





# 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 Third Term English Book for Standard VIII has two units and one play.
- 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.

- 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.

### Glossary

<b>self-centred (adj)</b>	– concerned with the self
<b>disdain (n)</b>	– feeling of contempt or scorn
<b>muck-heap (n)</b>	– heap
<b>grub (n)</b>	– food
<b>magistrate (n)</b>	– a judicial officer with limited authority to enforce the law.
<b>disgrace (n)</b>	– the state of being dishonored, or loss of honor
<b>Ignorant (adj)</b>	– unaware
<b>Consoled (v)</b>	– comforted (someone) in the time of grief
<b>Suspected (v)</b>	– believed to be a cause or at fault
<b>Flutter (v)</b>	– to flap or wave quickly but irregularly
<b>Confined (v)</b>	– restricted, kept in a limited space or area
<b>Panic (adj)</b>	– frightened
<b>Cruel (adj)</b>	– merciless or heartless
<b>Gravely (adv)</b>	– in a grave or serious manner

### GRAMMAR

## TENSE – TIME

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graph LR
    Tense[Tense] --> PresentTense[Present Tense]
    Tense --> PastTense[Past Tense]
    Tense --> FutureTense[Future Tense]
    PresentTense --> Simple[Simple]
    PresentTense --> Continuous[Continuous]
    PresentTense --> Perfect[Perfect]
    PresentTense --> PerfectContinuous[Perfect Continuous]
    PastTense --> Simple
    PastTense --> Continuous
    PastTense --> Perfect
    PastTense --> PerfectContinuous
    FutureTense --> Simple
    FutureTense --> Continuous
    FutureTense --> Perfect
    FutureTense --> PerfectContinuous
    
```

### Present Tense

Person	Simple	Continuous	Perfect	Perfect Continuous
I	= verb	= am + verb + ing	= have + pp	= have + been + verb + ing
we	= verb	= are + verb + ing	= have + pp	= have + been + verb + ing
You	= verb	= are + verb + ing	= have + pp	= have + been + verb + ing
He	= verb+es/ies	= is + verb + ing	= has + pp	= has + been + verb + ing
She	= verb+es/ies	= is + verb + ing	= has + pp	= has + been + verb + ing
It	= verb+es/ies	= is + verb + ing	= has + pp	= has + been + verb + ing
They	= verb	= are + verb + ing	= have + pp	= have + been + verb + ing

### Past Tense

Simple	Continuous	Perfect	Perfect Continuous
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- 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.

### Connecting to self

**FOLLOW RULES SET BY MY PARENTS FOR GOING ONLINE**

Time of day, length of time online and sites allowed.

**REPORT ANY BULLYING/HARASSMENT**

To a trusted adult/parent right away.

**BLOCK & REPORT**

Block people who send nasty messages / inappropriate / sexually explicit content and report Spam.

**ENSURE MY SAFETY**

Ensure safety settings, take care to help keep me safe.

**SEEK HELP**

From parents / authorities / CHILDLINE 1098 to overcome any issues that I face online.

**BE A RESPONSIBLE ONLINE CITIZEN**

Do nothing to hurt others or that is against the law.

**GIVE OUT MY INTERNET PASSWORDS**

To anyone other than my parents

**MAKE FRIENDS WITH UNKNOWN PEOPLE**

Even if they are my friend's friends.

**SHARE PERSONAL INFORMATION**

Without parent's permission. This includes my photo, name, address, phone number, parent's work number, school name, location or places I go.

**RESPOND TO OR FORWARD MESSAGES**

That make me feel uncomfortable. I won't click on URLs / open mails sent by unknown people.

**SEND / SEXING MESSAGES**

Sharing of inappropriate or sexually explicit photographs/videos or written messages even to a friend.

**CYBER BULLY**

Not be Cyber bully or encourage cyber bullying.

### ICT CORNER

#### GRAMMAR – DIRECT AND INDIRECT SPEECH

To enable the students to familiarize and practice direct and indirect speech.

- STEPS TO PLAY THE GAME:**
1. Access the application with the help of the link given below or the given QR code and install it in the mobile.
  2. You can view Assertive or Declarative as unlocked in home page and click that.
  3. Click Begin the Test 50/50 button in the next screen to do exercises.
  4. Select the answer for the given question one by one by clicking arrows. You can view the results as well as explanation for the answer.
  5. Complete all the 50 questions and check your answers.

- 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.



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Supplementary	The Mystery of the Cyber Friend	134	

3

Play	Jack and the Beanstalk	143	March
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\*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.





# Unit 1

## Prose



### The Nose-Jewel

C. Rajagopalachari

#### Warm up:









What are the life lessons that you can learn from the birds? Match the birds with the characters given in the box and fill in the blanks.



J3E9Z5

( Arise and awake, Beautiful, Unity, Focused, Melodious, Time conscious )

Qualities of birds	Life lessons I can learn from the birds
 <p>Time conscious</p>	<p>Be on time to school</p>
	
	
	
	
	





## Reading



Ramayya was a simple man living in the town. He lived with his wife in a nice house made of tiled roofs. He was not rich but he could take care of his family.



Two sparrows built a nest in a nice spot in the roof of Ramayya's house and the mother-bird laid her eggs in it.

"My dear," began the male sparrow.

"And what do you want now?" asked his wife.

"Why does the lady of this house always quarrel with her husband?"

"How am I to know?"

said the female bird. "Let us mind our own business."

"You are always **self-centred**," said the male sparrow and added, "Should we not help this poor Ramayya?"

The female sparrow said with **disdain**, "Let me see what help you can do for him. Please do not talk about what does not concern us. See that the cat does not come near our nest. That would be enough for you and me."

Somewhere in the **muck-heap** lay a diamond nose-jewel. The male bird picked it up and came to the nest with the shining stud in his beak and said to his wife: "Look! Do you like this?"

The wife-bird replied, "What am I to do with diamond nose studs or with ear-rings? Find some **grub**; the young ones are hungry."





The bird dropped the diamond stud on the floor and went out in search of little worms for the young ones.

Ramayya's wife noticed the jewel as she was sweeping the floor. She picked it up with delight and wore it.

Ramayya questioned her angrily, "How did you get hold of this diamond-stud?"

"I found it lying here yesterday and took it. That is all."

"We should go and deliver it to the village **magistrate**. If tomorrow the police should come and search our house, it will be **disgrace** to us?"

In Meenakshi Ammal's house nearby, the talk went thus: "I forgot and left it in the bathroom. Kuppayi, the servant woman must have swept it out. She is very careless and **ignorant**."

The mother, Meenakshi Ammal, **consoled** her little girl saying, "Let us search and find it. Don't tell Father yet. He would go into a rage if he knew that you had lost the diamond nose-stud."

"What is the secret you are whispering?" asked Ramanatham.







The loss of the jewel had to be admitted. Soon the whole village knew about it. The maid-servant Kuppayi was **suspected** by everyone to have stolen it.

The police came and searched her hut, but could find nothing.



Ramayya's heart was in a **flutter**. Ramayya's wife put the stud away in her box. She soon developed a severe fever and was **confined** to her bed. No one thought of searching their house.

The he-sparrow said, "Look at the fun, my dear, the lady of this house is scared and is down with fever."

"Nice fun indeed!" said the she-sparrow. "The poor woman is in a **panic**. The fever may be the end of her."

"And a good thing too," said the **cruel** male sparrow.

"It is all your doing you brought and threw it here and tempted her," said the female bird.





The male bird answered **gravely**, "Did I tell her to steal the thing? This is bound to happen when human are being greedy."

"Rightly said, we should never be greedy for what belongs to others". "Come, let us go now and bring some worms for the young ones." And the two flew out.

Ramayya and his wife spend the rest of life in fear of being caught. The diamond Nose Jewel may still be with them, but the fear of getting caught was even more.

### About the Author

Chakravarti Rajagopalachari (1878-1972) informally called Rajaji, was an Indian politician, independence activist, lawyer, writer, historian and statesman. Rajagopalachari was born in the village of Thorapalli in the Krishnagiri district. Rajagopalachari was the last Governor-General of India, as India soon became a Republic in 1950. Furthermore, he was the first Indian-born governor-general, since before him the posts were held by British nationals. He also served as leader of the Indian National Congress, Premier of the Madras Presidency, Governor of West Bengal, Minister for Home Affairs of the Indian Union and Chief Minister of Madras state. He was one of the first recipients of India's highest civilian award, the Bharat Ratna.



### Glossary



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<b>Ignorant (adj)</b>	– unaware
<b>Consoled (v)</b>	– comforted (someone) in the time of grief, disappointment
<b>Suspected (v)</b>	– believed to be a cause or at fault
<b>Flutter (v)</b>	– to flap or wave quickly but irregularly
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## Read and Understand



### A) Choose the correct synonyms for the italicized words

1. Nice fun *indeed*
  - a. infact
  - b. doubtedly
  - c. fine
2. The poor woman is in a *panic*
  - a. fear
  - b. grid
  - c. crash
3. The mother *consoled* her little girl.
  - a. pretended
  - b. comforted
  - c. left
4. You are always *self-centred*
  - a. egostic
  - b. generous
  - c. heroic
5. What is the secret you are *whispering*?
  - a. rumour
  - b. murmur
  - c. louder

### B) Find the antonym for the following words.

1. Delight ×
2. Disgrace ×
3. Careless ×
4. Secret ×
5. confine ×

### C) Questions

1. Where did the sparrows build the nest?
2. Why did the bird drop diamond stud?
3. What were the words of Meenakshi Ammal to her daughter?
4. Who was suspected of stealing the diamond nose stud?
5. What did Ramayya's wife do with the stud?
6. What happened to Ramayya's wife at the end?

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

1. Why did the sparrow throw the nose jewel into Ramayya's house?
2. Explain how Ramayya's wife reacted when she saw the nose jewel?

## VOCABULARY



### Eponymous Words

An **Eponym** as we will use the term here is an ordinary common noun derived from a proper noun, the name of a person or place. **Words whose origin is traced to individuals are known as eponymous words.**

Word	Meaning	Eponym
<b>Colombia</b>	A South American country and the name of many cities around the world.	Christofor Columbus (1451-1506), the Italian discoverer of the America in 1492.
<b>diesel</b>	A type of motor engine that runs on heating oil rather than gasoline or petrol.	Rudolf Diesel (1858-1913), the German mechanical engineer who invented it.
<b>March</b>	The third month of the Gregorian calendar between February and April.	Mars, the Roman god of war.
<b>Oscar</b>	The annual award for best performances by the Academy of Motion Picture Arts and Sciences.	This name originated from Oscar Pierce, US wheat farmer and fruit grower.
<b>sandwich</b>	Food on a slice of bread or between two slices, eaten with the hands.	John Montagu, 4th Earl of Sandwich (1718-1792), an English aristocrat after whom Captain James Cook also named the Sandwich Islands.

**E) Fill in the blanks with correct Meaning and Eponym for the given words.**

Word	Meaning	Eponym
<b>saxophone</b>		
<b>volcano</b>		
<b>Eiffel Tower</b>		
<b>Boycott</b>		
<b>Mount Everest</b>		



## Euphemistic words

Euphemisms have many different uses. They can help you avoid being overly blunt and remain in a tone of politeness. Using an inoffensive word in the place of an offensive word.

### Common Euphemisms in English

unemployed	Between jobs
old	Over the hill
enjoying your retired life	Staying on the tractor
Died	Passed away
Stupid	Intellectually challenged
Slow Learners	Late bloomers

### F) Fill in the blanks with correct Euphemisms for the given words.

Deaf, or hard of hearing	
Mentally ill	
Fat	
Blind	
liar	

## LISTENING



### G) Listen to the passage carefully and choose the right answer.

- Why do birds sing?
  - To locate one another
  - To warn other birds
  - To find a mate
  - All of the above
- Birds perch very high so ...?
  - other birds can hear them
  - other birds can see them
  - they can hide there
  - Both A and B are correct.
- The health of a bird can be determined...
  - by the length of its song
  - by the complexity of its song.
  - by the volume of its song
  - Both A and B are correct.
- Shorter bird vocalizations are ...
  - territorial songs
  - mating songs
  - warnings
  - None of the above



- 5) Young birds perfect their songs by ...  
A. natural instinct  
C. practice  
B. listening and interaction  
D. Both B and C are correct
- 6) Fitness is ...  
A. health.  
C. a song  
B. danger  
D. a warning.
- 7) What help does a basic song do?  
A. recognize other members  
C. Increase the length of their song  
B. Maintain health  
D. Communicate with one another.

**Note: The listening passage is given at page no. 155.**

## SPEAKING



### Greetings

There are a number of greetings we use when meeting people. These greetings depend on whether we are meeting people, leaving people or meeting people for the first time.

#### Meeting People for the First Time

When introduced to someone for the first time, use the following greetings:

Hello, it's a pleasure to meet you.

How do you do.

#### Example Dialogues

Person 1: Ameera, this is Fatima.

Person 2: Hello, it's a pleasure to meet you.

Person 1: How do you do.

Person 2: How do you do.

**Note:** The reply to 'How do you do.' is 'How do you do.' This is appropriate when you meet someone for the first time.

#### Meeting People

When meeting people during the day, use the following phrases.





Formal	Informal
Good morning / afternoon / evening	Hi
How are you?	Hey, how's it going?
It's good to see you.	What's up?

### Example Dialogues

Person 1: Good morning Roshini.

Person 2: Good morning. How are you?

Person 1: What's up?

Person 2: Nothing much. You?

### Formal Greetings: Arriving

- Good morning / afternoon / evening.
- Hello (name), how are you?
- Good day Sir / Madam (very formal)
- Good morning Mr. .
- Hello Ms. Sherlyn. How are you today?

### Informal Greetings: Arriving

Hi / Hello	How are you? / How are you doing?
How are you?	Very well, thank you. And you? (formal)
How are you doing?	Fine / Great (informal)
What's up? (very informal)	Not much.
	I'm just (watching TV, cooking dinner, etc.)

### Informal Greetings After a Long Time

If you haven't seen a friend or family member for a long time, use one these informal greetings to mark the occasion.

- It's great to see you!
- How have you been?
- Long time, no see.
- How are you doing these days?



## Formal Greetings: Departing

Use these greetings when you say goodbye at the end of the day. These greetings are appropriate for work and other formal and informal situations.

Formal	Informal
Good morning / afternoon / evening.	Nice seeing you!
It was a pleasure seeing you.	Goodbye / Bye
Goodbye.	See you later
Goodnight. (Note: Use after 8 p.m.)	Later (very informal)

## Greetings in Informal Conversations: Practice Dialogue

Amala: Sanjay, what's up?

Sanjay: Hi Amala. Nothing much. I'm just hanging out. What's up with you?

Amala: It's a good day. I'm feeling fine.

Sanjay: How is your sister?

Amala: Oh, fine. Not much has changed.

Sanjay: Well, I have to go. Nice seeing you!

Amala: Later!

## Greetings in Formal Conversations: Practice Dialogue

Cecily: Good morning.

Prabu: Good morning. How are you?

Cecily: I'm very well thank you. And you?

Prabu: I'm fine. Thank you for asking.

Cecily: Do you have a meeting this morning?

Prabu: Yes, I do. Do you have a meeting as well?

Cecily: Yes. Well. It was a pleasure seeing you.

Prabu: Goodbye.





## WRITING



### Forms

Sometimes application forms are very short. They are used for opening a bank account, booking tickets, applying to institutions, etc. You need to give information about your yourself, address, e-mail id, phone number, date of birth and other details etc.

#### Steps to fill in forms

- Take a photocopy of the application.
- Use a pencil to fill in the application in the photocopy.
- All the entries in the application should be filled in English/Regional language as required.
- Fill in forms in capital letters.
- Give your full address with pincode.
- Write legibly.
- Don't over write or score out.
- Give only required details.
- Don't forget to sign/ get attestations.
- Mention the date of applying.
- Double check before filling the original form in ink.

Given below is a filled in bank challan to obtain a Demand Draft

State Bank Of India		DRAFT/BANKERS CHEQUE APPLICATION FORM	
DFT/B.C. APPLICATION		PLEASE ISSUE A (TICK) <input checked="" type="checkbox"/> DRAFT <input type="checkbox"/> BANKERS CHEQUE	
Date: 02.03.2018		Date: 02.03.2018	
NAME OF APPLICANT N.B. Poongodhai		IN FAVOUR OF The Registrar, Madurai Kamaraj University	
AMOUNT (in words) Seven hundred and fifty only		FOR RUPEES Seven hundred and fifty only	
AMOUNT Rs. 750 P. 00		PAYABLE AT (BRANCH) Madurai	
EXCHANGE 25 00		TOTAL 775 00	
TOTAL 775 00		SIGNATURE OF APPLICANT N.B. Poongodhai	
S.W.O. Cash Officer Passing Officer		NAME AND ADDRESS OF APPLICANT / CUSTOMER NO. N.B. Poongodhai, 1, P.H. Road, Washermenpet.	
Code No. 4680 RAJ		PARTITION NO.	
S.W.O. SCROLL No.		DRAFT / BC No.	
S.W.O. CASH OFFICER PASSING OFFICER		CHECKED	
		SIGNED	
		RECEIVED THE DRAFT / B.C. N.B. Poongodhai APPLICANT	

## H) Fill in the Form given below.

POST OFFICE SAVINGS BANK																								
ACCOUNT OPENING/PURCHASE OF CERTIFICATE APPLICATION FORM FOR INDIVIDUALS																								
For Office Use																								
Post Office:										Date:										SOL ID:				
Account/Registration No.										CIFID(1)														
CIFID(2)										CIFID(3)														

### For Applicant(s)

\*1. I/We request you to open:- Savings/Basic Savings/RD/TD\_\_\_\_Year//MIS/SCSS/PPF/SSA or issue NSC(8<sup>th</sup>/9<sup>th</sup> issue) or KVP in my/our name.

\*2. Full Name of applicant/Guardian (in case of minor/Lunatic A/C), in CAPITAL Letters (leave space between words) Mr./Mrs./Ms./Other First Name Middle Name Last name Gender (M/F)

1				
2				
3				

\*3. Full Name of father/husband/Mother, in CAPITAL Letters

### \*4. Residential Address

	First Applicant	2 <sup>nd</sup> Applicant	3 <sup>rd</sup> Applicant
Flat No./Bldg. name			
Street/Road/Locality/Village			
Tehsil/Post Office			
City and District			
State			
Pin Code			
Tel./Mobile No.(optional)			
Email (optional)			

\*5. Applicant's Date of Birth (dd/mm/yy) PAN Number or Form 60/61 CIF ID (if already exists)

1			
2			
3			

\*6. Operating Instruction (please tick ✓ the empty box)

Single/Self	Either or Survivor (Joint-B)	Jointly (Joint-A)	Through literate agent
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\*7. Detail of Know Your Customer (KYC) documents submitted:-

	Photo ID			Address Proof		
	Applicant			Applicant		
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
Type of Document						
Document No.						
Valid up to (if any)						

\*8. Detail of First deposit:- Amount Rs.(figures) \_\_\_\_\_.(words) \_\_\_\_\_  
Mode of Deposit \_\_\_\_\_

9. Nomination:- I/We nominate the person(s) named below under Section 4 of the Government Savings Bank Act, 1873 (5 of 1873) to be the sole recipient (s) of the amount standing at the credit of the account in the event of my/our death.

**I) Fill in the Form given below.**

RAILWAY					CM257
RESERVATION / CANCELLATION REQUISITION FORM					
If you are a Medical Practitioner Please tick ( ) in Box (You could be of help in an emergency)					Dr. <input style="width: 50px;" type="checkbox"/>
Train No & Name _____		Date of journey _____			
Class _____		No of Berth/Seat _____			
Station from _____		To _____			
Boarding at _____		Reservation upto _____			
S.No.	Name in Block letter(not more than 15 chars)	Sex (M/F)	Age	Concession/Travel Authority No.	Choice if any
1					Lower/Upper berth
2					
3					Veg./Non-veg. Meal for Rajdhani/Shatabdi
4					
5					
6					
<b>CHILDREN BELOW 5 YEARS (FOR WHOM TICKET IS NOT TO BE ISSUED)</b>					
S.No.	Name in Block Letters	Sex	Age		
1					
2					
<b>ONWARD/RETURN JOURNEY DETAILS</b>					
Train No. & Name _____		Date _____			
Class _____		Station from: _____		To _____	
Name of applicant _____					
Full Address _____					
_____					
Signature of the Applicant/Representative _____					
Telephone No., _____		Date _____		Time _____	
<b>FOR OFFICE USE ONLY</b>					
S.No. of Requisition _____		PNR No. _____			
Berth/Seat No. _____		Amount collected _____			
Signature of Reservation Clerk _____					
<b>Note :</b> <ol style="list-style-type: none"> <li>1. Maximum permissible passengers is 6 per requisition.</li> <li>2. One person can give one requisition form at a time.</li> <li>3. Please check your ticket and balance amount before leaving the window.</li> <li>4. Forms not properly filled or in illegible forms shall not be entertained.</li> <li>5. Choice is subject to availability.</li> </ol>					



## DIRECT AND INDIRECT SPEECH

## Remember

We use the exact words of the speaker in direct speech and  
We retell what the speakers said in our own words in indirect speech.

Direct - Keitlyn said. "I am very busy now."

Indirect - Keitlyn said that she was very busy then.

- Two verbs commonly used while reporting are told and said.

He said (that) he was cooking dinner.

He told me (that) he was cooking dinner.

- Did you notice that tell/told has been used in the sentence which mentions the listener?
- In reported speech we need not mention the listener when we use say/said.

He said (that) he was cooking. [listener not mentioned]

In direct speech we say: Rahim said to me, 'I will be waiting here.'

- In Direct Speech, we use inverted commas to mark off the exact words of the speaker. In Indirect Speech we do not.

### Changes made the above sentence while converting Direct Speech into Indirect.

- (i) We have used the conjunction that before the Indirect statement.
- (ii) The pronoun I is changed to she. (The Pronoun is changed in Person.)
- (iii) The verb am is changed to was. (Present Tense is changed to Past.)
- (iv) The adverb now is changed to then.





## Rules for changing Direct Speech into Indirect

When the reporting or principal verb is in the Past Tense, all Present tenses of the Direct are changed into the corresponding Past Tenses. Thus:-

**(a) A simple present becomes a simple past.**

Direct - He said, "I am fine."

Indirect - He said (that) he was fine.

**(b) A present continuous becomes a past continuous.**

Direct - She said, "My sister is learning Bharatanatyam."

Indirect - She said (that) her sister was learning Bharatanatyam.

**(c) A present perfect becomes a past perfect.**

Direct - He said, "I have won the match."

Indirect - He said (that) he had won the match.

**(d) The shall and the will of the Future Tense is changed into should and would.**

**(e) The simple past in the Direct becomes the past perfect in the Indirect.**

Direct - She said, "The horse died in the night."

Indirect - She said that the horse had died in the night.

**(e) The tenses may not change if the statement is universal truth.**

Direct - The teacher said, "The earth goes round the sun."

Indirect - The teacher said the earth goes round the sun.

**(f) If the reporting verb is in the Present Tense, the tenses of the Direct Speech do not change.**

For example, we may rewrite the above examples, putting the reporting verb in the Present Tense, thus:





He says he is fine.

She has just said her sister is learning Bharatanatyam.

He says he has won the match.

She says the horse died in the night.

**(g) Words expressing nearness in time or place are generally changed into words expressing distance. Thus:-**

now	→	then
here	→	there
ago	→	before
thus	→	so
today	→	that day
tomorrow	→	the next day
yesterday	→	the day before
last night	→	the night before

Direct - The Prince said, "It gives me great pleasure to be here this evening."

Indirect - The Prince said that it gave him great pleasure to be there that evening.

**(h) The changes do not occur if the speech is reported during the same period or at the same place;**

Direct - The Prince said, "It gives me great pleasure to be here this evening."

Indirect - The Prince said that it gives him great pleasure to be here this evening.







## Questions

**In reporting questions the Indirect Speech is introduced by some verbs as asked, enquired, whether or if etc.**

Direct - He said to me, "What are you doing?"

Indirect - He asked me what I was doing.

Direct - "Where do you live?" asked the stranger.

Indirect - The stranger enquired where I lived.

Direct - He said, "Will you attend the meeting?"

Indirect - He asked them whether they would attend the meeting.

### A) Change the following into Indirect Speech:-

1. "What do you want?" he said to her.
2. He said, "How's your father?"
3. "Are you coming home with me?" he asked.
4. The poor man exclaimed, "Will none of you help me?"
5. "Don't you know the way home?" asked I.

## Commands and Requests

**In reporting commands and requests, the Indirect Speech is introduced by some verbs as ordered, requested, commanded, shouted, urged etc.**

Direct - Rama said to Arjun, "Go away."

Indirect - Rama ordered Arjun to go away.

Direct - He said to him, "Please wait here till I return."

Indirect - He requested him to wait there till he returned.

Direct - "Call the first witness," said the judge.

Indirect - The judge commanded them to call the first witness.

Direct - He shouted, "Let me go."

Indirect - He shouted to them to let him go.

Direct - He said, "Be quiet and listen to my words."

Indirect - He urged them to be quiet and listen to his words.



### B) Change the following into Indirect Speech:-

1. "Bring me a glass of milk," said the swami to the villagers.
2. "Sit down, boys," said the teacher.
3. "Halt!" shouted the officer to his men.
4. "Take off your hat," the king said to the Hatter.
5. The teacher said to him, "Do not read so fast."
6. He said to me, "Wait until I come."
7. "Hurry up," he said to his servant, "do not waste time."
8. "Run away, children," said their mother.
9. He said, "Daughter, take my golden jug, and fetch me some water from the Well."
10. "Go down to the bazaar. Bring me some oil and a lump of ice." ordered his master.

### Exclamations and Wishes

**In reporting exclamations and wishes the Indirect Speech is introduced by some verbs as exclaimed, applauded etc.**

- Direct - He said, "Alas! I am undone."  
Indirect - He exclaimed sadly that he was undone.  
Direct - Alice said, "How clever I am!"  
Indirect - Alice exclaimed that she was very clever.  
Direct - He said, "Bravo! You have done well."  
Indirect - He applauded him, saying that he had done well.

### C) Change the following into Indirect Speech:-

1. He said, "My God! I am ruined."
2. He said, "Alas! our foes are too strong."
3. "How smart you are!" she said.
4. He said. "Oh ! that's a nuisance."
5. He said, "What a pity you did not come!"



**D) What were the actual words used in each instance below? The sentences containing the actual words are listed afterwards in the wrong order. Write them out in the same order as the others.**

1. Punitha asked Pushpa what she was reading.
2. Pushpa told her that he was reading Robinson Crusoe.
3. Punitha asked her what it was all about.
4. Pushpa said it was about a man wrecked on an island.
5. Punitha then asked her friend who gave her the book.
6. Pushpa answered that her uncle gave it to her at Christmas.
7. Finally Punitha inquired if she could borrow it.
8. Pushpa replied that she would certainly lend it to her.

- (a) "May I borrow it?" inquired Punitha.
- (b) "What are you reading, Pushpa?" asked Punitha.
- (c) "It is about a man wrecked on an island," Pushpa said.
- (d) "Of course I will lend it to you," replied Pushpa.
- (e) "Uncle gave it to me at Christmas," answered Pushpa.
- (f) "What is it all about?" Punitha asked.
- (g) "I am reading Robinson Crusoe, Pushpa told her.
- (h) "Who gave you the book, Pushpa?" Punitha then asked.

**E) Change the following into Direct Speech:-**

1. Nevin asked his father when the next letter would come.
2. I wrote that I would visit him next day.
3. I told them to be quiet.
4. Lakshan asked me if I had anything to say.
5. An old mouse asked who would bell the cat.
6. Mervin said that he wanted to be a soldier.
7. Elwin asked me what I wanted.
8. Bhagya said that she had seen that picture.
9. The stranger asked Nasrin where she lived.
10. I asked Mary if she would lend me a pencil.





**F) Sherlyn receives a postcard from her friend Pushpa who is holidaying in Sri Lanka. She calls her friend Galen and tells him what Pushpa has written. Help her by filling in the blanks, using reported speech.**

**9 March 2020**

**Dear Sherlyn,**

Yesterday we visited Pinnawala Elephant Orphanage. It has 84 elephants. It is the biggest herd of elephants in the world that is living under human supervision. I am glad we came here because I am learning a lot. The Elephant Orphanage is truly worth visiting. Tomorrow, we are going to the national park. I will be returning next week. I'm looking forward to meeting you then.

**Cheers!**  
**Pushpa**

To Sherlyn \_\_\_\_\_

5/75, Trunk Road, \_\_\_\_\_

Poonamallee, \_\_\_\_\_

Chennai - 600 056 \_\_\_\_\_

Hello, Galen Today I received a postcard from Pushpa. Remember I had told you that She has gone to Sri Lanka on a holiday? Well, she has written from Colombo. She has written that ..... Orphanage. It ..... elephants. She said that it is the biggest herd of elephants in the world that is living under human supervision. She also added that she ..... because ..... The Elephant Orphanage..... She said that ..... national park. She ..... next week and added that ..... then.

### G) Convert the following into indirect speech.

- Sharun said to me, 'Are you coming to school tomorrow?'
- "We must visit the historical buildings of Delhi since we are here," said Ashok.
- 'Have you read The Wind in the Willows?' asked Amutha.
- Teacher said to us, 'You must conduct the experiment very carefully.'
- 'Wow! That is great news!' said Tejeswar.

### Language Check Point



S. No.	Direct Speech	Incorrect usage in Reported speech	Correct	reason
1	He asked, "May I come in?"	He asked if he might come in.	He asked if he could come in.	Here may indicates permission, in such cases may becomes could
2	She says, "I like mangoes."	She says that she liked mangoes.	She says that she likes mangoes.	When the reporting speech is in the Present tense, the following reported part of the sentence doesn't change from present to past tense.
3	He said, "Where is the shop?"	He asked that where was the shop.	He asked where was the shop.	The word 'that' is not used in making the reported speech of interrogative sentences.



## Poem

### \*Special Hero

*Christina M Kerschen*

\*Memoriter

Warm up:



What are the sacrifices made by your father for your family.



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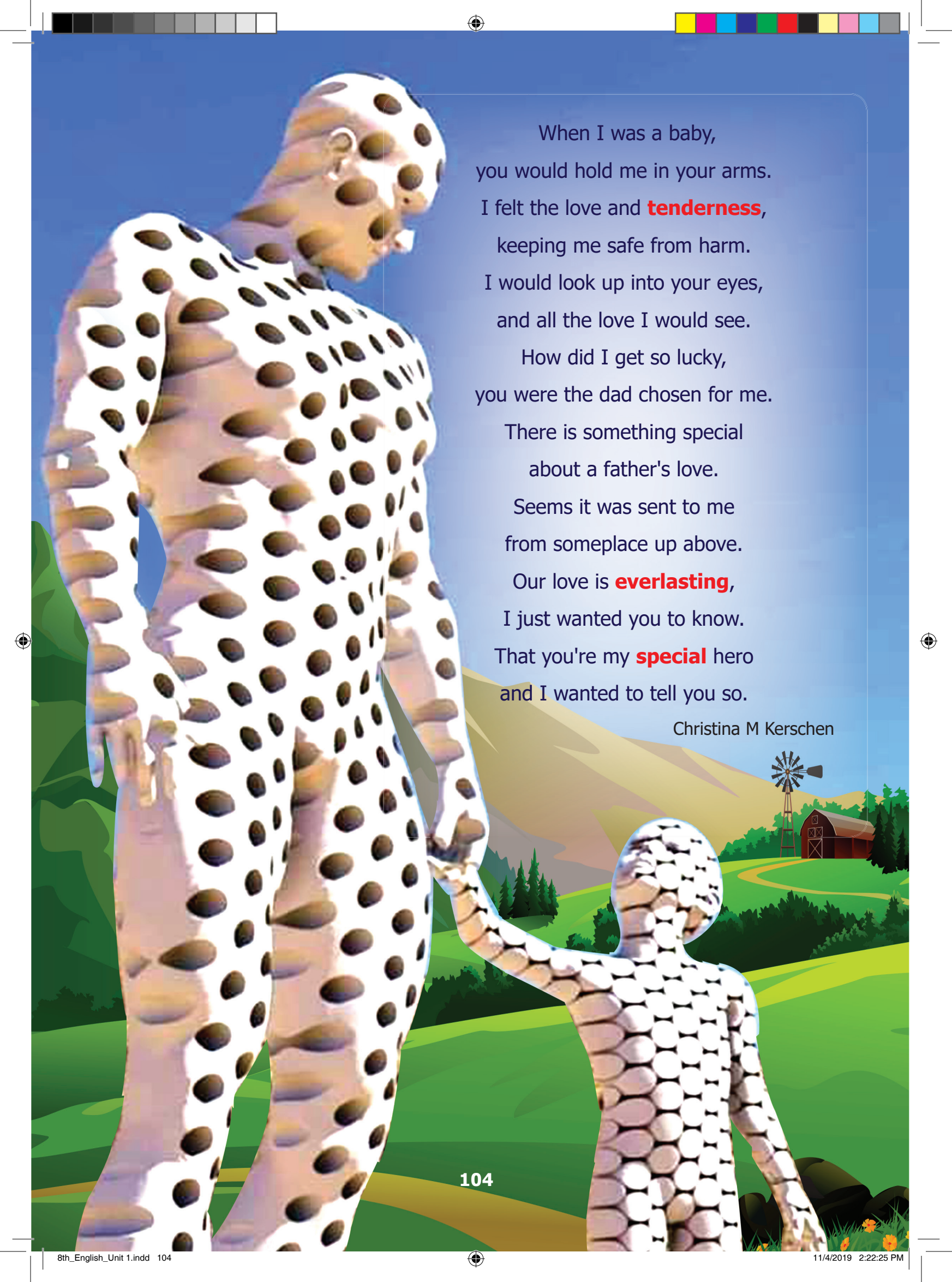
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When I was a baby,  
you would hold me in your arms.  
I felt the love and **tenderness**,  
keeping me safe from harm.  
I would look up into your eyes,  
and all the love I would see.

How did I get so lucky,  
you were the dad chosen for me.

There is something special  
about a father's love.

Seems it was sent to me  
from someplace up above.

Our love is **everlasting**,  
I just wanted you to know.  
That you're my **special** hero  
and I wanted to tell you so.

Christina M Kerschen





## Glossary

<b>tenderness (n)</b>	–	gentleness and kindness
<b>everlasting (adj)</b>	–	lasting forever or a very long time
<b>special(adj)</b>	–	different from what is usual

**A) Read the poem aloud in pairs.**

**B) Find a line from the poem to match the statements given below and write it in the blank.**

1. He always saves me from harm -----.
2. I am so lucky to get you -----.
3. The affection between us has no end -----.

**C) Answer the following questions.**

1. Who is the speaker?
2. Who is the special hero mentioned in the poem?
3. How did the child feel when it was hold by its dad?  
Seems it was sent to me  
From someplace up above.
4. What do the above lines mean?
5. What did the child want to tell its dad?



**D) Work in pairs and answer the questions below.**

1. *"There is something special about a father's love".*  
Identify the alliteration in the given lines.
2. Pick out the rhyming words from the poem.

## WRITING

**E) Write a paragraph on the father's love as described in the poem.**

## Parallel Reading



### ONLY A DAD

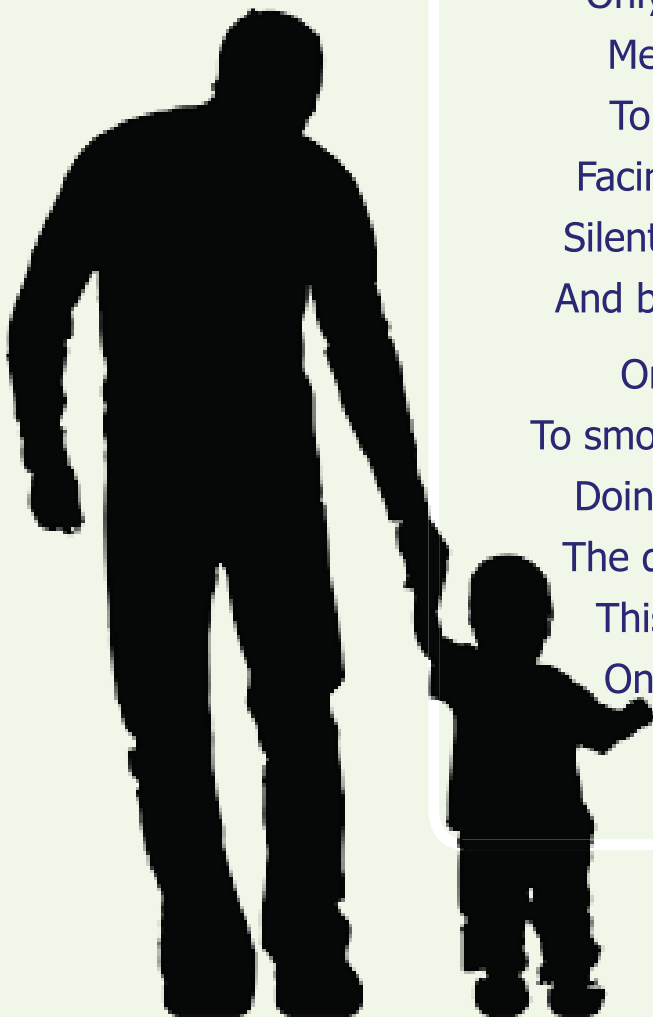
Only a dad, with a tired face,  
Coming home from the daily race,  
Bringing little of gold or fame,  
To show how well he has played the game,  
But glad in his heart that his own rejoice  
To see him come, and to hear his voice.

Only a dad, with a brood of four,  
One of ten million men or more.  
Plodding along in the daily strife,  
Bearing the whips and the scorns of life,  
With never a whimper of pain or hate,  
For the sake of those who at home await.

Only a dad, neither rich nor proud,  
Merely one of the surging crowd  
Toiling, striving from day to day,  
Facing whatever may come his way,  
Silent, whenever the harsh condemn,  
And bearing it all for the love of them.

Only a dad, but he gives his all  
To smooth the way for his children small,  
Doing, with courage stern and grim,  
The deeds that his father did for him.  
This is the line that for him I pen,  
Only a dad, but the best of men.

Edgar Albert Guest





## Supplementary

### The Woman on Platform 8

Ruskin Bond



#### Section-I

It was my second year at boarding school, and I was sitting on platform no. 8 at Ambala station waiting for the northern bound train. I think I was about twelve at the time. My parents considered me old enough to travel alone and I had arrived by bus at Ambala early in the evening. Now there was a wait till midnight before my train arrived. Most of the time I had been pacing up and down the platform, browsing at the bookstall, or feeding broken biscuits to stray dogs: trains came and went, and the platform would be quiet for a while and then, when a train arrived it would be an **inferno** of **heaving**, shouting, agitated human bodies. As the carriage doors opened, a tide of people would sweep down upon the nervous little ticket-collector at the gate and every time this happened I would be caught in the rush and swept outside the station. Now tired of this game and of ambling about the platform, I sat down on my suitcase and gazed **dismally** across the railway tracks.

Trolleys rolled past me and I was conscious of the cries of the various vendors -the men who sold curds and lemon, the sweet meat. seller, the newspaper boy- but I had lost interest in all that went on along the busy platform, and continued to stare across the railway tracks, feeling bored and a little lonely.

'Are you all alone, my son?' asked a soft voice close behind me.

I looked up and saw a woman standing near me. She was leaning over, and I saw a pale face, and dark kind eyes. She wore no jewels, and was dressed very simply in a white sari

"Yes, I am going to school," I said, and stood up respectfully; she seemed poor, but there was a dignity about her that commanded respect.

'I have been watching you for some time,' she said 'Didn't your parents come to see you off,'

'I don't live here; I said. 'I had to change trains Anyway, I can travel alone.'

'I am sure you can.' she said, and I liked her for saying that and I also liked her for the simplicity of her dress and for her deep soft voice





and the **serenity** of her face.

'Tell me, what is your name?' she asked

'Arun.' I said.

'And how long do you have to wait for your train?'

'About an hour, I think. It comes at twelve o'clock.'

Then come with me and have something to eat'

I was going to refuse out of shyness and suspicion, but she took me by the hand, and then I felt it would be silly to pull my hand away. She told a coolie to look after my suitcase, and then she led me away down the platform. Her hand was gentle, and she held mine neither too firmly nor too lightly. I looked up at her again. She was not young. And she was not old. She must have been over thirty but, had she been fifty, I think she would have looked much the same.

She took me into the station dining-room, ordered tea and and samosas and jalebies, and at once I began to thaw and take a new interest in this kind woman. The strange **encounter** had little effect on my appetite. I was a hungry school boy, and I ate as much as I could in as polite a manner as possible. She took obvious pleasure in watching me eat, and I think it was the food



that strengthened the bond between us and cemented our friendship, for under the influence of the tea and sweets I began to talk quite freely, and told her about my school, my friends, my likes and dislikes. She questioned me quietly from time to time, but preferred listening; she drew me out very well, and I had soon forgotten that we were strangers. But she did not ask me about my family or where I lived, and I did not ask her where she lived. I accepted her for what she had been to

me — a quiet, kind and gentlewoman who gave sweets to a lonely boy on a railway platform...

After about half-an-hour we left the dining-room and began walking back along the platform. An engine was shunting up and down beside platform No.8 and as it approached, a boy leapt off the platform and ran across the rails, taking a short cut to the next platform. He was at a safe distance from the engine, and there was no danger unless he had fallen; but as he leapt across the rails, the woman **clutched** my arm. Her fingers dug into my flesh, and I winced with pain. I caught her fingers and looked up at her, and I saw a spasm of pain and fear and sadness pass across her face. She watched the boy as he climbed other platform, and it was not until he had disappeared in the crowd that she relaxed her hold on my arm. She





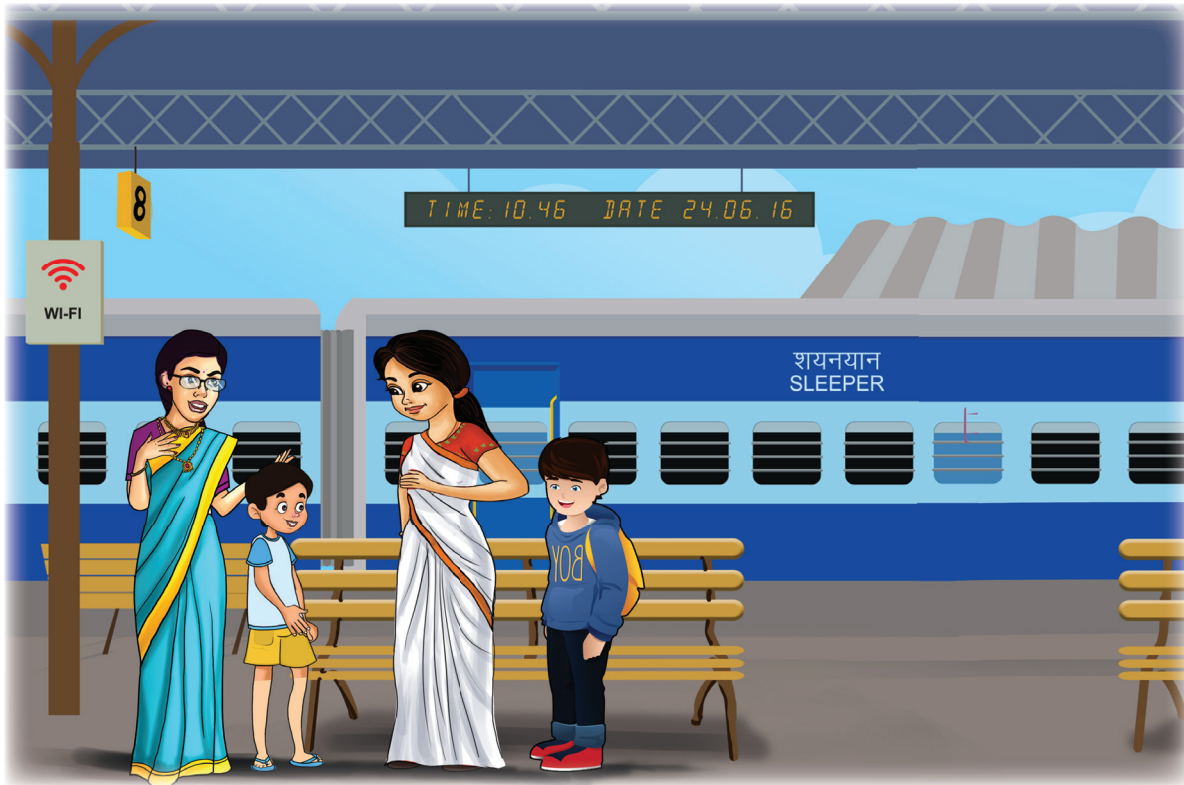


smiled at me reassuringly, and took my hand again: but her fingers trembled against mine.

'He was all right.' I said, feeling that it was she who needed reassurance.

She smiled gratefully at me and pressed my hand. We walked together in silence until we reached the place where I had left my suitcase, one of my schoolfellows, Satish, a boy of about my age, had turned up with his mother.

## Section-II



'Hello, Arun!' he called. 'The train's coming in late, as usual. Did you know we have a new Headmaster this year?'

We shook hands, and then he turned to his mother and said: 'This is Arun, mother. He is one of my friends, and the best bowler in the class.'

'I am glad to know that,' said his mother, a large **imposing** woman who wore spectacles. She looked at the woman who led my hand and said: 'And I suppose you're Arun's mother?'

I opened my mouth to make some explanation, but before I could say anything the woman replied: 'Yes I am Arun's mother.'

I was unable to speak a word. I looked quickly up at the woman, but she did not appear to be at all **embarrassed**, and was smiling at Satish's mother.

Satish's mother said: 'It's such a **nuisance** having to wait for the train right in the middle of the night. But one can't let the child wait here alone. Anything can happen to a boy at a big station like this, there are so many suspicious characters hanging about. These days one has to be very careful of strangers.'





'Arun can travel alone though,' said the woman beside me, and somehow I felt grateful to her for saying that. I had already forgiven her for lying: and besides, I had taken an instinctive dislike to Satish's mother.

'Well, be very careful Arun,' said Satish's mother looking sternly at me through her spectacles. 'Be very careful when your mother is not with you, and never talk to strangers!'

I looked from Satish's mother to the woman who had given me tea and sweets, and then back at Satish's mother.

'I like strangers,' I said.

Satish's mother definitely **staggered** a little, as obviously she was not used to being contradicted by small boys. 'There you are, you see! If you don't watch over them all the time, they'll walk straight into trouble. Always listen to what your mother tells you,' she said **wagging** a fat little finger at me. 'And never, never talk to strangers.'

I glared **resentfully** at her, and moved closer to the woman who had befriended me. Satish was standing behind his mother, **grinning** at me, and delighting in my clash with his mother. Apparently he was on my side.

The station bell clanged, and the people who had till now been **squatting** resignedly on the platform began **hustling** about.

'Here it comes,' shouted Satish, as the engine whistle **shrieked** and the front lights played over the rails.

The train **mowed** slowly into the station, the engine hissing and sending out waves of steam. As it came to a stop, Satish jumped on the footboard of a lighted compartment and shouted, 'Come on, Arun, this one's empty!' and I picked up my suitcase and made a dash for the open door.

We placed ourselves at the open windows, and the two women stood outside on the platform, talking up to us. Satish's mother did most of the talking.

'No don't jump on and off moving trains, as you did just now,' she said. 'And don't stick your heads out of the windows, and don't eat any rubbish on the way.' She allowed me to share the benefit of her advice, as she probably didn't think my 'mother' a very capable person. She handed Satish a bag of fruit, a cricket bat and a big box of chocolates, and told him to share the food with me. Then she stood back from the window to watch how my 'mother' behaved.

I was smarting under the **patronizing** tone of Satish's mother, who **obviously** thought mine a very poor family: and I did not intend giving the other woman away. I let her take my hand in hers, but I could think of nothing to say. I was conscious of Satish's mother staring at us with hard, beady eyes, and I found myself hating her with a firm, unreasoning hate. The guard walked up the platform, blowing his whistle for the train to leave. I looked straight into the eyes of the woman who held my hand, and she smiled in a gentle understanding way. I leaned out of the window then, and put my





lips to her cheek, and kissed her.

The carriage **jolted** forward, and she drew her hand away.

'Goodbye, mother!' said Satish, as the train began to move slowly out of the station. Satish and his mother waved to each other.

'Good-bye, I said to the other woman, \*goodbye — mother ...'

I didn't wave or shout, but sat still in front of the window, gazing at the woman on the platform. Satish's mother was talking to her, but she didn't appear to be listening; she was looking at me, as the train took me away. She stood there on the busy platform, a pale sweet woman in white, and I watched her until she was lost in the milling crowd.



## About the Author

Ruskin Bond, short story writer, novelist and poet, the favourite writer of Indian children. 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. 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.





## Glossary



<b>inferno (n)</b>	– region that resembles hell
<b>heaving (v)</b>	– to raise or lift with force
<b>dismally (adv)</b>	– cheerless
<b>serenity (n)</b>	– reverence
<b>encounter (v)</b>	– brief meeting
<b>clutched (v)</b>	– grasped (something) tightly
<b>imposing (adj)</b>	– grand and impressive in appearance
<b>embarrassed (v)</b>	– felt awkward, self-conscious, or ashamed
<b>nuisance (n)</b>	– causing inconvenience or annoyance
<b>staggered (v)</b>	– walked or moved unsteadily, as if about to fall
<b>wagging (v)</b>	– move rapidly to and fro
<b>resentfully (adv)</b>	– feeling or expressing bitterness or indignation at having been treated unfairly
<b>grinning (v)</b>	– smiling broadly
<b>squatting (v)</b>	– crouch or sit with one's knees bent and one's heels close to or touching the back of one's thighs
<b>hustling (v)</b>	– push roughly; jostle
<b>shrieked (v)</b>	– uttered a high-pitched piercing sound
<b>mowed (v)</b>	– moved slowly into the crowded station
<b>patronizing (adj)</b>	– treat in a way that is apparently kind
<b>obviously (adv)</b>	– in a way that is easily perceived or understood; clearly
<b>jolted (v)</b>	– moved with sudden jerk

### Answer the following questions.

1. Where was Arun sitting?
2. What was the expected time of train's arrival?
3. What were the sight Arun had seen on the platform?
4. What did the vendors sell?
5. How did the women appear?
6. Where was Arun travelling to?
7. What did the woman buy for him?
8. What was the advise of Sathish's mother?
9. What were the Arun's last words?
10. What was the reaction of the woman at the end?





## Step to success



### Sentence Rearrangement Common Example

- A. Miss Sullivan arrived at the Keller home when Helen was seven.
- B. The deaf and blind Helen learned to communicate verbally.
- C. But, eventually, Miss Sullivan's effort was rewarded.
- D. Before Helen Keller was two years old, she lost her sight and her hearing.
- E. Miss Sullivan worked closely with Helen, her new student.
- F. At times the teacher became frustrated.

- 1. DEFACB                      2. DAEFCB                      3. ACFDEB
- 4. CFDAEB                      5. FDACEB

## Connecting to self



Think you are in the following situation and write what would you do and why?



*Will you ignore/take and give to its owner/ take and keep it yourself.*



*Will you ignore/go and help him/ stand watching him feeling shy to help*

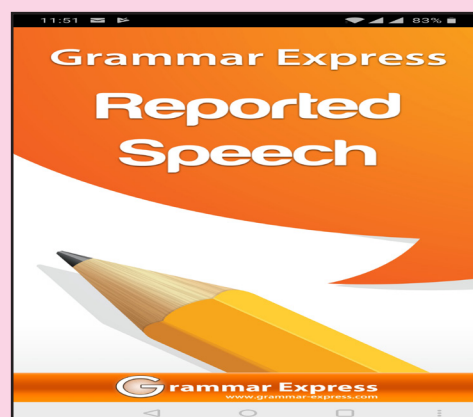


*Will you ignore/try to stop them fighting / be afraid and go away from there.*

## ICT CORNER

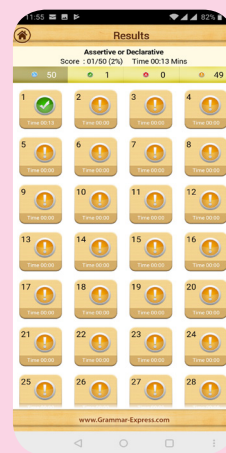
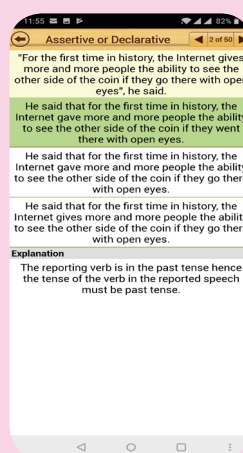
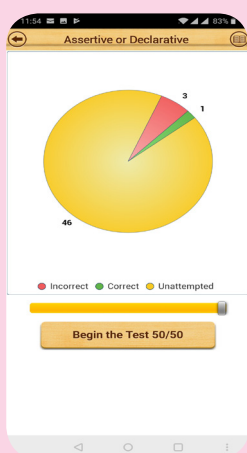
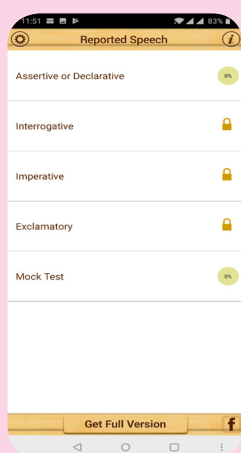
### GRAMMAR – DIRECT AND INDIRECT SPEECH

To Enable the students to familiarize and practise direct and indirect speech.



#### STEPS TO PLAY THE GAME:

1. Access the application with the help of the link given below or the given QR code and install it in the mobile.
2. You can view Assertive or Declarative as unlocked in home page and click that.
3. Click Begin the Test 50/50 button in the next screen to do exercises.
4. Select the answer for the given question one by one by clicking arrows. You can view the results as well as explanation for the answer.
5. Complete all the 50 questions and check your answers.



#### WEBSITE URL:

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

APPLICATION NAME : GRAMMAR: REPORTED SPEECH LITE

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

\*\* Images are indicatives only.



B354\_8\_ENGLISH\_LANG

## Unit

## 2

## Prose

## Cyber Safety

Warm up:



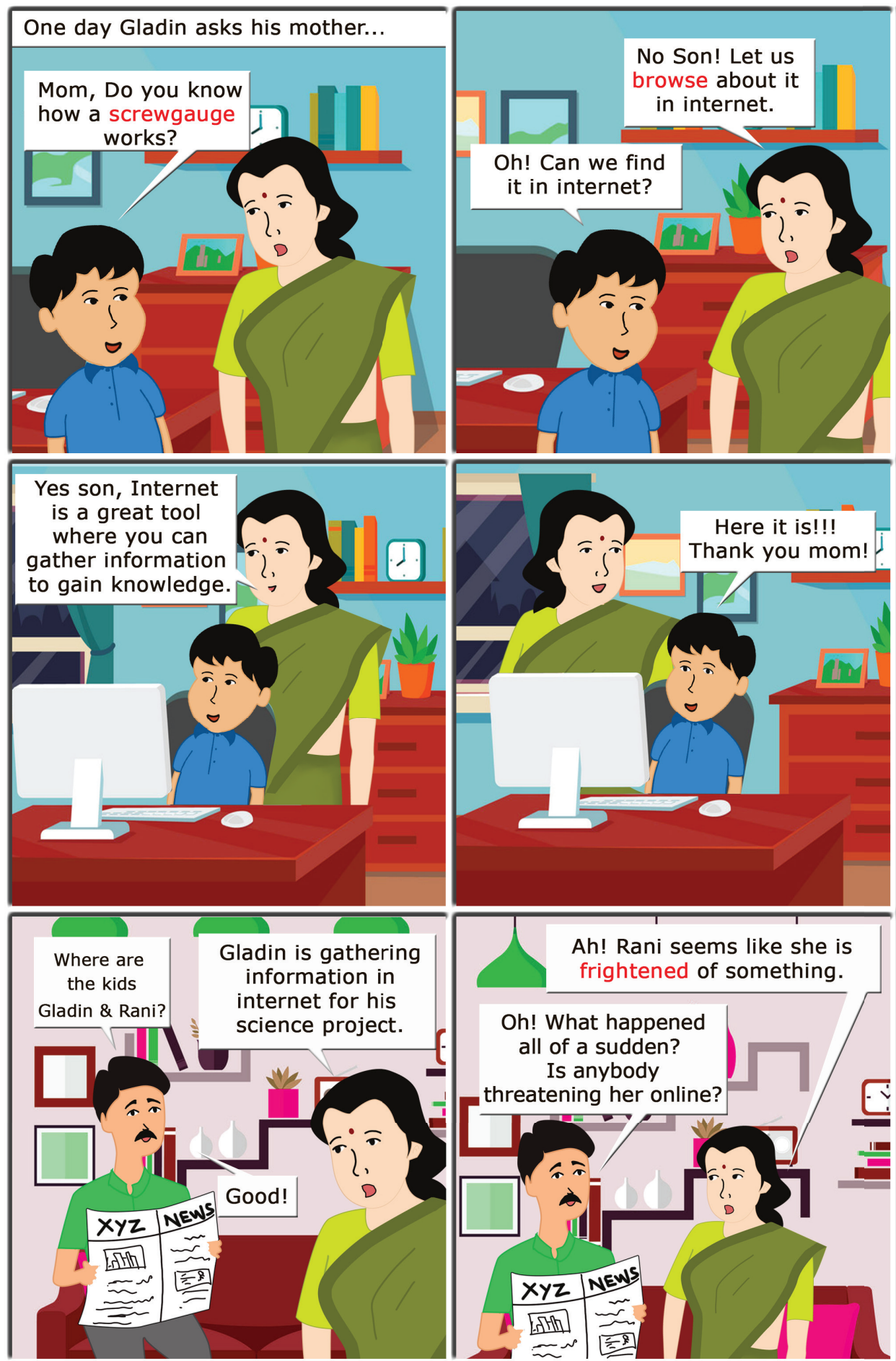
In pairs, identify the types of computer. Choose and write the names from the box.



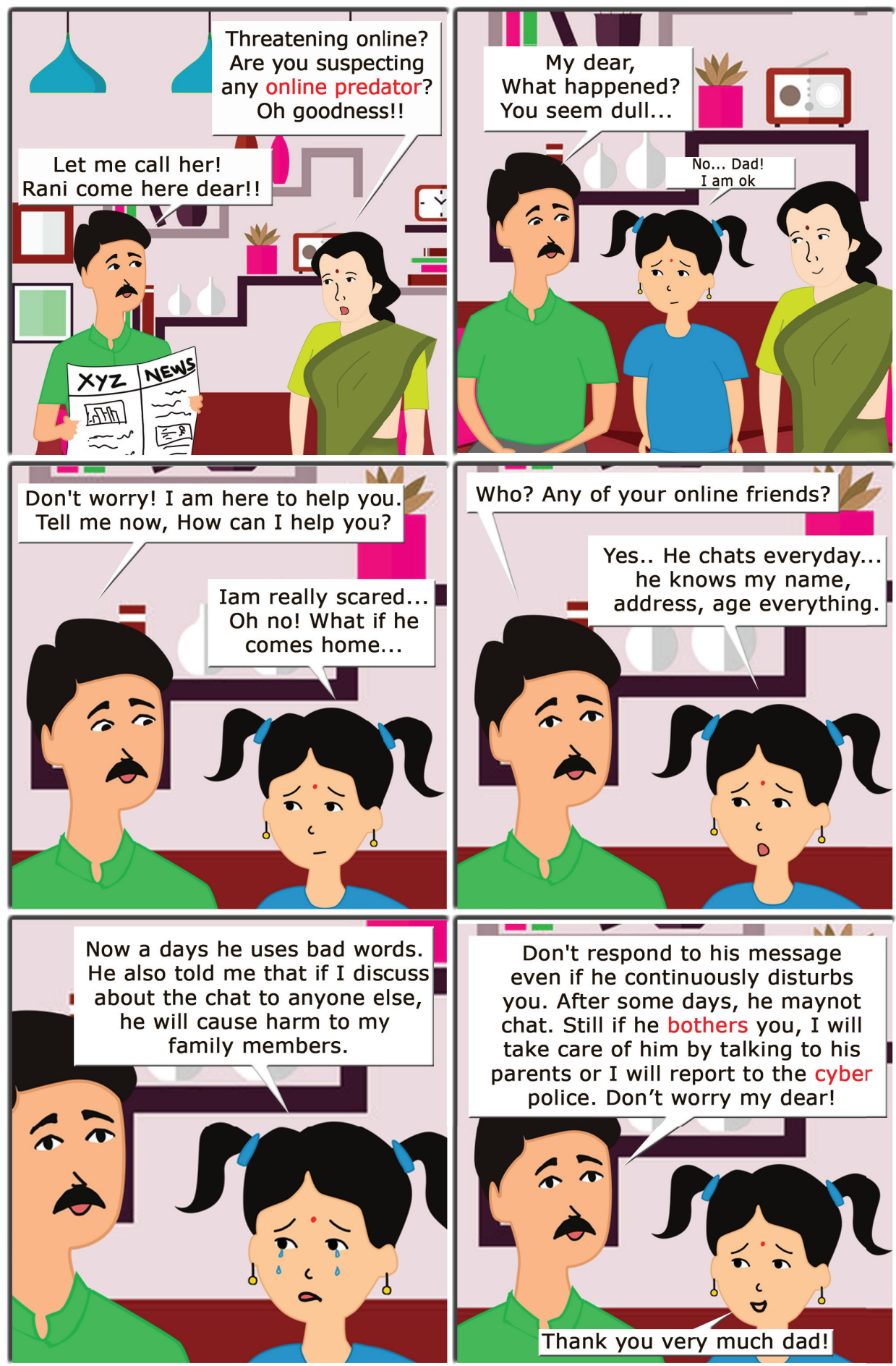
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(Tablet, Palmtop computer, Laptop,  
Watch computer, Personal computer, Super computer)

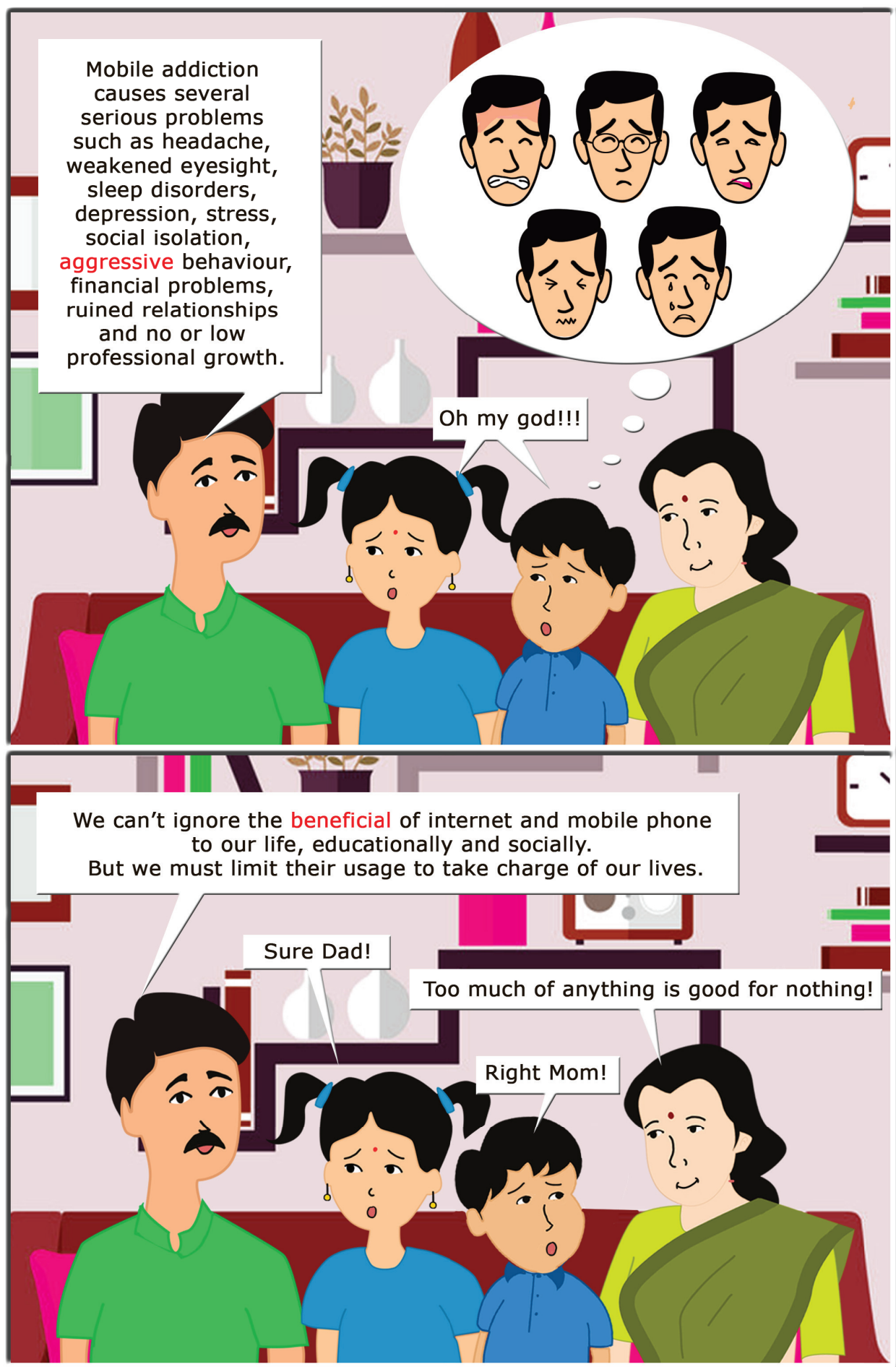
















## Glossary

<b>Screw guage (n)</b>	– measuring tool
<b>Browse (v)</b>	– to scan , to casually look through in order to find items of interest
<b>Frightened (v)</b>	– scared
<b>Online predator (n)</b>	– someone who sexually exploits a child over the internet
<b>Bother (v)</b>	– to disturb or annoy
<b>Cyber (adj)</b>	– relating to or characteristic of culture of computers, information technology and virtual reality.
<b>Aggressive (adj)</b>	– prone to behave in a way that involves attacking or arguing
<b>Beneficial (adj)</b>	– helpful or good to something or someone

## Read and Understand



### A) Say true or false.

1. Gladin's mom knew how screw guage works.
2. We use internet to gather information and gain knowledge.
3. Rani was frightened of an online predator.
4. Strangers don't misuse your information.
5. Do not give your name, address, telephone number to the strangers.
6. Too much of anything is good.

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

1. Why did Gladin's mom ask him to browse?
2. Why do we use internet?
3. What was Rani afraid of??
4. What was father's advice to Rani?
5. Who is an online predator?
6. What was father's instruction to Gladin and Rani?
7. What do strangers do with our personal information?
8. What are the benefits of computer?

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

1. How should one use the technology of the present world?
2. What happens if someone is addicted to mobile phone?
3. "We can't ignore the benefits of internet and mobile phone" Justify.



# VOCABULARY



## British and American English



<i>British</i>		<i>American</i>
<i>Torch</i>		<i>Flashlight</i>
<i>Mobile phone</i>		<i>Cell phone</i>
<i>Bin</i>		<i>trash can</i>
<i>Lorry</i>		<i>Truck</i>
D) Find the suitable British or American English word and fill in the following.		
<i>Flat</i>		
<i>Lift</i>		
<i>Petrol</i>		
		<i>French fries</i>
		<i>Cookie</i>
		<i>Vacation</i>

# Spelling Differences

<i>British</i>		<i>American</i>
<i>Skilful</i>		<i>Skillful</i>
<i>Cheque</i>		<i>Check</i>
<i>Programme</i>		<i>Program</i>
<i>Díalogue</i>		<i>Díalog</i>
<b>E) Find the suitable British or American English spelling and fill in the following.</b>		
<i>Apologíse</i>		
<i>Judgement</i>		
<i>Neighbour</i>		
		<i>Dreamed</i>
		<i>Airplane</i>
		<i>Plow</i>

## LISTENING



### F) Complete the following statements appropriately:

1. A mobile phone is like a world in our pockets as .....
2. Parents do not have to remain in tension if their sons and daughters are late because.....
3. Some of the negative effects of a mobile phone are:
  - (a) .....
  - (b) .....
  - (c) .....
  - (d) .....
4. Excessive use of mobile phones can be hazardous to one's health as.....
5. A mobile phone is a threat to one's privacy as .....  
(Word Attack)

**Note: The listening passage is given at page no. 155.**

## SPEAKING



### G) Imagine a world with no books, but only e-books. How would you find such a world? Deliver a two-minute talk.

## WRITING



**A character sketch is defined as a brief written description of a character.**

**Keep these things in mind while writing a character sketch.**

1. Introduce the person.
2. Highlight his/her character as revealed in the story.
3. Talk about what others say about the character.
4. Write if the character appealed to you, with reasons.
5. Support your views with evidence from text

### H) Write a character sketch of any character from fiction that has made an impact on you.

## SENTENCES : SIMPLE, COMPOUND, AND COMPLEX

## Simple sentence

A Simple sentence is one which has only one Subject and one Predicate.

**Example:-** His courage won him honour.

He must work very hard to win the first prize.

With a great effort he lifted the box.

Hearing their father's footsteps, the boys ran away.

The man, being very hungry, ate too much.



## Compound sentence

A Compound sentence is one made up of two or more Principal or Main Clauses.

**Example:-** The moon was bright and we could see our way.

Night came on and rain fell heavily and we all got very wet.

I shall do it now or I shall not do it at all.

He threw the stone but it missed the dog.

I both thanked him and rewarded him.

You must hurry, or you will miss the train.

Give me the book and I will read it.

I ran all the way to the station but I missed the train.



## Complex Sentence

**A Complex sentence consists of one Main Clause and one or more Subordinate Clauses.**

**Example:-** They rested when evening came.

If he is at home, I shall see him.

I have found the book that I had lost.

We selected this bicycle after we had tried several times.

Once upon a time a man owned a hen which laid every day a golden egg.

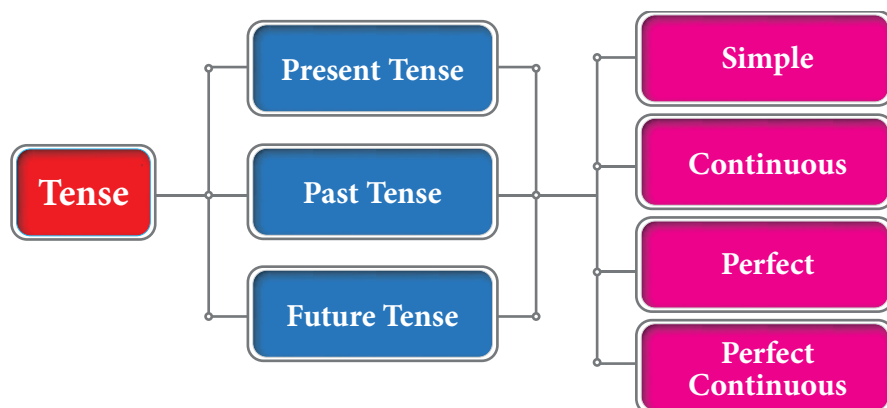
The evil that men do lives after them.

### **A) State which of the following sentences are Compound, and which are Complex.**

1. Man proposes, but God disposes.
2. I went because I was invited.
3. Jancy returned home because she was tired.
4. Whatever you do, do well.
5. Listen carefully and take notes.
6. I called him, but he gave me no answer.
7. The town in which I live is very large.
8. They always talk who never think.
9. We must eat to live, but we should not live to eat.
10. Govern your passions or they will govern you.



## TENSE – TIME



### Present Tense

Person	Simple	Continuous	Perfect	Perfect Continuous
<b>I</b>	+ verb	+ am + verb + ing	+ have + pp	+ have+ been + verb +ing
<b>we</b>	+ verb	+ are + verb + ing	+ have + pp	+ have+ been + verb +ing
<b>You</b>	+ verb	+ are + verb + ing	+ have + pp	+ have + been + verb +ing
<b>He</b>	+ verb+s/es	+ is + verb + ing	+ has + pp	+ has + been + verb +ing
<b>She</b>	+ verb+s/es	+ is + verb + ing	+ has + pp	+ has + been + verb +ing
<b>It</b>	+ verb+s/es	+ is + verb + ing	+ has + pp	+ has + been + verb +ing
<b>They</b>	+ verb	+ are + verb + ing	+ have + pp	+ have+ been + verb +ing

### Past Tense

Person	Simple	Continuous	Perfect	Perfect Continuous
<b>I</b>		+ was + verb + ing	+ had + pp	+ had + been + verb +ing
<b>we</b>	<b>Past</b>	+ were + verb + ing	+ had + pp	+ had + been + verb +ing
<b>You</b>	<b>tense</b>	+ were + verb + ing	+ had + pp	+ had + been + verb +ing
<b>He</b>	<b>of</b>	+ was + verb + ing	+ had + pp	+ had + been + verb +ing
<b>She</b>	<b>the</b>	+ was + verb + ing	+ had + pp	+ had + been + verb +ing
<b>It</b>	<b>verb</b>	+ was + verb + ing	+ had + pp	+ had + been + verb +ing
<b>They</b>		+ were + verb + ing	+ had + pp	+ had + been + verb +ing



Future Tense				
Person	Simple	Continuous	Perfect	Perfect Continuous
I				
we				
You				
He	+ Shall / will + verb	+ Shall / will + be + verb + ing	+ Shall / will + have + PP	+ Shall / will + have + been + verb+ ing
She				
It				
They				

**Note:** PP- Past participle

**B) Fill in the blanks with appropriate form of the verbs given in the brackets.**

1. When the burglars broke into the house, everybody \_\_\_\_\_ sound sleep, (have)
2. The milk \_\_\_\_\_ over as she went to see the crowd passing by with loud slogans, (spill)
3. If Karthik \_\_\_\_\_ any mistake, he will be rewarded, (not + make)
4. They were watching TV when they \_\_\_\_\_ a loud bang at the door, (hear)
5. The bus \_\_\_\_\_ the stop before we could catch it. (leave)
6. Ashok \_\_\_\_\_ the same song for last three days. It has become boring now. (play)
7. Manju \_\_\_\_\_ after we reach home, (call)
8. The show \_\_\_\_\_ its one thousand episodes by next month, (complete)
9. Don't worry, we will be \_\_\_\_\_ the airport in time. (reach).
10. Danial has \_\_\_\_\_ sick after eating some snacks at the street side shop, (fall)

**C) Tick the correct option to complete the sentences.**

1. The climate of the city \_\_\_\_\_ mild and pleasant most of the time.  
(a) is remaining                      (b) remains  
(c) was remaining                      (d) is remained





2. One day he \_\_\_\_\_ into a hotel in Ooty, a beautiful city in Tamilnadu.  
(a) booking (b) was booking  
(c) booked (d) had booked
3. You will certainly \_\_\_\_\_ rewards for what you are doing.  
(a) getting (b) had got  
(c) was getting (d) be getting
4. Do you \_\_\_\_\_ the day we moved the piano upstairs?  
(a) remember (b) remembered  
(c) are remembering (d) had remembered
5. The rain completely \_\_\_\_\_ our day.  
(a) spoilt (b) is spoiling  
(c) is spoilt (d) was spoilt
6. Akbar \_\_\_\_\_ the king at the age of fifteen after the sudden death of his father.  
(a) was becoming (b) had become  
(c) became (d) become
7. The criminal \_\_\_\_\_ the place before the police could reach.  
(a) was escaping (b) had escaped  
(c) is escaping (d) will escape
8. They \_\_\_\_\_ all the arrangements before the guest is arrival.  
(a) will have made (b) will be made  
(c) had been making (d) were making
9. Sabithra \_\_\_\_\_ her job by tomorrow evening.  
(a) will be completing (b) will complete  
(c) will have completed (d) will have been completing
10. Harshini \_\_\_\_\_ her mother in making rangoli in the yard for last one hour.  
(a) is helping (b) has helped  
(c) has been helping (d) helps



**D) Identify the errors in the sentences given below and rewrite them.**

1. These grapes are tasting sour.
2. I am thinking you are wrong.
3. She is seeming sad.
4. He is having a cellular phone.
5. She watched TV when her husband came.

**Language Check Point**



S.No.	Incorrect	correct	reason
1	Every of the two boys will get a prize.	Each of the two boys will get a prize.	Each is used in speaking of two or more things, every is used only in speaking of more than two.
2	Ten candidates have passed one failed.	ten candidates have passed one has failed.	When there is only one auxiliary to two principal Verbs it should be correctly associated with the both.
3	Have you bought some mangoes?	Have you bought any mangoes?	To express quantity or degree some is used in affirmative sentences, any in negative or interrogative sentences.



## Poem

### My Computer Needs A Break

Shanthini Govindan

#### Warm up:



In pairs, tell each other how computer plays a vital role in all fields.



R2E7T2



1. Computer helps students to learn new things.

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_







My computer has always been so brainy and smart –  
It seems to know mountains of information by heart.

If I type in a question, and give my mouse a click,  
My computer always gives me the answer really quick!

But of late, my computer has been behaving badly too,  
It's so absent-minded, that I don't know what to do.  
It forgets to 'save' my work, and store it away,  
And instead, makes it vanish in the most dreadful way.

My computer doesn't check that my spellings are right,  
And hides my files, so that they vanish from sight.  
And one day, my naughty computer actually gobbled a worm,  
And behaved so erratically that it made me squirm.

Then my computer caught a virus, and fell very sick,  
So I had to call in a doctor, double quick.  
As the doctor examined my computer, I just had to say,  
'Doctor, do you think my tired computer wants a holiday?'

Shanthini Govindan





## About the Author

Shanthini Govindan is a widely published, award-winning author of children's literature in English in India, who has written over 50 books for children including poetry, picture books and short stories for children of all ages.



## Glossary



<b>brainy (adj)</b>	– very intelligent
<b>absent-minded (adj)</b>	– being forgetful
<b>vanish (v)</b>	– disappear
<b>dreadful (adj)</b>	– unpleasant
<b>gobbled (v)</b>	– ate hastily or greedily
<b>erratically (adv)</b>	– unsteadily or unpredictably
<b>squirm (v)</b>	– to twist the body in discomfort

### A) Answer the following:

1. How does the poet describe her computer?
2. What happened to the computer?
3. List four things that the computer could not do after it became absent-minded
4. What made the poet squirm?
5. Why did the poet call the doctor?

### B) Fill in the blanks.

- 1) Computers are \_\_\_\_\_ and \_\_\_\_\_.
- 2) We get answers for questions by a \_\_\_\_\_.
- 3) The computer forgot to \_\_\_\_\_ the poet's work.
- 4) The computer actually gobbled a \_\_\_\_\_.
- 5) The poet feels that his computer needs \_\_\_\_\_.



### C) Pick out the rhyming words from the poem.

Smart - \_\_\_\_\_ click - \_\_\_\_\_ right - \_\_\_\_\_ sick - \_\_\_\_\_

### D) Match the poetic lines with Figures of speech

1) So brainy	– personification
2) Mountains	– personification
3) It's so absent minded	– hyperbole
4) Computer gobbled a worm	– metaphor
5) Very sick	– metaphor

### E) Find the alliterating words from the poem

- 1) Save - \_\_\_\_\_ , 2) Doctor - \_\_\_\_\_
- 2) Virus - \_\_\_\_\_ , 4) makes - \_\_\_\_\_



## Parallel Reading



### Ode to Technology...

You've brought us closer,  
Then made us more distant.  
Made us more aware,  
Then made us doubtful of ourselves.  
Introduce us to more friends,  
Then invited more enemies.  
Given us more publicity,  
Then exploited us.  
Save us more time,  
Now it's spent to be more busy.  
  
Simplify our tasks just to make life more difficult.  
You're an entrapping blessing in disguise.  
Made us feel more secure,  
Yet gave us more tools to break in.  
You've become our new addiction,  
Just a second without you,  
Got us in technology withdraw.  
You're a complication in simplicity.  
There's so much to love you but also so much to hate.  
Can't live with you or without you...

Tien Dang



## Supplementary

### The Mystery of the Cyber Friend



#### Section-I



Shree lives in an apartment in a small town called Katpadi Junction. Amma works in a jewellery shop. Appa works as a taxi driver. They want her to learn computers. So they are pleased that she likes to use it.

The computer is Shree's friend. She always finds time for it. She uses it to find information for school projects and send e-mails.

Shree's aunt also stays with them. Everyone calls her Akka. Most of the time, she **naps** in front of the TV that shows her favourite old films. She gives Shree hot dosas stuffed with spicy noodles.

After tiffin, Shree likes to play. Not the traditional games that Akka likes to play, with stones and shells. Shree likes to play games on the computer.

The computer doesn't just have games. It also has **Friends Net**.

Shree joined it two months ago, on her thirteenth birthday. After snacks and tea, she chats with her school friends through **Friends Net**. They tell each other what they did since they met last, on the school bus.

Shree says that she got extra sugar with her tea. One friend says, "That you get every day."







Shree says, "And I also got mutton-flavoured noodles with my dosa."

Another friend teases, "Do you do anything other than eating?"

Shree gets angry. She decides to unfriend them. Afterwards, she misses them.

But before she can tell them she's sorry, she gets a new friend request.

It is from a girl called Chaitra. She is very pretty, like a film star.

Shree clicks ACCEPT. One click, and they become friends.

Chaitra types, "Do you have many friends?" "No! And I lost a few friends today." She adds a sad-face emoticon.

"So what? It really doesn't matter how many friends you have—it is the nature of our friendship that matters. And you have me now!"

Shree likes the sound of that.

"Where do you go to school?" types Shree.

"Near your school," types Chaitra.

"How do you know which school I go to?" **wonders** Shree.

"Because it is near my school."

"That's nice. Then we can meet," types Shree.

Chaitra signs off. "Yes! And we'll be best friends forever. Bye!"

The next morning, Shree looks for school near hers. But she cannot see one. It is a little strange that she hasn't heard of any other school nearby.

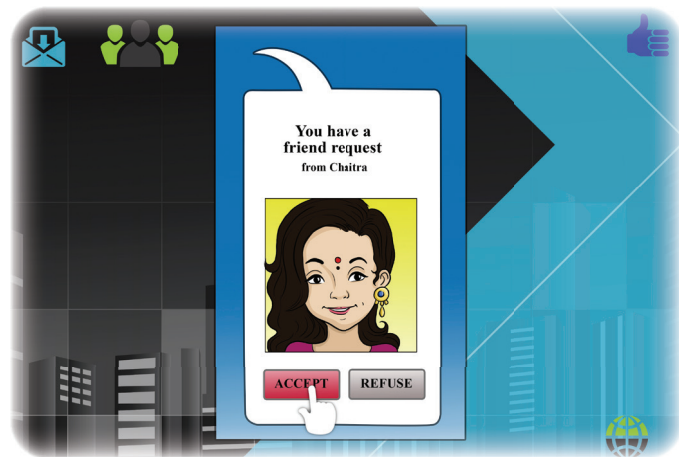
But Chaitra is nicer than all her other friends. She is Shree's special friend and nobody else's friend.

Today she doesn't touch the hot noodles though they are her favourite flavour—chilli chicken.

Akka **wonders** what is wrong. "Are you feeling unwell?"

"Too much school work," lies Shree.

"Then go and finish your homework, while I take my **nap**," says her aunt.





But Shree doesn't do her homework. Instead, she starts the computer, goes online and waits for her new friend to ping her. Soon she gets a message from Chaitra.

"Hello, friend. How are you today?"

"I'm fine, I didn't eat my tiffin," types Shree. "Why?" types Chaitra.

"Because I wanted to talk to you. So I finished tea quickly," types Shree.

"Great. Now can you send me a selfie?"

And give me your number so I  
can call you," types Chaitra.

"I don't have a camera phone," types Shree and feels sad.

Chaitra offers to give Shree her old camera phone.

"Let us meet on Sunday. Then I will take your snap. And give you my old phone."

Shree has always wished for a phone with a camera. She types, "Where shall we meet?"

Chaitra types, "Come to the railway station." Shree asks, "What time?"

Chaitra decides, "When the Bengaluru train reaches there."

Akka comes into the room just then to clean it.

"What are you doing, Shree?"

"I have a new friend, Akka!" Akka looks over Shree's shoulder at Chaitra's profile picture.

"But that's the film actress Madhoo. Is she your friend?"

"Yes, but her name is Chaitra."

Akka laughs and shakes her head. "That's Madhoo, I've seen all her films. She must be so old now." "She's the same age as me!" insists Shree.

"No, no, she's as old as I am," says Akka. "That snap was taken when she was still in school. It is from her first movie."

Shree is angry with Akka, then stops to think. Is Chaitra using someone else's picture—a film star's? "How old are you?" she types.

"I told you I'm thirteen, the same age as you," Chaitra types back.

Shree replies, "That is good. Best friends should be the same age." "Hey, the earrings in your profile picture are so pretty!" types Shree.

"Thanks, I made them myself."

"Wow. Wear them when we meet tomorrow!" "Okay, but only if you come alone," says Chaitra.





"Why?" types Shree.

"Because I am coming alone too! To our secret meeting!"

Shree is typing 'Okay' when she remembers something. "Hey Chaitra, I haven't seen any other school near our school." But Chaitra has gone **offline**.

Is there something strange about her new friend? Has she been lying?

## Section-II

Shree is very confused and cannot focus on her homework.

"Akka?" she asks.

"Yes, my dear," says Akka, "what is worrying you?"

Shree decides to be honest and tells her all about her new friend who is lying.

"Akka, what should I do?"



The next day, Shree and Akka reach Katpadi Junction much before the arrival of the Bengaluru Express. They have a secret plan to find out if the new friend is honest or not.

Akka says, "I will go and talk to the station manager so he can help us."

The train from Bengaluru is coming in. Shree looks all around. She can't remember whether Chaitra had asked her to wait inside the station or outside.

Where did Akka go?

She can't see her anywhere.

Many passengers come out of the train. None look like Chaitra.







A man who's her father's age walks towards Shree.

He is smiling. "Hello Shree!" Shree is shocked. She doesn't know him.

"It is so nice to see you!" he says.

"Who...who are you—you are not Cha...Chaitra!" stutters Shree.

"No. But I am an uncle and would like to be your friend, Shree. I like to make friends with young girls," says the uncle-who-is-not-Chaitra.

"Eeeeeeee!" **shrieks** Shree. Akka is beside her in a second, along with the station manager.

The uncle-who-is-not-Chaitra is surprised. He didn't expect that Shree would bring two grown-ups with her.

Akka hits him with her handbag.

Then she yells, "Don't you dare come near my niece!"

"Owww!" he cries.

Just then the train moves. He runs towards a bogey door. The station manager rushes forward to catch the man. But he disappears into the crowded train.

They all go to the police station.

"You are a brave pair!" says a policewoman. "Thank you for informing us about this **imposter**. Shree, you were clever to **confide** in a trusted adult! Will you put up this poster about cyber security in your school, please? We would also like to conduct a **cyber safety** class in your school."

She says an expert from the **Cyber Crime** Cell will need to take a look at Shree's computer.



The next day, a **cyber crime** officer goes through Shree's computer. Within hours, the police find the man who pretended to be Chaitra.

They nab him from his office in Bengaluru and find that he has been trying to befriend many young girls and boys on social media. Shree decides to only have friends from her own school.

She can't wait to tell her friends about her **scary** adventure with her cyber 'friend'.



**Be safe online!**

**The Child Helpline telephone  
number in India is 1098.**

*The Internet has many uses and is a wonderful technology.  
But if misused, it can cause problems too. Use the Internet wisely.*

*Do not give out your name, address, school name,  
telephone number or email id to strangers online.*



## About the Author

Zac O'Yeah has published altogether fifteen books in Swedish, many of them important bestsellers – including the Gandhi-biography Mahatma! which was short-listed for the August Prize 2008 for best non-fiction book of the year. His most recent books include the popular comic thriller Mr. Majestic! In 2018, he also published the acclaimed

travelogue A Walk Through Barygaza and the popular children's thriller The Mystery of the Cyber Friend. He is also a literary critic and columnist, also contributing now and then to the travel magazines National Geographic and Outlook Traveller. He is also a translator specializing in introducing Indian writing – such as Pankaj Mishra, Bankim Chandra Chatterjee, Bama and others – to Swedish readers. He has had a long involvement with theatre in as a playwright, director, designer, producer, and occasional performer.





## Glossary



<b>Nap (v)</b>	– to sleep for a short period of time
<b>Friends net (n)</b>	– website in internet where one can meet and talk to different people
<b>Wonder (v)</b>	– Surprised
<b>Offline (adj)</b>	– computer not connected to internet
<b>Shriek (v)</b>	– to scream, as in a sudden fright
<b>Imposter (n)</b>	– someone who attempts to deceive by using an assumed name or identity
<b>Confide (v)</b>	– to trust
<b>Cyber safety (adj)</b>	– is the safe and responsible use of phone and the internet
<b>Cyber crime (n)</b>	– criminal activities done using computers or the Internet
<b>Scary (adj)</b>	– frightening

### A. Say whether the following are 'True' or 'False'.

1. Shree spends most of the time on T.V.
2. Shree's aunt stays with them.
3. Chaitra is Shree's school friend.
4. Chaitra gifted Shree a new camera phone.
5. Shree went alone to the train station to meet Chaitra.
6. A fraud middle aged man pretended to be Chaitra.



### B. Name the speaker.

S.No.	Lines from the lesson	Speaker
1	"Do you do anything other than eating?"	
2	"Are you feeling unwell?"	
3	"I don't have a camera phone "	
4	"I told you I am thirteen, the same age as you".	
5	"You are a brave pair!"	

**C. Answer the following questions.**

1. Why did Shree's parents buy her a computer?
2. How did Shree make friends through computer?
3. What were the online activities given in this story?
4. How did Shree's aunt save Shree from the man who pretended to be Chaitra ?
5. How did the police find the man who pretended to be Chaitra?

**D. Based on your reading of the text list out the merits and demerits of using a computer.**

S.No.	Merits	Demerits
1		
2		
3		
4		
5		

**Step to success**



1. The following series is provided and you need to answer the question accordingly.  
A B C D E F G H I J K L M N || O P R S T U V W X Y Z  
In this series find the letter which is fifth to the left from the thirteenth letter from your right.  
1. M          2. I          3. H          4. J
2. Based on the above series of English alphabets, if every alternate alphabet starting from C is deleted than which of the following alphabet will seventh from the left side of the series?  
1. H          2. J          3. I          4. G
3. If the above series is written in reverse order than what is the eleventh letter of the fifteenth letter from your left?  
1. V          2. W          3. D          4. X

## Connecting to self



### **FOLLOW RULES SET BY MY PARENTS FOR GOING ONLINE**

Time of day, length of time online and sites allowed.

### **REPORT ANY BULLYING/HARASSMENT**

To a trusted adult/parent right away.

### **BLOCK & REPORT**

Block people who send nasty messages / inappropriate / sexually explicit content and report Spam.

### **ENSURE MY SAFETY**

Ensure safety settings, take care to help keep me safe.

### **SEEK HELP**

From parents / authorities / CHILDLINE 1098 to overcome any issues that I face online.

### **BE A RESPONSIBLE ONLINE CITIZEN**

Do nothing to hurt others or that is against the law.



### **GIVE OUT MY INTERNET PASSWORDS**

To anyone other than my parents.

### **MAKE FRIENDS WITH UNKNOWN PEOPLE**

Even if they are my friend's friends.

### **SHARE PERSONAL INFORMATION**

Without parent's permission. This includes my photo, name, address, phone number, parent's work number, school name, location or places I go.

### **RESPOND TO OR FORWARD MESSAGES**

That make me feel uncomfortable. I won't click on URLs / open mails sent by unknown people.

### **SEND / SEXTING MESSAGES**

Sharing of inappropriate or sexually explicit photographs/videos or written messages even to a friend.

### **CYBER BULLY**

Not be Cyber bully or encourage cyber bullying.

## Unit 3

## Play

### Jack and the Beanstalk

Steven Kellogg

**Characters:** Narrator, Jack, Mother, Old man, Giant

#### Scene 1 (at home)

- Narrator** : Once upon a time there was a boy called Jack. He lived in a small cottage with his mother. Jack and his mother were very poor. All they had was a cow.
- Mother** : Jack, we don't have any money. So, I think we have to sell the cow.
- Jack** : Okay, Mom. I will take the cow to the market.
- Mother** : Be careful, Jack.
- Narrator** : On the way to the market, Jack met a little old man.
- Old man** : Good morning, young boy. Where are you taking that cow?
- Jack** : I'm taking it to the market, sir. My mother and I are poor, so we need some money.
- Old man** : I would like to buy the cow from you.
- Jack** : Really?
- Old man** : I don't have money. Instead, I'll give you five magic beans.
- Jack** : Magic beans? Mmm.
- Old man** : They will make you rich.
- Narrator** : Jack had to think about it. He wanted to make his mother happy.
- Jack** : Okay! You can take the cow!
- Narrator** : Jack ran all the way home. He was so excited to tell his mother about the old man and the magic beans.





- Jack** : (running home) Mom, Mom, Mom! Look what I have got!
- Mother** : Did you get a good price for the cow?
- Jack** : No, Mom. But I got these magic beans instead!
- Mother** : (angry) What? Oh, you foolish boy!
- Jack** : Mom, they will make us rich! Trust me.
- Mother** : No way! These beans are useless!
- Narrator** : Jack's mother was very cross and threw the beans out of the window.

### Scene 2 (on the ground & in the castle)



- Narrator** : During the night, the magic beans grew into a huge beanstalk. By morning, the beanstalk reached high into the sky. Jack was so surprised.
- Jack** : Wow! This beanstalk is huge!
- Narrator** : Jack climbed and climbed and when he reached the top, he found a huge castle.
- Jack** : Oh my! There is a castle in the sky! I can't believe this.
- Narrator** : Jack crept inside.
- Jack** : (whispering to himself) Everything is so big in here. Who lives in this big castle?
- Narrator** : Suddenly, the floor began to shake.
- Jack** : (scared) What is that noise?



- Giant** : (shouting) Fee, fi, fo, fum, I smell the blood of an Englishman ... Be he alive or be he dead, I'll grind his bones to make my bread.
- Jack** : (whispering) Oh no! It's a giant! What can I do? Is there any place to hide? Oh, there is a place.
- Narrator** : Jack hid in a cupboard and watched as the giant ate five sheep for his meal. Then he called for his hen.
- Giant** : Lay me a golden egg.
- Narrator** : Jack watched in amazement as the hen laid a perfect golden egg.
- Jack** : It's amazing! I wish I had that hen. Then Mom and I would be rich.

### Scene 3 (in the castle & at home)

- Narrator** : As soon as the giant was full, he fell fast asleep.
- Jack** : Now he is asleep. I will take the hen and climb back down the beanstalk.
- Narrator** : Jack quickly picked up the giant's hen. But the hen began to squawk and flap its wings.
- Jack** : Shh! Be quiet! The giant might wake up!
- Narrator** : The giant woke up!
- Giant** : (shouting) Fee, fi, fo, fum, I smell the blood of a human!
- Jack** : (running) Oh no! Time to go!
- Narrator** : Jack ran back to the beanstalk and climbed down as fast as he could!
- Giant** : (yelling) I'll get you!
- Narrator** : Jack reached the bottom of the beanstalk.
- Mother** : Jack, where have you been? Why do you have a hen?
- Jack** : Mom, hurry! Give me an axe!
- Mother** : Here you are. What are you going to do with an axe?



- Jack** : I have to chop this beanstalk down right now!
- Narrator** : With his axe, Jack chopped down the beanstalk.
- Giant** : Ahhhhh!



- Narrator** : The giant fell to the ground with a thud. That was the end of him!
- Mother** : Oh my! It's a giant! Jack, what is going on?
- Jack** : The magic beans grew into this huge beanstalk. So, I climbed to the top and found the giant's castle. I watched this hen lay a perfect golden egg.
- Mother** : Are you telling me the truth, Jack?
- Jack** : (smiling) Yes, Mom. You'll see.
- Narrator** : Jack was right. The hen laid a golden egg every day and Jack and his mother were never poor again.

*Steven Kellogg (born October 26, 1941 in Norwalk, Connecticut) is an American author and illustrator who has created more than 90 children's books. On November 12, 2011, Kellogg was given an honorary Doctor of Humane Letters from the University of Findlay in Ohio.*





### A) True or false

1. The magic beans grew into a huge beanstalk.
2. The beanstalk reached high into the sky in the evening.
3. Everything is so big in the castle.
4. The hen laid a perfect iron egg.
5. Jack picked up the Giant's hen.

### B) Fill in the blanks

1. The Giant smells the blood of an \_\_\_\_\_
2. Jack asked his mom for an \_\_\_\_\_
3. Jack chopped down the \_\_\_\_\_
4. As soon as the giant was full, he fell fast \_\_\_\_\_

### C) Answer the following questions.

1. Why was Jack's mother angry?
2. Why was Jack surprised when reaching the sky?
3. What did Jack find when he reached the top?
4. What did Jack see in the castle?
5. What did the Giant eat for meal?
6. Where did Jack hide when he saw the Giant?
7. What did Jack intend to take when the Giant asleep?
8. What did the hen do when Jack picked it up?
9. What did Jack do when the Giant woke up?
10. Why did Jack ask for an axe?

## Punctuation

,

*Comma*

;

*Semicolon*

:

*Colon*

.

*Full Stop*

!

*Exclamation  
Mark*

?

*Question  
Mark*

—

*Dash*

“ ”

*Inverted  
Commas*

'

*Apostrophe*

()

*brackets*

You may possess good language skills and know how to express yourself in the language but without the knowledge of punctuation marks, your skills, especially written, is incomplete. A piece of writing which does not include punctuation marks is difficult to read as compared to a piece of writing which carries proper punctuation marks at the right places.

### Commonly used punctuation marks

#### 1. Comma (,)

**The comma is used to indicate a short pause. It is used:**

a. for words, phrases, and clauses in a series.

➤ For example,

Gandhiji, the Father of the Nation, died on 30th January, 1948.

b. when you address a person.

➤ For example,

"Yes, Sir."





c. to separate numbers, dates and address.

➤ For example,

I was born on 9th August, 1990 in Lucknow, Uttar Pradesh.

## 2. Semicolon (;)

The semicolon represents a stronger pause than a comma. It is used to stress the close relationship between one sentence and another.

➤ For example,

Today we love what tomorrow we hate; today we seek what tomorrow we shun; today we desire what tomorrow we fear.

## 3. Colon (:) )

The colon is used to show that something is to follow.

➤ For example,

The principle parts of a verb in English are: the present tense, the past tense, and the past participle.

## 4. Full Stop (.)

The full stop is used to mark the end of a declarative or an imperative sentence. It represents the greatest pause.

➤ For example,

Abirami, Suganya and Sudha are best friends.

## 5. Exclamation Mark (!)

The exclamation mark is used after interjections and after phrases and sentences expressing sudden emotion or wish.

➤ For example,

Alas! Oh dear!



## 6. Question Mark



Question Mark is used, instead of the Full Stop, after a direct question.

➤ For example,

Have you finished writing?

## 7. Dash



The dash is used to make an abrupt stop or change of thought.

➤ For example,

If my husband were alive-but why lament the past?

He has-you may not believe it-failed.

## 8. Inverted Commas



Inverted Commas are used to enclose the exact words of a speaker, or a quotation.

➤ For example,

"I would rather die," he exclaimed, "than join the oppressors of my country."

## 9. Apostrophe



Used to indicate either possession (e.g. Harry 's book ; boys ' coats ) or the omission of letters or numbers (e.g. can ' t ; he ' s ; 1 Jan. ' 99 ).

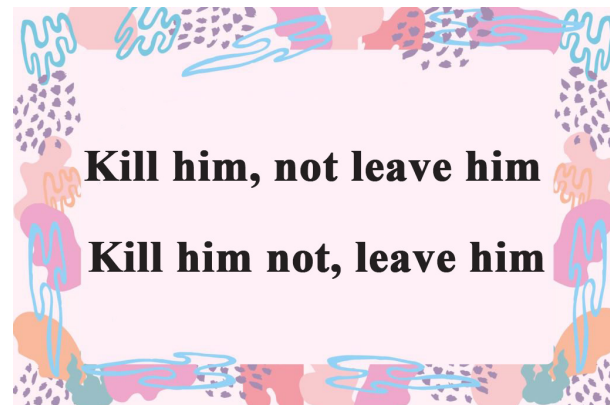
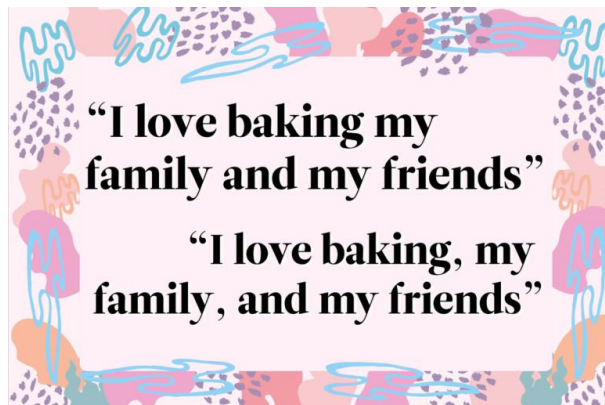
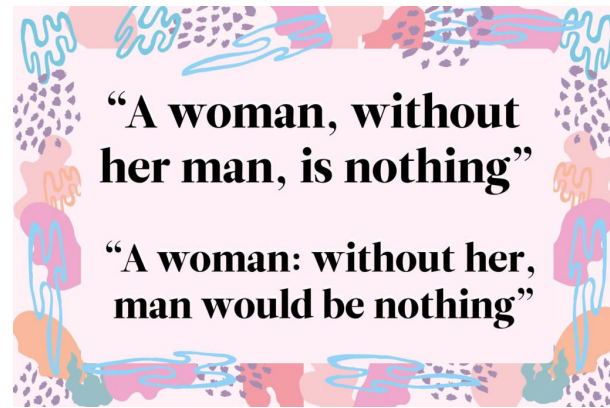
## 10. brackets



Each of a pair of marks ( ) [ ] { } used to enclose words or figures so as to separate them from the context

➤ For example,

MS Dhoni (the former Cricket captain) resigned from cricket.



**A) Punctuate the following sentences.**

- a. i like playing with my friends sandy sunny sameer
- b. we went through the smoky mountains, near shimla on our way to leh
- c. my favourite soap is pears and my favourite toothpaste is pepsodent
- e. my friend priya speaks german and she is teaching me some words
- f. he was honest sincere hard working
- g. hindus muslims sikhs christians live together in India
- h. long ago in a town in Switzerland there lived a famous man called william
- i. akbar the greatest of the mughal emperors ruled wisely
- j. tanya said to ilarahul is a nice guy



## Period (.) Comma (,) Exclamation Mark (!) Question Mark (?) Quotation Mark (" ")

**B) Write the correct punctuation mark from above that best completes each sentence.**

**Example 1.** Congratulations\_\_\_\_\_ You graduated with honors\_\_\_\_\_

**Answer:** Congratulations! You graduated with honors!

1. Where is an exciting place to visit\_\_\_\_\_
2. Make sure to complete all your homework on time\_\_\_\_\_
3. Priya asked when are we going on a vacation\_\_\_\_\_
4. Terry Sam and Jeremy went to the movies together\_\_\_\_\_
5. Wow\_\_\_\_What a wonderful event\_\_\_\_\_
6. I am so excited to see my family for Christmas\_\_\_\_\_
7. what day of the week is your favorite\_\_\_\_\_
8. You need to do your homework right after dinner\_\_\_\_\_
9. Please take out the trash when you get home\_\_\_\_\_
10. My favorite team won the game\_\_\_\_\_
11. What did you want to eat for lunch\_\_\_\_\_
12. I had a great time at your party\_\_\_\_\_
13. Do you know what time it is\_\_\_\_\_
14. How do we get to the amusement park\_\_\_\_\_
15. I can't wait to go on summer vacation\_\_\_\_\_
16. What is your favorite food\_\_\_\_\_
17. You need to take out the trash when you get home\_\_\_\_\_
18. Please hand me my backpack\_\_\_\_\_

## Forms of Verb

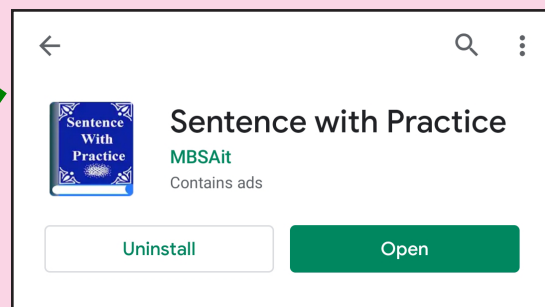
Base Form of Verb (V1)	Past (V2)	Past Participle (V3)
be (is, am, are)	was, were	been
begin	began	begun
bend	bent	bent
bite	bit	bitten
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
drive	drove	driven
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	gotten
give	gave	given
go	went	gone
have	had	had
hear	heard	heard
hide	hid	hidden
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
leave	left	left
lend	lent	lent
lose	lost	lost

Base Form of Verb (V1)	Past (V2)	Past Participle (V3)
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
show	showed	shown
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
stand	stood	stood
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
use	used	used
verify	verified	verified
wish	wished	wished
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written
worship	worshiped	worshiped
yawn	yawned	yawned
yell	yelled	yelled
zoom	zoomed	zoomed

## ICT CORNER

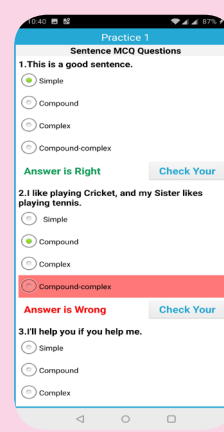
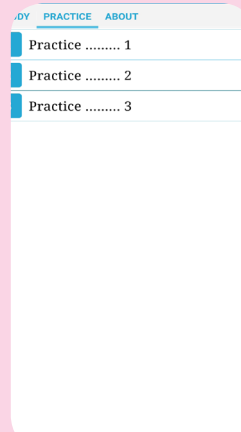
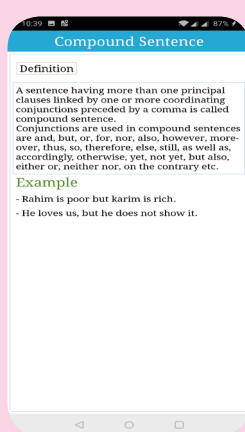
### GRAMMAR – SIMPLE COMPOUND COMPLEX

To Enable the students to familiarize kinds of sentences as simple, compound and complex with exercises



#### STEPS TO PLAY THE GAME:

1. Access the application with the help of the link given below or the given QR code and install it in the mobile.
2. You can view sentence kinds according to structure in home page.
3. Click any kind of sentence to know its definition with example.
4. Click PRACTICE in the home page to access the 3 sets of Practice exercises.
5. Complete all the exercises and check your answers and understanding the concept.



#### WEBSITE URL:

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

APPLICATION NAME : SENTENCE WITH PRACTICE

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

\*\* Images are indicatives only.



B354\_8\_ENGLISH\_LANG





## LISTENING PASSAGE

### UNIT- 1

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

#### "Why Do Birds Sing?"

Why do birds sing? You might assume that birds sing because they are happy. While birds might be happy, they sing in order to communicate. One reason they sing is to stake a claim on territory. Birds sing to warn other birds to stay off their property. For example, a robin might stake a claim on a piece of land which measures about 200 feet wide by 200 feet long. This amount of land provides enough worms for the robin to feed its family. A bird maintains singing perches around the outside edges of its territory. The perches are high in the trees, so other birds can see and hear it. Birds also sing to find a mate. The length and complexity of the mating song gives information about the fitness of the bird. Healthy birds can sing longer, more complicated songs. Birds call to one another in shorter vocalizations in order to warn of danger and to locate one another. Birds sing instinctively. Young birds learn to perfect their songs by listening to adult birds and interacting with other birds. Birds in a local area might learn variations in the basic song which help them recognize other members of their group.



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### UNIT- 2

#### Mobile Phones: Uses and Abuses

The invention of mobiles phones is a great achievement and plays an important part in our daily life. Most of us nowadays carry the world in our pocket! It is amazing but true. A mobile phone can make us connected to the rest of the world within a second. Today, mothers do not have to remain in tension if their sons or daughters are late. Businessmen do not have to queue up before a telephone booth to make an important call. Apart from making calls and sending SMS, the mobile phone is used as a multipurpose gadget. It is a calculator, timepiece, calendar, voice recorder, media player, camera, gaming device, net browser and what not. Its development brought convenience and advantages to the world. Communication between people has become quite easy and very fast. We can keep in contact with others from any place on the bus, in a street or in a meeting by sending a message for less than the price of a call. The Internet can be accessed through it and it is also used to click photos and shoot videos.



Though the mobile phone is a giant step of technological advancement, its abuses cannot at all be overlooked. Talking or texting while driving may lead to accidents. Students misuse this tool in various ways and give way to social pollution. Its many aspects are beneficial but some are negative effects as well. The radiations of mobile may be dangerous to health and may cause a headache, ear ache and blurring vision. These invisible radiations destroy the cells located in ear and head which cause damage to the brain and nephrons in the head region. Its use in certain places causes disturbance sometimes, such as in a classroom etc. Mobile phones with camera are causing —privacy problems such as using it as a hidden camera to take pictures and making videos.

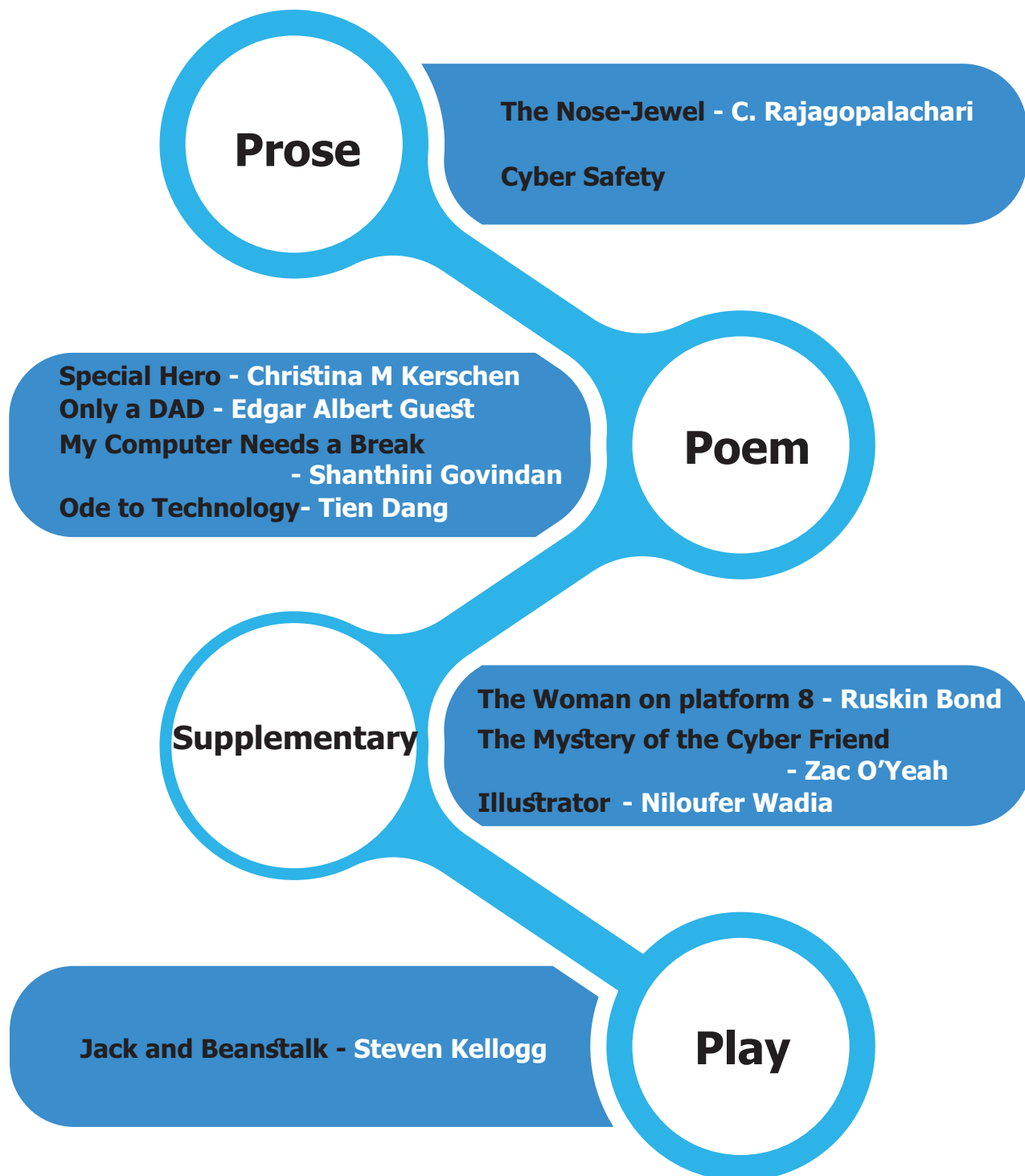
Exercise Page: 123





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## 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

- Change Direct speech into Indirect speech
- Use tense accurately.
- Change Simple, Compound and Complex 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.



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