustering</b>	–	forming a group
<b>belching</b>	–	to let air come up
<b>veritable</b>	–	more exciting
<b>garb</b>	–	clothes

## Read and Understand



### I. Fill in the blanks.

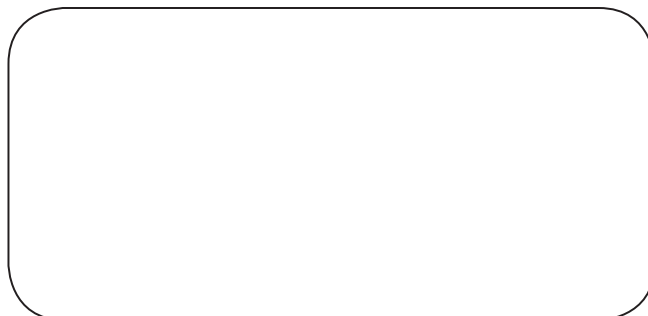
1. The author speaks about the river \_\_\_\_\_.
2. The author's brother's name is \_\_\_\_\_.
3. The \_\_\_\_\_ glimmered over the smooth flowing stream.
4. The beauty of Bengal and the Ganges served as \_\_\_\_\_ and \_\_\_\_\_ drink to the author.
5. The afternoons were spent by \_\_\_\_\_ and \_\_\_\_\_.

### II. Answer the following in one or two sentences.

1. Quote the expressions from the text when the author sees the Ganges again.
2. In what ways the river and its bank have changed?
3. How were the rooms arranged in his house?

### III. Answer the following in a paragraph.

1. How does the author spend his afternoon ? Explain
2. Describe how the river looks when he rows back.
3. Draw the images in the box after reading the text carefully.



## Vocabulary



### Clipping Words.

Clipping is the word formation process which consists in the reduction of a word to one of its parts. These words are called clipped words.

advertisement	–	ad	luncheon	–	lunch
automobile	–	auto	mathematics	–	math
cabriolet	–	cab	memorandum	–	memo
examination	–	exam	moving picture	–	movie
fanatic	–	fan	pantaloon	–	pants
gasoline	–	gas	photograph	–	photo
gymnasium	–	gym	refrigerator	–	fridge
hamburger	–	burger	university	–	varsity
influenza	–	flu	zoological park	–	zoo
laboratory	–	lab			

### a. Find out the clipped words for the following.

1. aeroplane -
2. microphone -
3. exhibition -
4. kilogram -
5. cafeteria -

### b. Find and use the clipped words in your own sentence.

1. photograph -
2. gymnasium -
3. luncheon -
4. advertisement -
5. zoological park -

## Blends.

A blend word or a blend is a word formed from parts of two or more other words.

bit	= binary + digit	moped	= motor + pedals
brunch	= breakfast + lunch	motel	= motor + hotel
camcorder	= camera + recorder	newscast	= news + broadcast
electrocute	= electro + execute	smog	= smoke + fog
email	= electronic + mail	Spanglish	= Spanish + English
mechatronics	= mechanics + electronics	vitamin	= vital + amine

### a. Find out the blended words for the following.

1. international + police -
2. helicopter + pad -
3. motor + hotel -
4. education + satellite -
5. electronic + commerce -

### b. Use the blended words in your own sentence.

1. electrocute -
2. Spanglish -
3. moped -
4. brunch -
5. smog -

## IDIOMS.

An idiom (also called idiomatic expression) is an expression, word, or phrase that has a figurative meaning conventionally understood by native speakers. This meaning is different from the literal meaning of the idiom's individual elements. In other words, idioms don't mean exactly what the words say. They have, however, hidden meaning.

**Example:** "Kick the bucket".

The meaning of the expression is different from the literal meaning or definition of the word of which it is made. The meaning is however used figuratively - "to die". Here are some interesting idioms.



### Food Idioms.

1. "*Bad Egg*" - A dishonest or ill-behaved person.

**Example:** He was a bad egg.

2. "*A piece of cake*" - A task that can be accomplished very easily.

**Example:** English? It is a piece of cake.

3. "*In a nutshell*" - In a few words. Concisely stated.

**Example:** Our profitability has dwindled to a point where we cannot continue to meet our creditors demands. In a nutshell; were broke.

4. "*The apple of my eye*" - Someone who is cherished above all others.

### Sport Idioms.

1. "*The ball is in your court*" - It is your turn to make a decision.

**Example:** I've done more than my share in this partnership.  
The ball is in your court to decide what happens next.

2. "*Saved by the bell*" - Saved by a last minute intervention.

**Example:** The accused was saved by the bell otherwise the judge would have pronounced the sentence today itself.

3. "*Hat trick*" - A threefold feat in sports or some other activity.

**Example:** The bowler was really on good bowling form today - three wickets in three deliveries. That's the first hat-trick in the match.

### Number Idioms.

1. "*Caught between two stools*" - Finding it difficult to choose between two alternatives.

**Example:** I'd like to go to the game and stay in for the birthday party. I'm between two stools.

2. "*On cloud nine*" - Blissfully happy.

**Example:** The grandmother was on cloud nine to see her grandson after a long time.

3. *At sixes and sevens* - confused or in a state of disorder.

**Example:** 'The government were at sixes and sevens over what to do about the unemployment rate.'

4. *At the eleventh-hour* - something happens at the last possible moment just before the deadline or end.

**Example:** 'The prisoner was saved from execution at the eleventh-hour by the state governor.'





### Colours Idioms.

1. *Caught red-handed* - to catch someone in the act of doing something.

**Example:** "He was caught red-handed while stealing those candy bars."

2. *Black sheep* - to be the outcast, odd one out, unlike the others

**Example:** "Rachel is the black sheep in the family because she is an artist whereas everyone else is an economist."

3. *Once in a blue moon* - very rarely.

**Example:** "Once in a blue moon you will see that mean professor smile."

### Animal Idioms

1. *At a snail's pace* - Moving very slowly.

**Example:** Traffic is moving at a snail's pace.

2. *let the cat out of the bag* - reveal a secret.

**Example:** Who let the cat out of the bag about the surprise party?

3. *smell a rat* - begin to suspect trickery etc.

**Example:** I asked my brothers not to tell my parents that I went out, but I could smell a rat.

## Listening



**Your teacher will read the text aloud. Listen carefully and answer the questions given below.**

### Complete the sentences:

1. Ruskin Bond was born on \_\_\_\_\_ at \_\_\_\_\_ in \_\_\_\_\_.
2. His first novel was \_\_\_\_\_.
3. \_\_\_\_\_ is one of the major concerns of Ruskin Bond.

### Questions:

4. Mention some of his major works.
5. How was he honoured for the contribution of Indian literature?

**Note:** The listening passage is given at page no. 138.

## Speaking



Take a few minutes and Make hints of the picture. Arrange your thoughts. Using the points you write, deliver a small speech focusing the issue pictured here. Give an interesting and informative speech. your speech should include the cause and the solution.



### Tips for effective speaking

- Organise your points and ideas well.
- Don't memorise the speech. If you forget a point, it will make you nervous.
- Avoid the things that are of no value or interest to the audience.
- Before you speak, take a deep breath, smile, greet the audience.
- Don't be nervous about making a mistake.
- Interesting speak makes your mistakes nothing.

## Writing



### Notice Writing.

#### What is a Notice?

A notice is a written or printed announcement. They are put up on display boards in schools or at public places.

#### Why do we need?

It is written in order to inform a large number of people about something that has happened or is about to happen. It could be just a piece of information to be delivered to the targeted audience.

#### How it could be.

A competition An excursion trip A lost and found notice.

An inauguration to take place An exhibition.

A blood donation camp or any event or information issued in public interest.

#### How should be the language?

Notices are factual and to-the-point. The language should be simple and formal, not flowery. They are put up on display boards in schools or at public places. It is generally written in a formal tone. Personal pronouns shouldn't be used.

#### What should it contain?

- Name of the issuing agency (school, etc).
- Date of issue/release of the notice.
- Title/Subject of the Event (what?).
- BODY-Date/time/duration/Place/Venue (when and where?).
- Authorized signatory: Name and signature (contact details).

Sharmila is the in-charge of the cultural committee of GOVT HIGHER SECONDARY SCHOOL, Tiruttani. She has been asked to notify the students of the school about the inter school singing competition. Write a notice with relevant details.

### GOVT HIGHER SECONDARY SCHOOL, Tiruttani.

#### NOTICE

October 30, 2019

#### INTERSCHOOL SINGING COMPETITION

The school is hosting the Inter-School Singing Competition for classes 6 to 12 on Nov, 14 at school auditorium.

All the talented students with gifted voices may appear for the audition to be conducted in the presence of famous singer on Nov, 5 at 9 a.m.

For further details, contact the undersigned.

Sharmila,

Secretary (Cultural in-charge).

### Exercise:

1. Your school is going to organize an inter-school dance competition. Write a notice for your school notice board inviting names of all the interested students.
2. Water supply will be suspended for ten hours (10 am to 8 pm) on 5th of October for cleaning of the water tank. Write a notice in about 50 words advising the residents to store water for a day. You are Santhosh, Secretary, Housing board, Officer's colony, Thiruvavur.
3. You are the head girl/boy Govt High School. Your school is soon going to publish the annual magazine next month. Write a notice for the notice board of your school inviting students to submit write-ups.

## Grammar



### Conditional sentences with 'If'

Conditional Sentences are also known as Conditional Clauses or If Clauses. They are used to express that the action in the main clause (without if) can only take place if a certain condition (in the clause with if) is fulfilled. There are three types of Conditional Sentences.

#### Conditional Sentence Type 1

It is possible and also very likely that the condition will be fulfilled.

**Example:** If I find her address, I'll send her an invitation.

#### Conditional Sentence Type 2

It is possible but very unlikely, that the condition will be fulfilled.

**Example:** If I found her address, I would send her an invitation.

#### Conditional Sentence Type 3

It is impossible that the condition will be fulfilled because it refers to the past.

**Example:** If I had found her address, I would have sent her an invitation.

Type	If-clause	Main clause
I	Simple Present If I study,	will + infinitive I will pass the exam.
II	Simple Past If I studied,	would + infinitive I would pass the exam.
III	Past Perfect If I had studied,	would + have + past participle I would have passed the exam.



### 1. Complete the Conditional Sentences. Decide whether to use Type I, II or III.

1. If I had time, I \_\_\_\_\_ (go) shopping with you.
2. If you \_\_\_\_\_ (speak) English, you will get along with them perfectly.
3. If they had gone for a walk, they \_\_\_\_\_ (turn) the lights off.
4. If she \_\_\_\_\_ (come) to see us, we will go to the zoo.
5. I would have told you, if I \_\_\_\_\_ (see) him.

### 2. Choose the best answer.

1. I will come if I \_\_\_\_\_ time.  
a. have                                      b. had                                      c. will have
2. If he is late, we \_\_\_\_\_ without him.  
a. would start                              b. would have started                              c. will start
3. If you \_\_\_\_\_ me, I would tell you.  
a. will ask                                      b. asked                                      c. had asked
4. Will it be all right if I \_\_\_\_\_ a friend tonight?  
a. had brought                              b. bring                                      c. brought
5. If you \_\_\_\_\_ to learn a musical instrument, you have to practice.  
a. wants                                      b. wanted                                      c. want

### 3. Match the following.

- |                               |   |                                  |
|-------------------------------|---|----------------------------------|
| 1. If they worked hard        | - | She will come to our party.      |
| 2. If I invite Shalini        | - | I would have bought these shoes. |
| 3. If I had got enough money. | - | They would win.                  |

### 4. Fill in the blanks with correct verb forms.

1. If you \_\_\_\_\_ out with your friends tonight, I \_\_\_\_\_ the football match on TV.  
a. go, would watch                      b. go, will watch                      c. go, have watched
2. If he \_\_\_\_\_ harder, he \_\_\_\_\_ his goals.  
a. tries, would reach                      b. tried, will reach                      c. tried, would reach
3. If we \_\_\_\_\_ to the radio, we \_\_\_\_\_ the news.  
a. listen, would hear                      b. had listen, will hear                      c. listen, would hear





### Sentence Pattern

A group of words which gives complete sense, is called a sentence. The basic sentence patterns are given below:

- |           |                                 |
|-----------|---------------------------------|
| 1. SV     | Child laughs.                   |
| 2. SVO    | I play hockey.                  |
| 3. SVC    | He is smart.                    |
| 4. SVOC   | I painted the car blue.         |
| 5. SVIODO | My father presented me a watch. |
| 6. SVDOIO | She gave money to the poor.     |

**Subject (S)**- To get 'Subject' ask the question 'Who?' before the verb. It consists of nouns or pronouns and occurs before a verb.

**Example:**

Nancy danced well. who danced well?(Here "Nancy" answers for the who?)

The child broke the glass. (Here "The child" answers the question who?)

**Verb (V)** - A verb shows an action or activity or work done by the subject. It also tells the status. To get 'verb' ask what does the subject do?

**Example:**

Jems wrote a letter. What did Jems do? (here wrote answers the question)

He is a doctor.

The baby is crying.

**Object (O)**- To get the object, ask the question 'What?' or 'Whom?'. 'What' is for things and 'Whom' is for persons. Persons may be nouns or pronouns.

**Example:** He bought a pen. He handles the computer. I saw him.

**Direct Object (DO)** - direct object answers the question 'what'.

I like animals.

**Indirect Object (IO)** - answers the question 'whom'.

I gave Rosy a pen.

**Complement (C)** - The words, required to complete the meaning of a sentence are called Complement.

**Example:** He is a dentist. She named the boy John. It grew dark.

Object complement answers for the questions "How" asked on the object.

**Example:** He painted the car **blue**. How did he painted the car?

Here the word blue answers for the question "How" asked on the object car.

**Example:** We call Kamarajar **Karmaveerar**.

They selected her **leader**.

**Adjunct (A)**- To get 'Adjunct' ask the question where ,how, when or why.

**Example:** My father is a farmer **in thiruvavur**.

Where? (Place)	How? (Manner)	When? (Time)	Why? (reason)
here, there	by bus / cycle	now, later	due to cold
every where	through efforts	after 2 years	through floods
in the sky	by mixing	when young	under compulsion
at home	by hard work	in the morning	carefully

### 1. Choose the right pattern.

- The wall collapsed.  
A. SV      B. SVO      C. SVIODO
- During the war, many people lost their homes.  
A. SV      B. SVIODO      C. ASVDO
- I promised the children a trip to the zoo.  
A. SVO      B. SVDOIO      C. SVIODO
- In 1998, Frank moved to London.  
A. ASVA      B. ASVO      C. SVIODO
- Pooja hired a bicycle.  
A. SV      B. SVO      C. SVA

### 2. Write two sentences for each pattern.

SV	
SVO	
SVC	
SVA	
SVOC	
SVIODO	
ASV	
SVAA	









## A Thing of Beauty

A thing of beauty is a joy forever  
Its loveliness increases, it will never  
Pass into nothingness; but will keep  
A bower quiet for us, and a sleep  
Full of sweet dreams, and health, and quiet breathing  
Therefore, on every morrow, are we wreathing  
A flowery band to bind us to the earth,  
Some shape of beauty moves away the pall  
From our dark spirits. Such the sun, the moon,  
Trees old, and young, sprouting a shady boon  
For simple sheep; and such are daffodils  
With the green world they live in: and clear rills  
That for themselves a cooling covert make  
Giants the hot season; the mid forest brake,  
Rich with a sprinkling of fair musk – rose blooms;  
An endless fountain of immortal drink,  
Pouring unto us from the heaven's brink

John Keats



## About the poet

John Keats (1795 – 1821) was a British Romantic poet. Although trained to be a surgeon, Keats decided to devote himself wholly to poetry, Keats' secret, his power to sway and delight the readers, lies primarily in his gift for perceiving the world and living his moods and aspirations in terms of language. The following is an excerpt from his poem 'Endymion: A Poetic Romance'. The poem is based on a Greek legend, in which Endymion, a beautiful young shepherd and poet who lived on Mount Latmos, had a vision of Cynthia, the Moon Goddess. The enchanted youth resolved to seek her out and so wandered away through the forest and down under the sea.



## Glossary



<b>bower</b>	- shelter under the shade of trees
<b>wreathing</b>	- cover, surround, encircle something
<b>pall</b>	- covering
<b>rills</b>	- clear stream
<b>sprinkling</b>	- falling in fine drops

### A. Read the poem aloud twice.

### B. Choose the correct answers.

- According to the poet, a thing of beauty is \_\_\_\_\_.
  - a joy forever
  - a pain forever
  - a suffering forever
  - neglected
- Beautiful things never "pass into nothingness" means that they \_\_\_\_\_.
  - never increases
  - create unpleasantness between friends
  - never fade away
  - always bring unhappiness
- "Will keep a bower quiet for us" means \_\_\_\_\_.
  - Will give us peace and calm
  - will stop unpleasant sound
  - make our beds fit to sleep
  - reduces noise
- Of all the unhealthy means \_\_\_\_\_.
  - Pain
  - neglect
  - suffering
  - ill-health
- The sun moon, trees, old and young are the things that \_\_\_\_\_.
  - Depress us
  - remove the pall of gloom from our lives
  - makes us laugh
  - gives us oxygen



### C. Answer the following.

1. How is a thing of beauty joy forever?
2. Why do we suffer?
3. According to the poet, mention the evil things we possess?
4. Identify the figure of speech in the following lines :

A bower quiet for us, and a sleep - \_\_\_\_\_  
Of noble natures, of the gloomy days - \_\_\_\_\_  
That for themselves a cooling covert make - \_\_\_\_\_

### D. Figure of Speech.

**Alliteration** is the repetition of the same consonant letters or similar sounds at the beginning words in a set or series of words.

**For example:** "For simple sheep; and such are daffodils." In this line simple and sheep both the words start with same consonant.

- wild, wind
- curious, clock
- splendid, scholar
- memorable, moments
- creepy, crawlies

**Imagery** is the way that a writer helps reader visualize or see in their minds what is being described. These images often suggest emotions. Images appeal to one or more of the five senses: sight, hearing, touch, taste or smell.

For example

- It was dark and cloudy in the woods
- The boys were screaming and shouting in the playground
- The mountain was spewing and spitting the smoke
- The sauce was sweet and sour

## Supplementary

### Crossing the River

*Manoj Das*



The Celebrated Pundit had many disciples and admirers. Among them was the landlord of the area who lived on the other side of the river.

The landlord had commissioned a poor milkmaid, Moti, to supply a tumblerful of milk to the Pundit, everyday in the morning. The milkmaid discharged her duty faithfully, day after day. She crossed the river by the help of a ferry boat and returned home in the same way after delivering the milk at the Pundit's household. Often the Pundit himself received the milk. Moti prostrated before him.

She did not fail in her duty even if on some days it rained heavily.

"What a great privilege it is to serve a great Pundit!" she would tell those who would sympathise with her for her continuous

The Pundit was an eloquent speaker.







Whenever he gave a discourse, hundreds of people gathered to listen to him. The milkmaid too made it a point to stand behind the audience. Not that she understood much, but she was sure that the Pundit was speaking about God and Truth and similar tough and complex matters. "How much knowledge the man must be possessing to hold so many people spellbound for hours. Only one who is very near to God and Truth can command such wisdom!" she thought. She was happy that she made a humble contribution towards the Pundit's physical well being by regularly supplying him with pure milk

"Even if the landlord fails to pay me for the milk and my labour I will not fail in my duty!" she resolved.

One day, while receiving the milk, the Pundit told Moti. "Women! Can you bring the milk at the least an hour before the sunrise for only a month? I am under a vow for performing a certain ritual for which I need the milk that early."

"I will do as you say O Master!" the milkmaid assured him enthusiastically.

But the next day, by the time she reached the Pundit's house, it was already daybreak.

"Pardon me, Master", for my lapse. But what could I do?" said the milkmaid apologetically. "I was present on the bank of the river long before sunrise. But the boatman did not turn up that early even though I had informed him of the need for me to across the river while it was still dark! He said since the rivers is in spate it would not be possible for him to ply the boat in darkness."

"you could not cross the river without the boatman, eh? I wonder how then the mystics say that one could cross even the ocean of life by uttering the name of Vishnu!" commented the Pundit jocularly, sure that the poor woman would hardly understand the importance of his wise observation.

"Well, sir, nobody had told me that!" said Moti in a murmur.

"That is secret !" said the Pundit once again jocularly.

"who but a pious and great sage like you could ever know such secrets! Thank you sir passing it on to me," said Moti.

The Pundit could not check himself from bursting into a Loud guffaw at the woman's naivety.

Days passed. The period of the Pundit's vow came to an end. He told the milkmaid, "Moti, I must say that you have served me every well. I appreciate the pain you took in getting up in the small hours and milking the cow and delivering the milk to me at dawn. I bless you!"

Moti bowed to him. "so, sir, from tomorrow I report as before soon after the sunrise; is that all right?"

"Fine," said the Pundit. And then he remembered the boatman. "Moti!" he said, "Tell the boatman how pleased I am with him."

"But, sir, I never bothered him, knowing well that he could not come that early!" said Moti.







"Who then plied the boat for you?"

"Boat? Why Sir? I did not need any boat!"

"How then did you cross the river?"

"Good God!" muttered Moti. "You, who can remember hundreds of pages of scriptures, forgot the secret you passed on to me the other day?"

"What do you mean?" asked the Pundit, intrigued.

"I just utter the name of Vishnu and walk across the river!

The water remains ankle-deep for me!"

"Ankle-Deep? But isn't the river in spate? Isn't it fact that even in the hottest summer there is enough water in the river for boats to ply? " asked the Pundit.

"But I apply the secret!" Moti was surprised that the Pundit had totally forgotten his own secret formula!

"I see!"

"So, now you remembered !" said Moti feeling happy. "From tomorrow I will take recourse to the boat. Let me apply the secret for the last time while returning today."

Moti stepped out onto the road. It was a foggy dawn. No doubt the woman was kidding him – concluded the Pundit and she followed her tiptoe.

Upon reaching the river the river-bank, Moti put her empty pot down and, with folded hands, paid obeisance to the river. Then, picking up the pot, she stepped into the water.

Struck dumb, the Pundit saw her crossing the river walking with ease.

The Pundit almost fainted.

While demonstrating the miracle of faith, the story also draws a contrast between scholarship and innocence, between the knowledge which scholarship secures, but which remains a mere theory and the knowledge that works through one's complete faith and surrender to the Lord.

### About the Author

Manoj Das (born 1934) is an award-winning Indian author who writes in Odia and English. In 2000, Manoj Das was awarded with Saraswati Samman. He was awarded Padma Shri in 2001, the fourth highest Civilian Award in India for his contribution in the field of Literature & Education. Kendra Sahitya Akademi has bestowed its highest award i.e Sahitya Akademi Award Fellowship. His deeper quest led him to mysticism and he has been an inmate of Sri Aurobindo Ashram in Puducherry since 1963.



## Glossary



<b>prostrated</b>	-	falling flat on the ground as a mark of respect
<b>eloquent</b>	-	fluent, expressive
<b>discourse</b>	-	discussion, spoken communication
<b>spellbound</b>	-	fascinating, captivating
<b>resolved</b>	-	firmly determined to do something.
<b>ritual</b>	-	a religious or solemn ceremony.
<b>enthusiastically</b>	-	interest, eager enjoyment.
<b>apologetically</b>	-	shows regretful acknowledgement.
<b>spate</b>	-	rush, run, flood
<b>jocularly</b>	-	humorous, funny
<b>pious</b>	-	spiritual, devoutly religious, dedicated.
<b>guffaw</b>	-	a loud and hearty laugh.
<b>naivety</b>	-	lack of experience, innocence
<b>dawn</b>	-	day break, early morning.
<b>intrigued</b>	-	arouse the curiosity of, fascinate, attract.
<b>obeisance</b>	-	respect, reverence, honour.

## Read and Understand



### A. Match the following.

A		B
1. ritual	-	spell bound
2. pundit	-	to cross the river easily.
3. Moti	-	eloquent discourse.
4. ferry	-	faithful
5. audience	-	vow
6. secret	-	passenger boat.



### **B. Fill in the blanks.**

1. Pundit have many \_\_\_\_\_ and \_\_\_\_\_.
2. Moti is a poor \_\_\_\_\_.
3. The milkmaid discharged her duties \_\_\_\_\_.
4. Moti feels it as a \_\_\_\_\_ to serve the great pundit.
5. The pundit was an \_\_\_\_\_ speaker.
6. Moti assured to give the milk at the dawn \_\_\_\_\_.

### **C. Answer the following.**

1. What was the pundit's discourse about?
2. Why did Moti, the milkmaid, feel happy?
3. What was the resolution of Moti?
4. Give reason for the pundit to ask for the milk at dawn.
5. Why did Moti come late on the first day of the ritual?
6. Mention an incident that show the naivety of Moti.
7. How did the milkmaid cross the river?
8. What was the secret shared by pundit to milkmaid?
9. How did the pundit appreciate the milkmaid? Who else did he convey his thanks for?
10. Why did the pundit faint at the end of the story?

### **D. Identify the speaker.**

1. "But I apply the secret?"
2. "Tell the boatman how pleased I am with him."

## Step to sucess



### A. Select correct options to fill in the blanks.

- As I \_\_\_\_\_ in the rain for the bus to arrive, it appeared as \_\_\_\_\_ it would not arrive, \_\_\_\_\_ it took all my patience.
  - weighted, though, so
  - wetted, if, so
  - waited, though, till

### B. Select option that correctly forms the 2<sup>nd</sup> pair similar to the 1<sup>st</sup>.

- Bread : Yeast :: Curd : ?
  - Germes
  - Bacteria
  - Fungi
  - Virus
- Fungi : Fungus :: Species : ?
  - Specey
  - Specy
  - Specie
  - Species
- Throw : Worth :: Tide : ?
  - Water
  - Ocean
  - Edit
  - Sea
- Lion: Forest :: Otter : ?
  - Cage
  - Water
  - The Alps
  - Burrow

## Connecting to self



Avoid littering in ponds and water resources.

Using detergents and cleaners that are not environment friendly.

Throwing chemicals or liquids.

save the rain water.

I never dispose of fish or animal entrails in or around fresh water resources.

Dumping sudsy water into fresh water resources.

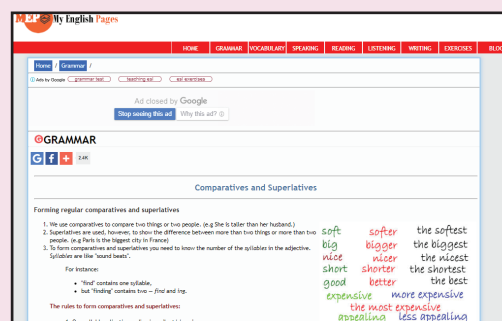
Put tick (✓) for do's and cross (x) for don'ts.



## ICT CORNER

### GRAMMAR – IF CONDITIONAL CLAUSE

To Enable the students to familiarize 'If – Conditional clauses



#### STEPS:

1. Access the application with the help of the link given below or the given QR code and install it in the mobile.
2. Click Menu button at the top left and click "Notes" to read about Conditional sentences and its kinds with examples.
3. Choose "Practice" from Menu to practice exercises in conditional clauses by drag and dropping exercises.
4. Click "Quiz" to check your knowledge in this topic.
5. Practice with all exercises to strengthen your knowledge in If conditional clauses.

**Irregular comparatives and superlatives**

Adjectives	Comparatives	Superlatives
bad	worse	worst
far (distance)	farther	farthest
far (extent)	further	furthest
good	better	best
little	less	least
many	more	most
much	more	most

**How to use comparatives and superlatives**

Comparatives	Superlatives
Comparatives are used to compare two things or two people. Alan is taller than John.	Superlatives are used to compare more than two things or two people. Superlative sentences usually use 'the'. Alan is the most intelligent.

**Similarities**

To express similarities use the following structure:

... as + adjective + as ...

**Examples:**

- Mike is as intelligent as Nancy.
- Larry is as popular as Oprah.

**Exercises on comparatives and superlatives.**

**Grammar Exercise - Comparatives and Superlatives**

Do the exercise on comparatives and superlatives and click on the button to check your answers.  
(Before doing the exercises you may want to read the lesson on [comparatives and superlatives](#).)

**Put the adjectives between brackets in the correct form**

1. My brother has a (tidy) room than me.
2. Australia is (big) than England.
3. I'm (good) now than yesterday.
4. She's got (little) money than you, but she doesn't care.
5. He thinks Chinese is (difficult) language in the world.
6. Valencia played (bad) than Real Madrid yesterday.
7. Cats are not (intelligent) as dogs.
8. Show me (good) restaurant downtown.
9. (hot) desert of all is the Sahara and it's in Africa.
10. Who is (talkative) person in your family?

**Warning**

Before submitting the test, check the following:

- Punctuation and capitalization
- Spelling
- Spaces (don't add any unnecessary spaces)

Such mistakes would cost you valuable points. Good luck!

[Check Answers](#) [Show Answers](#)

**Related material:**

[Comparatives and superlatives.](#)

#### TO DOWNLOAD THE APPLICATION :

APPLICATION NAME : ENGLISH CONDITIONAL SENTENCES

<https://play.google.com/store/apps/details?id=com.em.emqscondtionalsentences&hl=en>

\*\* Images are indicatives only.



B354\_8\_ENGLISH\_LANG



## LISTENING PASSAGE

### UNIT- 1

Listen to the teacher and read this section.



#### Fleming's thought at breakfast

Sir Alexander Fleming. Who discovered penicillin, was once forced into an interview in New York by two journalists just as he was about to have breakfast. One of them asked him, 'Sir, what are you thinking about right now? We wish to know what a great scientist think while getting ready for breakfast'.

Fleming mused awhile on the question and he replied, 'I am thinking of something very special.' The journalist, who were all ears, drew themselves forward. 'I am thinking, whether to have one egg or two'.

### UNIT- 2

#### Ruskin Bond

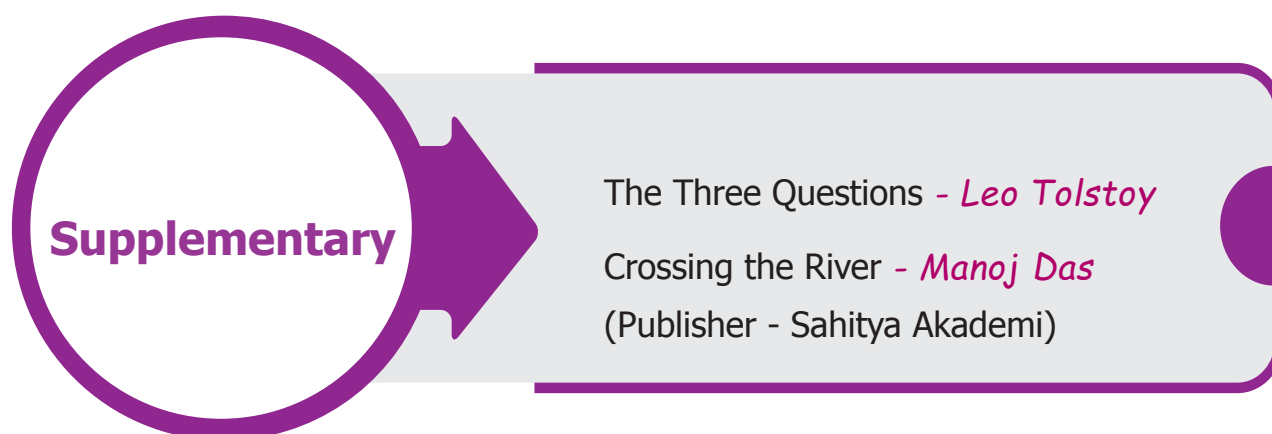
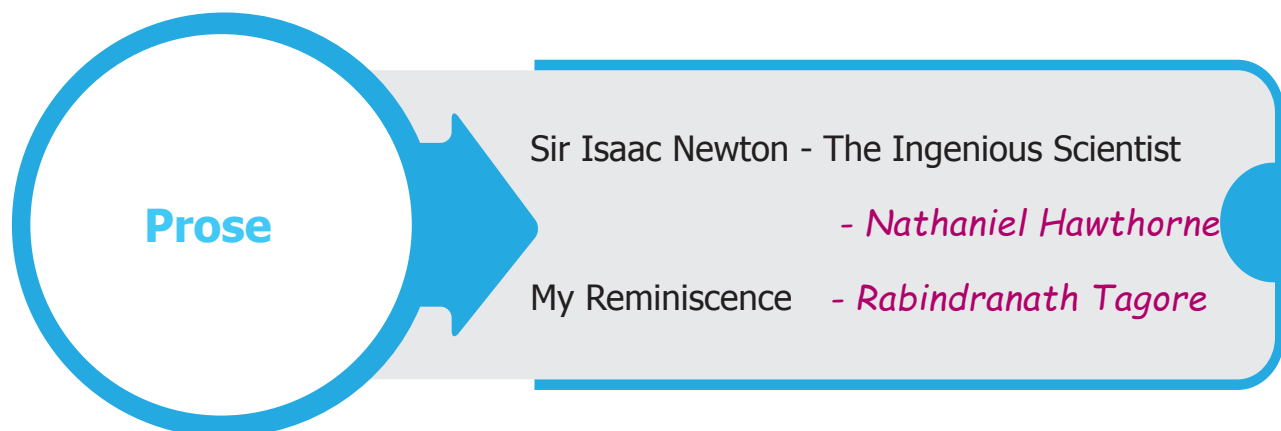


Ruskin Bond, short story writer, novelist and poet, the favourite writer of Indian children, was born on 19 May, 1934 at Kasauli in Himachal Pradesh. He had his early education at Bishop Cotton School, Shimla. Writing was in his blood. He was still at school when a story penned by him was published in the Illustrated Weekly of India. His first novel, Room on the Roof, was published when he was still in his teens. This novel won him the John Rhys Memorial Award in 1957. Environment conservation is one of the major concerns of Ruskin Bond. He also writes about children and the simple hill folk of Uttarakhand. Simplicity and fluency of language and an insight into human nature are hallmarks of his style. His major writings include An Island of Trees, A Bond with the Mountains and The India I Love. He has also been honoured with the Sahitya Akademi Award for his contribution to Indian literature.



## Acknowledgement

We express our gratitude to the writers and publishers whose contributions have been included in this book. Copyright permission for use of these materials have been applied for, however information on copyright permission for some of the material could not be found. We would be grateful for information for the same.





## English – Class VIII

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