

ENGLISH

[Reader and Supplementary Reader]

Standard VIII

**A Publication under
Government of Tamilnadu
Distribution of Free Textbook Programme
(NOT FOR SALE)**

Untouchability is a sin
Untouchability is a crime
Untouchability is inhuman

**TAMILNADU
TEXTBOOK CORPORATION**
College Road, Chennai – 600 006.

© Government of Tamilnadu
First Edition - 2005

Chairperson

Prof. R. SANKARA SUBRAMANIAN

Department of English, Govt. Arts College (Autonomous)
Nandanam, Chennai - 600 035

Overall Reviewer

Thiru S.GOMATHINATHAN

Special Officer, ELT / Reader, D.T.E.R.T. (Retired)
W – 5 (Old 302), 19th Street, Annanagar Western Extension
Chennai - 600 101

Reviewer / Author :

Ms.Priscilla Josephine Sarah S

ELT Consultant
C/o S. Gomathinathan
Annanagar Western Extension, Chennai - 600 101.

Reviewers

K. Angayarkannan

Supervisor (Retd.)
Block Resource Centre
Poondi,
Thiruvallur Dist.

C. Ravinarayanan

Lecturer
Regional Institute of English
Jnanabharathi Campus
Bangalore - 560 056.

Authors

D. Saradhamani

Kallanthotham
Madhampatti Post
Siruvani Road, Coimbatore.

K. Maheswari Kalpana

BT Asst.
Corporation Hr. Sec. School
Puliyur, Chennai - 600 024.

Dr. K. Chellamani

Lecturer
University of Madras
Chennai - 600 005.

M. Geethayazhini

Block Resource Teacher
Block Resource Centre,
Melur, Madurai.

J.J. Berthew

Principal
Govt. Boys TTI, Samugarengapuram, Tirunelveli.

This book has been prepared by The Directorate of
School Education on behalf of the Government of Tamilnadu

This book has been printed on 60 G.S.M. Paper

THE NATIONAL ANTHEM

FULL VERSION

Jana-gana-mana-adhinayaka jaya he
Bharata-bhagya-vidhata.
Punjaba-Sindhu-Gujarata-Maratha-
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchhala-jaladhi-taranga
Tava Subha name jage,
Tava Subha asisa mage,
Gahe tava jaya-gatha.
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he
Jaya jaya, jaya, jaya he.

SHORT VERSION

Jana-gana-mana-adhinayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he
Jaya jaya, jaya, jaya he.

AUTHENTIC ENGLISH TRANSLATION OF THE NATIONAL ANTHEM

Thou art the ruler of the minds of all people,
Thou dispenser of India's destiny.
Thy name rouses the hearts of the Punjab, Sind,
Gujarat and Maratha, of Dravid, Orissa and Bengal.
It echoes in the hills of the Vindhyas and Himalayas,
mingles in the music of the Yamuna and Ganges
and is chanted by the waves of the Indian Sea.
They pray for Thy blessings and sing Thy praise
The saving of all people waits in Thy hand,
Thou dispenser of India's destiny.
Victory, Victory, Victory to Thee.

THE NATIONAL INTEGRATION PLEDGE

“I solemnly pledge to work with dedication to preserve and strengthen the freedom and integrity of the nation.”

“I further affirm that I shall never resort to violence and that all differences and disputes relating to religion, language, region or other political or economic grievances should be settled by peaceful and constitutional means.”

INVOCATION TO GODDESS TAMIL

Bharat is like the face beautiful of Earth clad in wavy seas;

Deccan is her brow crescent-like on which the fragrant ‘Tilak’
is the blessed Dravidian land.

Like the fragrance of that ‘Tilak’ plunging the world in joy
supreme reigns Goddess Tamil with renown spread far and wide.

Praise unto ‘You, Goddess Tamil, whose majestic
youthfulness, inspires awe and ecstasy.

PREFACE

This book - an extension of Standard VII is offered with warmth and friendliness to the teaching / student community. The book has been prepared with utmost care keeping in mind the life-experience and the linguistic requirements of the children.

We have identified ten competencies under each unit and presented them through interesting inputs. Exciting tasks and activities are given so as to enable the children to consolidate the linguistic skills already attained.

The units included in this book are not just chunks of information. Each unit has an in-built human value. Language is not just a communicative tool. Through the best use of the language, one not only goes places in life but also builds bridges between mind and mind, and heart and heart. The thematic progression handled so perfectly in each unit will certainly capture the imagination of pupils. Hope this book will be an agreeable companion to strengthen the children's bond with English language.

- Overall reviewer

NOTE TO THE TEACHER

The English language has been functioning in India for over 150 years. It has been the international medium of exchange for science and technology, business and commerce, sports, etc. There is no field of activity where the presence, influence and impact of the language is not felt. This is the language of social mobility. Communicative ability is what matters today for anyone to succeed in life.

The vast majority of children look up to the teachers for developing their communicative skills. This book affords plenty of scope for the teachers to impart and improve the communicative skills among children. Exploited properly, the teachers will find this book, the most effective tool. The teachers are requested to involve the children in the tasks in as many communicative activities as possible. Hope the teachers will find in this book a trusted linguistic companion.

NOTE TO THE PARENT

This book is offered to your children with the hope of protecting their language rights and enriching their communicative abilities. Properly used, this book will give them the much needed confidence in using language for academic, class room, social and other communicative purposes.

The topics have been chosen with a sense of social commitment and sense of responsibility. Sit with your children and try to appreciate the language input given and the human values highlighted in every unit.

பெற்றோர்களின் கவனத்திற்கு

உங்கள் குழந்தைகளின் மொழி உரிமையை பாதுகாக்கவும், ஆங்கில மொழிப் பயன்பாட்டுத் திறனை மேம்படுத்தும் நோக்கத்துடனும் இப்புத்தகம் வழங்கப் படுகிறது. தக்க முறையில் இப்புத்தகத்தைப் பயன் படுத்துவது, தன்னம்பிக்கையுடன் உங்கள் குழந்தைகள் இம்மொழியை வகுப்பறையில் கற்பதற்கும் சமுதாயத்தில் பயன்படுத்துவதற்கும் ஏதுவாக இருக்கும். ஒரு சமுதாயக் கடமை உணர்வுடனும், குறிக்கோளுடனும் பாடங்கள் தேர்வு செய்யப்பட்டிருக்கின்றன. உங்கள் குழந்தைகளுடன் அமர்ந்து பாடங்களில் கையாளப்பட்டிருக்கும் மொழிப்பயன் பாட்டையும், பண்பாட்டுத் திறன்களையும் அனுபவித்து மகிழுங்கள்.

CONTENTS

READER

Unit	Title	Page
I	PROSE – THE VILLAGE PHARMACY POEM – TREE *	5 22
II	PROSE – HE STILL LIVES POEM – THE BRIDGE BUILDER	28 51
III	PROSE – THE CHILD’S RETURN POEM – I CANNOT REMEMBER MY MOTHER	56 75
IV	PROSE – HOCKEY WIZARDS POEM – HOW THE LITTLE KITE LEARNED TO FLY * (Last 3 stanzas only)	81 104
V	PROSE – STAR WAR POEM – THE MOON *	109 133
VI	PROSE – LOYALTY - THY NAME IS DOG! POEM – A DOG IS A DOG	138 156
VII	PROSE – THE MUSIC MAESTRO POEM – ON HEARING A SYMPHONY OF BEETHOVEN	162 178
	APPENDIX	180

* Memoriter Poems

SUPPLEMENTARY READER

1	FIVE MONSTROUS CREATURES	187
2	THE CHAMPIONS	195

UNIT-I

COMPETENCIES

- A LISTENING:** Discriminating problem sounds
(diphthongs /eɪ/əʊ/)
- B SPEAKING:** Narrating stories
Asking about/expressing preference
- C READING:** Predicting
- D VOCABULARY:** Referring to the dictionary
Using words denoting diseases, specialists and professionals
Identifying words in extensive reading and relating them
meaningfully
- E STUDY SKILLS:** Referring to the dictionary for
grammatical information
- F GRAMMAR:** Using basic sentence patterns
- G WRITING:** Filling in forms
- H OCCUPATIONAL COMPETENCY:** Reading and
understanding the content of travel time tables (bus timings)
- I STRATEGIC COMPETENCY:** Discussing views on
language
- J CREATIVE COMPETENCY:** Writing about one's city/
village

A. Listening

The teacher will read a dialogue. Listen carefully.

(The teacher reads)

Now, answer the following questions orally.

1. What did Joan offer Jane?
2. Did she eat those cakes?
3. Does Jane hate cakes?
4. What does she really hate?
5. What cakes did Jane's mother ask her to order?

Task 1: The teacher will read the following words. Listen carefully and repeat.

- | | | | |
|----------|---|--------|---|
| 1. cakes | / | keɪks | / |
| 2. dates | / | deɪts | / |
| 3. Jane | / | dʒeɪn | / |
| 4. Joan | / | dʒəʊn | / |
| 5. phone | / | fəʊn | / |
| 6. mango | / | mæŋgəʊ | / |

Task 2: Your teacher will read the following pairs of words. Listen and repeat.

- | | | | | | | | |
|-------|---|-------|---|------|---|-------|---|
| laid | / | leɪd | / | load | / | ləʊd | / |
| sail | / | seɪl | / | soul | / | səʊl | / |
| raid | / | reɪd | / | road | / | rəʊd | / |
| cane | / | keɪn | / | cone | / | kəʊn | / |
| lane | / | leɪn | / | loan | / | ləʊn | / |
| bail | / | beɪl | / | bowl | / | bəʊl | / |
| paste | / | peɪst | / | post | / | pəʊst | / |

gale	/	geɪl	/	goal	/	gəʊl	/
gate	/	geɪt	/	goat	/	gəʊt	/
rate	/	reɪt	/	wrote	/	rəʊt	/

Task 3: *Your teacher will read out five sets of words. In each set of three words, one word will be heard differently. Circle the corresponding number. The first one has been done for you.*

- | | | | |
|----|---|---|---|
| a. | ① | 2 | 3 |
| b. | 1 | 2 | 3 |
| c. | 1 | 2 | 3 |
| d. | 1 | 2 | 3 |
| e. | 1 | 2 | 3 |

B. Speaking

I. The teacher will read a story. Listen carefully.

(The teacher reads)

Task 1: *Recall the story you have just heard. Narrate it to the class in your own words.*

Task 2: *Now, some students from the class can take roles and enact the first story from the Supplementary Reader. After they complete enacting, one student should come forward and narrate the story to the class.*

Task 3: *Narrate any story that you know to the class.*

II. The teacher will read the following dialogue. Listen carefully.

(It is a telephone conversation between Ramya and the receptionist at the youth hostel, Pitchavaram.)

Ramya : Hello, I'd like to visit Pitchavaram on 15th August.

Receptionist : *Would you like to have accommodation here?*

Ramya : Yes.

Receptionist : Would you like a single room or a double room to be booked?

Ramya : *I would rather have* a double room booked. I would like to stay for two days. I would like to go boating in the lake in the mangrove forest there.

Receptionist : *Which would you prefer,* a rowing boat or a mechanised one?

Ramya : *I'd prefer* a rowing boat.

Receptionist : That's fine. We'd arrange for the room and for boating.

Answer the following:

1. Which place would Ramya like to visit?
2. How long would she stay there?
3. Where would she like to go boating?
4. Which would she prefer, a rowing boat or a mechanised boat?

Task1: Take turns playing the roles of Ramya and the receptionist.

Task2: Look at the words/phrases in italics in the dialogue. They are used to ask about or to express preference. Now, practise the dialogue in pairs. Then practise the dialogue, making use of the cues given.

Arul : What would you like to have, coffee or tea?

Abdul : I prefer tea to coffee.

Now, what would you like to have, apples or oranges?

..... *buttermilk or tender coconut*

..... *chappathi or idli*

C. Reading

THE VILLAGE PHARMACY



It was already six in the evening. Neema, a student of standard VIII, had not yet returned home from school. Iniyavan, her father, a paediatrician at the city hospital, her mother, Vembu and her grandparents who had come from the village were very much worried. Neema entered just then, with a sapling in her hand.

ALL : What happened to you? Why are you so late from school?

Neema : It was a tearful homage that we paid at our school to the ninety four children who died under the most tragic circumstances in Kumbakonam.

Vembu : It was a terrible accident!

Grandma : Neema, how did your school children pay homage?

Neema : Grandma, we have planted 94 neem saplings in our school campus in memory of the departed souls. We

see in the saplings the images of the children whose lives were mercilessly nipped in the bud. I have brought home one sapling to be planted in our garden.

- Vembu : That's a fitting gesture on the part of your school.
- Iniyavan : Yes, I agree. By the way, Neema, do you know that the neem has a lot of medicinal values?
- Neema : No, I don't. I would certainly like to know.
- Grandma : I think your grandpa will be the right person to tell you about it. He has lived in the village all his life, and he knows better than anybody else, that it is the 'village pharmacy.'
- Neema : Grandpa, do tell me about the medicinal value of the neem. In fact we have a Science exhibition in our school next week. Maybe our class could prepare something on the 'Neem.'
- Grandpa : It's true that we villagers call the neem tree our 'village pharmacy.' To begin with, look at my teeth. I am eighty. Can you believe? Thanks to the neem twigs that I use to clean my teeth every morning. Look at my skin - still blemishless as a child's. Thanks again to the neem paste that I apply regularly. I'm hale and hearty even at eighty. Thanks once again to the neem juice that I drink. It purifies the blood and cures all ailments. Do you know what motivated your father to become a doctor? Well, he used to watch my father preparing medicines from various parts of the neem - its bark, seeds and leaves. That

created an interest in 'medicine'. Traditionally, in India, the neem has been used widely as a medicine, for many centuries. It can fight inflammation, hypertension and ulcers. It can combat diabetes and malaria. Boils, rashes and wounds disappear in no time. Jaundice, leprosy, chicken pox, measles, cancer, AIDS and what not! You name it and the neem cures it. It cures even your incurable diseases. It is the panacea for all ailments. Even as early as 4000-4500 years ago, various parts of the neem tree were used in cosmetics and medicinal products by the ancient East Indian Harappans. Evidences of these uses exist in the remains excavated at the Harappan site. These days, even toothpaste, soap and shampoo are made from the neem. And I must tell you something here about Mahatma Gandhi. The prayer meetings at the Sabarmati Ashram were conducted under a Neem tree and neem leaf chutney was a part of his everyday diet. And Neema, if you thought that the Neem had medicinal properties alone, you would be mistaken. The neem is a natural air purifier and helps improve the fertility of the soil. Thus it is eco-friendly. It is a good insect repellent. In fact research has proved that its chemical makeup is such that it is resistant to more than two hundred different types of insects. It has also proved to be a good pesticide. Neems are thus agro-friendly too. They protect crops from harmful insects, viruses and bacteria. The litter of its fallen leaves is rich in organic content and hence serves as good manure. The neem

is also an ideal source of timber for carpentry, for its wood is termite resistant. You would be surprised to know that during the hot summer months, the temperature under the neem tree is 10° C less than the surrounding temperature. Even 10 of your air conditioners operated together may not match the cooling effect of the neem. A ‘free air-cooler service!’ These evergreen, perennial trees can grow in any type of soil. They grow very fast. They can reach a height of 30 feet in 5 years. And if they escape your axe, they can survive for even 200 to 300 years. Is that all you want to know, or ...

Neema : Oh, grandpa! How blessed I am to be named NEEMA!

Vembu : No wonder the neem is known as the ‘wonder tree’!
And you’re a wonder girl too!

Could we request all the readers of this piece, to throw some more light on the other uses of the neem?

Note: The term ‘neem’ comes to Hindi through Sanskrit.

Glossary

paediatrician	/pi:dɪə'triʃn /	- a child specialist
homage	/'hɒmɪdʒ /	- dutiful reverence
pharmacy	/'fɑ:məsi /	- a place where medicines are prepared and given out
measles	/'mi:zlz /	- an infectious viral disease marked by red spots on the skin

chicken-pox	/ˈtʃɪkɪn pɒks/	- a disease especially of children causing fever and red itchy spots on the skin
diabetes	/daɪəˈbi:tɪz /	- a condition in which a person's body cannot control the level of sugar in the blood
AIDS	/eɪdz /	- Acquired Immune Deficiency Syndrome (ACRONYM)
panacea	/pænəˈsiə /	- remedy for all troubles

(**Note:** For other technical terms refer to a dictionary or an encyclopaedia.)

Comprehension

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

1. How did Neema's school pay homage to the Kumbakonam fire accident victims?
2. How does the neem serve as a village pharmacy?
3. How does Neema's grandfather keep fit even at eighty?
4. The neem trees are our friends -How?
5. Which diseases are cured by medicines extracted from the neem?
6. How does the neem help the farmers?
7. Is Neema happy about her name?

II. Say whether the following statements are TRUE or FALSE:

1. Our ancestors had known the uses of the neem.
2. The neem does not cure AIDS.
3. Neem trees grow up to 5 feet in 30 years.
4. Neema's grandpa doesn't practise what he preaches.
5. India is yet to realise the importance of the neem trees.

III. Guess the meaning of the underlined words in the following sentences. The context should help you. Circle your answers.

1. The lives of the children were mercilessly nipped in the bud.
1. taken away 2. destroyed at an early stage 3. plucked
2. They cure all sorts of ailments.
1. illnesses 2. misfortunes 3. comforts
3. They give us timber which keep the termites away.
1. material 2. tools 3. a large piece of wood

IV. Match the following words with their meanings:

1. sapling - the hard outer covering of a tree
2. memory - a young tree
3. awareness - the remembrance of a person or thing
4. bark - knowledge

V. Choose the correct antonyms.

e.g. tearful x joyful

1. sweet x(easy, bitter, tasty)
2. harmful x(powerless, careless, harmless)
3. friendly x(hostile, fondly, rarely)
4. modern x(recent, ancient, model)

VI. Find the synonyms of the following words.

departed, regularly, traditional, ideal, twig

VII. Read the following incomplete story.

Once there was an old farmer. He was about to die. Before he died, he wanted to teach his three sons how to be successful farmers. So he called them to him and said, "My boys, before I die, I want you to know that there is a great treasure buried in our

barren land. Promise that you will look for it when I am dead”

The sons promised. The farmer died. The sons started digging the land in search of the treasure. They laboured and toiled day and night. They dreamt that they would be getting boxes of gold coins, diamonds and jewels

Task 1: *Read the above passage once more. Try to predict how the story will end.*

.....
.....

Task 2: *Here are three guesses about the ending of the story. Which guess do you think is the least likely ending? Which do you think is the most likely ending?*

1. They sold the land and became poor.
2. They found the treasure and became rich.
3. They had a good harvest. They became rich.

D. Vocabulary

I. Solve the following riddles: (Just for fun)

1. The man with whom you have to speak with your mouth wide open
2. The man who checks your body and checks your pulse and purse
3. The man who is closer to your heart and treats you
4. The man who “hits the iron when it is hot”
5. The man who is not happy with the proverb, “All that glitters is not gold.”

II. With the help of your teacher, refer to the dictionary and find the meanings of the following words. Before that, arrange the words in alphabetical order.

dentist, blacksmith, cardiologist, doctor, goldsmith, plumber,
lawyer, banker, priest

III. Fill in the columns below. Get guidance from your teacher and refer to the dictionary.

Specialist/professional	What he does
1. dentist	treats the teeth
2. doctor	
3. cardiologist	
4. blacksmith	
5. goldsmith	
6. lawyer	
7. banker	
8. priest	
9. plumber	

IV. Read the following story and identify the words with which you are not familiar. Find out how these words are used in this context.

The Cherry Tree

When George Washington was about six years old, he was presented with a small axe. Like most little boys, he was extremely fond of it. He went about cutting everything that came his way.

One day, as he was wandering about the garden, he happened to find a beautiful, young cherry tree. His father had planted this tree. Naturally he was very fond of it. George tried the edge of his

axe on the bark of the tree. Ultimately the cherry died. Sometime after this, his father found out what had happened to his favourite tree. He came home in great anger and wanted to know who the guilty person was. But nobody could tell him anything about it.

Just then George, with his little axe came into the room. “George,” said his father, “do you know who killed my beautiful little cherry, yonder in the garden?”

This was a difficult question for George to answer. He was silent for a moment. But quickly recovering himself, he answered, “I don’t want to hide the fact from you father. Sorry, I was the one who cut it with my new axe.”

The anger subsided. Taking the boy lovingly in his arms, George’s father said, “My son, you should not be afraid to tell the truth. Telling a lie is as sinful as cutting a 100 trees.”

E. Study Skills

One would get the following grammatical information if he refers to a standard dictionary.

1. the part of speech of a word
(whether it is a noun, verb, adjective, adverb, etc.)
2. If it is a noun whether it is countable [c] or uncountable [u]
3. If it is a verb, whether it is transitive [vt] or intransitive [vi]
4. The derivatives if any

Task: Write the dictionary entries for the following words.

modern, oasis, provide, sleep, medicine, grow

F. Grammar

Look at the following sentences.

1. Trees/ preserve/ the soil.
S V O

2. The neem trees / are grown/ in villages and towns.
 S V A
3. We/ have planted/ neem saplings/ in our school campus.
 S V O A
4. Trees / give / us / shade.
 S V IO DO
5. The villagers / call / the neem tree / their village pharmacy.
 S V O C
6. The neem trees / are / useful / in many ways.
 S V C A

Note: A sentence is a group of words arranged in a specific order which makes complete sense. It comprises smaller units called elements. They are: Subject (S), Verb (V), Complement (C), Object (O) and Adjunct (A).

Subject : It denotes the person or thing about which something is said. It can be a noun, a pronoun, an infinitive, a gerund, a noun phrase or clause.

Verb : Write, read... are called transitive verbs. Transitive verbs have objects. Sleep, come, go, become.... are called intransitive verbs. They have no objects. If the transitive verbs have two objects (answer to what and to whom) they are called ditransitive verbs.

Object : The object that answers the question 'what' is the DO. The object that answers the question 'to whom' is IO.

Complement: It completes the predicate of a sentence. It is an essential part. The subject complement describes or

characterises the subject. The object complement describes or characterises the object.

Adjunct : It gives additional meaning. It answers to the question how (manner), when (time), where (place) etc.

Task 1 : *Read the following anecdote. Identify the sentence patterns. Circle the number corresponding to the correct pattern of the sentence. The first one is done for you.*

1. S V
2. S V O
3. S V A
4. S V O A
5. S V O A A
6. S V IO DO
7. S V A A

A penguin joke

- | | |
|--|---------------|
| 1. A man and his wife were walking along a street. | 1 2 ③ 4 5 6 7 |
| 2. They came across a penguin. | 1 2 3 4 5 6 7 |
| 3. They were surprised. | 1 2 3 4 5 6 7 |
| 4. They thought for a while. | 1 2 3 4 5 6 7 |
| 5. They took it to the police station. | 1 2 3 4 5 6 7 |
| 6. The policeman asked them to take it to the zoo. | 1 2 3 4 5 6 7 |

- 7. The policeman was walking down the same street the next day. 1 2 3 4 5 6 7
- 8. He saw the couple again. 1 2 3 4 5 6 7
- 9. He saw the penguin in their hands. 1 2 3 4 5 6 7
- 10. They gave him the explanation. 1 2 3 4 5 6 7
- 11. "We took her to the zoo yesterday." 1 2 3 4 5 6 7
- 12. "We take her to the Golden beach now." 1 2 3 4 5 6 7

Task 2: *Make sentences of your own using the sentence patterns SVC, SVO, SVA, SVOA, SVCA. Use the given picture to make sentences.*



G. Writing

1. *Think of the few occasions when you have to fill in a form.*

- 1. Admission
- 2. Bank transaction
- 3.
- 4.
- 5.

