

8th Standard English Guide - Download Now

Unit 1: Family

- **A. The Tattered Blanket:** A touching story about familial relationships and the passage of time.
- **B. My Mother (Poem):** A heartfelt poem celebrating a mother's unconditional love.
- **C. A Letter to a Friend:** A practical lesson on writing informal letters with an emotional touch.

Unit 2: Social Issues

- **A. Oliver Asks for More:** An excerpt from Charles Dickens' *Oliver Twist*, focusing on poverty and societal neglect.
- **B. The Cry of Children (Poem):** A powerful poem highlighting child labor and its impact on innocence.
- **C. Reaching the Unreached:** A prose piece discussing efforts to uplift marginalized communities.

Unit 3: Humanity

- **A. The Selfish Giant Part 1 (One-act Play):** The classic story by Oscar Wilde, portraying themes of kindness and transformation.
- **B. The Selfish Giant Part 2 (One-act Play):** Continuation of the story, emphasizing redemption and human values.
- **C. The Garden Within (Poem):** A reflective poem about self-discovery and inner peace.

Unit 4: Art and Culture

- **A. The Story of Ikat:** A narrative on the rich heritage of Ikat weaving and its cultural significance.
- **B. The Earthen Goblet (Poem):** A creative metaphor highlighting the bond between nature and humanity.
- **C. Maestro with a Mission:** The inspiring journey of a musician dedicated to social causes.

Unit 5: Women Empowerment

- **A. Bonsai Life Part 1:** The challenges faced by women in a patriarchal society.
- **B. Bonsai Life Part 2:** A continuation, advocating for women's independence and self-worth.
- **C. I Can Take Care of Myself:** A strong message about self-reliance and resilience.

Unit 6: Gratitude

- **A. Dr. Dwarakanath Kotnis:** The story of a doctor's selfless service during wartime.
- **B. Be Thankful (Poem):** A motivational poem about appreciating life's blessings.

- **C. The Dead Rat:** A humorous yet thought-provoking tale on accountability and teamwork.

Additional Features for 2024-2025:

1. **Chapter Summaries:** Concise summaries for quick revision.
2. **Grammar and Vocabulary:** Dedicated sections for each unit.
3. **Model Question Papers:** Designed as per updated examination patterns.
4. **Interactive Exercises:** Thought-provoking questions and activities for practice.
5. **Sample Answers:** Frameworks for writing essays, letters, and speeches.

AP 8th Class English Chapter 1A: The Tattered Blanket

Textbook Questions and Answers

Picture-Based Questions

Question 1: What do you observe in the pictures?

Answer:

- **Picture A:** A nuclear family comprising a pair of adults and their children.
- **Picture B:** A joint family with a man (the head), his wife, children, daughters-in-law, and grandchildren.

Question 2: Do we find many joint families in our society? Yes/No? Give reasons.

Answer:

No, we don't find many joint families in our society. The joint family system is breaking up due to growing individualism and financial independence among younger generations. Nuclear families provide more privacy and are more compatible with modern lifestyles.

Comprehension

Question 1: Why didn't the mother recognize Gopi, and how did he feel?

Answer:

Gopi's mother didn't recognize him as she had likely lost her memory. Gopi, who rarely visited her, felt disappointed and tried unsuccessfully to convince her of his identity.

Question 2: Why do you think Gopi didn't get anything for his mother?

Answer:

Gopi prioritized his own financial and social status over family values. He lacked affection for his mother and was indifferent to her needs, focusing solely on money-making.

Question 3: The mother could not remember Gopi. Do you think Gopi remembered his mother? What does it suggest?

Answer:

No, Gopi didn't truly remember his mother's sacrifices or love. It suggests his lack of moral values and respect for familial relationships, driven instead by materialism.

Question 4: What is meant by the expression ‘the tattered blanket’?

Answer:

The tattered blanket symbolizes Amma’s life. Just like the old, torn blanket, Amma felt neglected and unvalued in her old age, reflecting her emotional state.

Question 5: Why didn’t Gopi answer his sister’s question, ‘Do you remember your Amma?’

Answer:

Gopi remained silent because he knew he had neglected his mother for years. His visits were motivated by financial matters rather than love or responsibility.

Question 6: If you were Gopi’s sister, how would you respond to his behavior?

Answer:

I would remind Gopi of a son’s duty towards his mother and the sacrifices Amma made for him. I’d emphasize the importance of family values and encourage him to act with love and respect.

Vocabulary

I. Fill in the blanks with the appropriate words:

1. All my attempts to make him happy proved **futile**.
2. It was very cold. So, I **huddled** in a corner.
3. Forced by her parents, Sita **reluctantly** took the diploma course.
4. What are you **mumbling**? I can’t hear you.
5. The news that he was denied promotion caused **irritation** to him.

Grammar: Noun Phrases and Apposition

Identify Noun Phrases from the story:

1. The tattered blanket
2. A thin bath towel
3. His office jeep
4. Her wrinkled cheeks
5. A ball of knotted yarn

Rewrite using Noun Phrases in Apposition:

1. Mahesh is my elder brother. He lives in Delhi.
 - Mahesh, **my elder brother**, lives in Delhi.
2. Sarojini Naidu is popularly known as the Nightingale of India. She wrote many poems in English.
 - Sarojini Naidu, **the Nightingale of India**, wrote many poems in English.

Writing Exercise

Write a paragraph on how to keep up family ties despite economic pressures.

People today lead busy lives, often neglecting their families due to economic pressures. In

the pursuit of financial stability, they fail to show love or spend quality time with their family members. This neglect impacts relationships and the emotional well-being of older family members. Despite their busy schedules, individuals must prioritize family ties, cherish their elders' sacrifices, and set an example for the next generation. Simple acts of care and affection can maintain strong family bonds, regardless of external pressures.

Study Skills

Describe the types of families using the tree diagram provided:

There are two main types of families:

1. **Nuclear Family:** Includes parents and their children.
2. **Joint Family:** Includes extended members like grandparents, uncles, aunts, and cousins. While nuclear families offer privacy and independence, joint families provide emotional support and shared responsibilities, fostering values like cooperation and unity.

8th Class English Chapter 1B: My Mother - Questions and Answers

Comprehension

Question 1: How does the poet feel the presence of his mother?

Answer:

The poet feels his mother's presence when he:

- Plays with his toys and hears a tune that reminds him of her.
- Smells the fragrance of shiuli flowers in autumn.
- Gazes at the blue sky through his bedroom window, recalling her presence.

Question 2: What do you understand from the statement, "I cannot remember my mother"?

Answer:

The poet's mother passed away when he was very young, so he cannot recall her face or features distinctly.

Question 3: Does the poem convey sadness? If yes, pick out the suggestive expressions.

Answer:

Yes, the poem conveys sadness. The expression "I cannot remember my mother" highlights the poet's longing and emotional pain due to his inability to remember her.

Question 4: What imagery do you find in each stanza? How does it appeal to you?

Stanza	Images	Sense it Appeals to
1	Mother rocking the cradle and singing a song	Ears (sound)
2	Smelling the scent of shiuli flowers	Nose (smell)
3	Gaze into the blue sky	Eyes (sight)

Question 5: We all love our mother, don't we? Write about her qualities.

Answer:

We love our mother because:

- She gives us life and unconditional love.
- She understands our needs and nurtures us.
- She sacrifices for our happiness and well-being.
- She defends and supports us in all situations.
- She loves us even when we make mistakes.

Choreography of the Poem

(a) What settings do you arrange?

Stanza	Settings
1	Swinging cradle
2	Garden and temple
3	Bedroom with a window overlooking the sky

(b) What are the characters and their actions?

Stanza	Characters	Actions
1	Child	Plays with toys while listening to a tune.
	Mother	Rocks the cradle while humming a song.
2	Child	Smells the fragrance of shiuli flowers.
	Mother	Strings flowers for morning service at temple.
3	Child	Gazes at the blue sky, feeling his mother's gaze.
	Mother	Stands outside the window, still and calm.

(c) Sequence of Actions:

Stanza	Action of the Main Character	Action of Supporting Characters
1	The child listens to the tune.	The mother rocks the cradle.
2	The child smells the shiuli flowers.	The mother performs temple service.
3	The child gazes at the sky.	The mother appears in the distant sky.

Figurative Language in the Poem

1. **Imagery:** Language describing sensory details (e.g., "Mother rocking the cradle" appeals to sight and sound).
2. **Metaphor:** Comparing two unrelated things without using "like" or "as" (e.g., "Mother is spread all over the sky").
3. **Simile:** Comparison using "like" or "as" (e.g., "Life is just like an ice-cream").
4. **Personification:** Giving human traits to non-human objects (e.g., "The moon danced mournfully over the water").

Summary of My Mother

"My Mother," written by **Rabindranath Tagore**, is a nostalgic poem that reveals the poet's emotional bond with his late mother. Despite not being able to remember her face, he feels her presence through sensory memories: hearing her hum while rocking the cradle, smelling the fragrance of shiuli flowers, and gazing at the blue sky. The poem captures the deep impact his mother had on his life and portrays a universal longing for maternal love.

About the Poet

Rabindranath Tagore (1861-1941) was a celebrated Indian poet, philosopher, and Nobel laureate. Known as "Vishwa Kavi" and "Gurudev," he founded Shantiniketan, an experimental school. His works reflect Indian heritage, spirituality, and patriotism. His anthology, *Gitanjali* (Song of Offerings), earned him the Nobel Prize in Literature.

Glossary

Word/Phrase	Meaning
Hover	Remain in the air
Shiuli	Small, fragrant white or orange flowers
Scent	Pleasant smell
Rock	Move gently
Hum	Sing with closed lips
Gaze	Look fixedly
Morning Service	Religious worship or rituals

8th Class English Chapter 1C: A Letter to a Friend - Questions and Answers

Comprehension

Question 1: How did Suresh and Ramesh spend their time?

Answer:

Suresh and Ramesh spent their childhood days joyfully in Manikonda village. They played games like gilli-danda, hide and seek, and kabaddi in their garden and enjoyed listening to their grandpa's tales.

Question 2: Why did Ramesh's family move to the city?

Answer:

Ramesh's family moved to the city as both he and his wife got jobs in software companies in Hyderabad.

Question 3: What change did you observe in Ramesh?

Answer:

Ramesh, who once enjoyed a joyful and peaceful childhood in the village, now feels unhappy in the city. He finds city life busy and mechanical. His family members are always occupied and rarely spend time together. They have lost the joy of family bonding and live like machines.

Question 4: Do you think Ramesh is happy in the city? Why?

Answer:

No, Ramesh is not happy in the city. He feels disgusted with the mechanical lifestyle. He recalls his childhood days fondly and regrets losing family bonding and joy in the fast-paced city life.

Question 5: What made Ramesh write to Suresh?

Answer:

Ramesh wrote to Suresh apologizing for not meeting him during his visit to Hyderabad the previous week. He also wanted to share his feelings about the differences between their joyous childhood and his current busy life.

Observations on Families

Advantages of Living in a Joint Family:

1. Helps in developing social virtues like cooperation, sympathy, and selfless service.
2. Division of labor ensures efficient management of household tasks.
3. Offers emotional support and love among members.
4. Provides security and care for children, the elderly, and the sick.
5. Acts as an agency for preserving traditions and customs.

Disadvantages of Living in a Joint Family:

1. Lack of privacy for individuals.
2. Financial independence is limited.
3. Generational gaps may lead to disharmony.
4. Conflicts may arise due to diverse temperaments.

Advantages of Living in a Nuclear Family:

1. Provides more privacy and freedom.
2. Financial independence and stability.
3. Less stress and discomfort.

Disadvantages of Living in a Nuclear Family:

1. Parents may struggle to find time to care for children.
2. Feelings of insecurity and isolation.
3. Lack of support from elders.
4. Increased expenses.

Summary of A Letter to a Friend

Ramesh, now a computer programmer at Microsoft, Hyderabad, wrote a letter to his childhood friend Suresh. He apologized for not meeting him during his visit to Hyderabad. In the letter, Ramesh expressed his dissatisfaction with his busy city life, which he described as mechanical and devoid of real joy. He reminisced about their carefree childhood in Manikonda village, where they played games, enjoyed festivals, and listened to grandpa's tales. He fondly recalled memorable events such as their District Science Fair and trips to Koil Sagar and Srisailam.

Despite his success, Ramesh missed the warmth and bonding of joint family life and felt that his family had lost its connection to the real world.

Glossary

Word/Phrase	Meaning
Faded	Pale
Hardly	Almost never
Disgusting	Extremely unpleasant
Appreciated	Understood the worth of
Company	The presence of someone else
Affection	A feeling of liking for someone

8th Class English Chapter 2A: Oliver Asks for More - Questions and Answers

Read and Answer

Question 1: What does the sentence "Home is the happiest place in the world" mean?

Answer:

Home is the happiest place as it offers comfort, protection, and joy that no other place can provide. It's a source of emotional warmth and security.

Question 2: Do you agree/disagree with this view? Why?

Answer:

Yes, I agree. Home provides happiness through the love and care of family members. It is a place where one finds emotional support and joy, unlike temporary happiness from other places.

Comprehension

Question 1: How did Oliver feel when he was told to appear before the live board?

Answer:

Oliver was astonished because he had no clear idea of what a live board was. He didn't know whether to laugh or cry.

Question 2: Why did Oliver tremble and cry in the white-washed room?

Answer:

Oliver trembled because he was frightened at the sight of so many gentlemen. He cried after being tapped on his back with a cane for not answering their question.

Question 3: What does "that" refer to in "What is that, sir?"?

Answer:

"That" refers to the word "orphan."

Question 4: What kind of people were the members of the board?

Answer:

The board members were unsympathetic and philosophical. They believed the poor should starve either outside or inside the workhouse and showed no mercy toward them.

Question 5: What differences do you notice between the children and the master?

Answer:

Children	Master
Thin and dressed in rags	Fat and healthy
Scared and obedient	Authoritative
Had very little food	Had ample food

These differences indicate the harsh treatment of the children compared to the comfortable life of the master.

Question 6: How do you interpret Oliver's request, "Please, sir, I want some more"?

Answer:

Oliver was driven by hunger and desperation. The boys were starving, and a tall boy had threatened to eat another child unless they had more food. This desperation led Oliver to make the request.

Question 7: What happened to Oliver at the end of the story?

Answer:

Oliver was confined instantly, and the next morning a notice was put up offering five pounds to anyone who would take him as an apprentice.

Question 8: Do you find children like Oliver around you? How would you help them?

Answer:

Yes, there are children like Oliver. I would help them by providing food, clothes, and emotional support. Additionally, I would inform organizations that assist orphaned children.

Vocabulary

Compound Adjectives and Their Meanings

Phrase	Meaning
Gold-laced cuff	A cuff with gold lace
White-washed room	A room that is white-washed
One-eyed man	A man with one eye
Long-legged insect	An insect with long legs
Fat-bodied woman	A woman with a fat body

Rewritten Paragraph with Compound Adjectives

Original:

Sachin Tendulkar is a cricketer who is famous all over the world. He is a batsman playing with right hand. He has many world records to his credit which are mind blowing. Besides all these, he is a person with a kind heart.

Rewritten:

Sachin Tendulkar is a world-famous cricketer. He is a right-handed batsman. He has many mind-blowing world records to his credit. Besides all these, he is a kind-hearted person.

Grammar: Yes/No Questions and Question Tags

Change the statements into Yes/No Questions:

1. Oliver was frightened at the sight of so many gentlemen.
 - Was Oliver frightened at the sight of so many gentlemen?
2. You are an orphan.
 - Are you an orphan?
3. You say your prayers every night.
 - Do you say your prayers every night?

Question Tags Exercise:

Statement	Tag
I've met you before,	haven't I?
Your name is Vani,	isn't it?
The party seems lively,	doesn't it?
We enjoy ourselves on occasions,	don't we?

Writing: Oliver's Diary Entry

Date: Monday, 12th August, 20xx

Diary Entry:

What a miserable day it has been! I appeared before the live board today. Mr. Bumble led me into a large white-washed room where eight or ten fat gentlemen sat around a table. I was terrified, not knowing what to expect. The gentleman in the high chair asked me questions I didn't understand. When I didn't answer, Mr. Bumble tapped my back with his cane, making me cry.

They spoke of me as an orphan and ordered me to pick oakum at six o'clock every morning. It feels like I am a slave here. I barely get enough food to survive, and they treat us so harshly. I don't want to stay here any longer. I wish I could escape this miserable place and find freedom.

Summary of Oliver Asks for More

Oliver Twist, an orphan, was raised in a workhouse. One day, he appeared before a live board of wealthy but unsympathetic men. They decided to give the orphans limited food and make them work. Driven by starvation, Oliver asked for more food, which enraged the master. Oliver was confined, and a notice offering five pounds to anyone willing to take him as an apprentice was posted. This story reflects the harsh treatment of orphans in the Victorian era.

Glossary

Word/Phrase	Meaning
Beadle	An official of a church
Gruel	A thin liquid food made of oats
Devoured	Ate hungrily
Stammered	Spoke with difficulty
Apprentice	One who works under a skilled person
Confined	Kept in a closed room

8th Class English Chapter 2B: The Cry of Children - Questions and Answers

Comprehension

Question 1: What kind of places are the children working in?

Answer:

The children are working in places like coal factories, iron factories, ginning mills, shops, hotels, tea stalls, automobile shops, and fields.

Question 2: 'The reddest flower would look as pale as snow.' What does the phrase 'reddest flower' refer to? Why does it become pale?

Answer:

The phrase 'reddest flower' refers to the blood-coloured eyes of the child. It becomes pale because the child is extremely tired and lacks rest.

Question 3: How does the work affect the children?

Answer:

The children become tired and weary. They lose their ability to run, leap, or play like normal children. Their lives are filled with exhaustion and misery.

Question 4: Do children enjoy their lives when engaged in work?

Answer:

No, children do not enjoy their lives when engaged in work. They do not have time to play, rest, or experience the joys of childhood.

Question 5: If the poem were written from the point of view of a factory owner, what kind of things would he say about children?

Answer:

From the perspective of a factory owner, he might say that the children are not working

efficiently or need to work harder. He might also complain about their lack of productivity or accuse them of idleness.

Question 6: What is the poet's attitude towards child labour? Pick out the words/expressions that reveal her attitude.

Answer:

The poet is deeply sympathetic towards child labourers and highlights their suffering. Expressions such as “*we are weary and we can't run or leap*”, “*our knees upon our faces*”, “*we drag our burden tiring*”, and “*we drive the wheels of iron*” reveal her critical attitude towards the exploitation of children.

Summary of The Cry of Children

In the poem *The Cry of Children*, Elizabeth Barrett Browning portrays the misery of child labourers working in coal mines and factories. These children work endlessly in deplorable conditions without any joy in life. Their lives are monotonous, starting early in the morning and ending late at night.

Working underground, they are deprived of sunlight and fresh air. Their playtime and happiness are taken away. Their knees tremble from carrying heavy burdens, and their eyelids droop from exhaustion. Through this poem, the poet criticizes the exploitation of children and raises awareness about their plight.

About the Poet

Elizabeth Barrett Browning (1806-1861):

Elizabeth Barrett Browning was a renowned English poet. She wrote collections like *Sonnets from the Portuguese* and *Aurora Leigh*. Married to fellow poet Robert Browning, she lived in Italy, where she continued to write on themes of human emotions and social justice.

Glossary

Word/Phrase	Meaning
Weary	Tired and lacking strength
Meadows	Grass-covered land
Merely	Only or just
Sorely	In a painful manner
Drooping	Hanging down due to fatigue
Pale	Light or dull in colour
Stooping	Bending the body forward and downward
Drag	Pulling something with effort and difficulty

8th Class English Chapter 2C: Reaching the Unreached - Questions and Answers

Comprehension

Question 1: Complete the following table based on the above article.

Name of the Child	Age	Nature of Work for Which Engaged
Romesh	14	Rag picking
Shanti	9	Cooking, mopping, cleaning, and washing clothes

Question 2: Who rescued the two children? Where did they take them to?

Answer:

Romesh was rescued when a rescuer called the 1098 helpline, and he received support from

“The Child Line.” He became a beneficiary of the Andhra Pradesh State-based project for the Elimination of Child Labour. Shanti was rescued by the “Child Labour Enforcement Team” after neighbors informed them. She was later placed in a girls’ transit home.

Question 3: Many households in your neighborhood employ children to do menial jobs. What will you do to save those children?

Answer:

I will first talk to the people employing children and make them realize that it is wrong. I will encourage them to educate the children instead of making them work. If this does not help, I will inform the “Child Labour Enforcement Team” to take appropriate action.

Question 4: What is the role of CRY?

Answer:

CRY (Child Rights and You) partners with basic-level organizations working for children, their parents, and communities. It acts as a bridge between child developmental organizations and marginalized children. CRY gathers support, money, and time from individuals worldwide to improve the lives of children.

Question 5: Two organizations are working to save the destitute. What are they?

Answer:

The two organizations working to save the destitute are:

1. **Child Rights and You (CRY)**
2. **Save Our Soul (SOS)**

Question 6: How does SOS work?

Answer:

SOS provides family-based care for children, focusing on strengthening families and helping them stay together during difficult times. It supports families by teaching skills like budgeting, finding jobs, and creating a stable family environment. SOS also finds tailor-made solutions for children who cannot stay with their families, advocating for improved policies and practices to secure children’s rights.

Study Skills

Task: Create notes from the passage *Child Rights and You (CRY)*

Title: Child Rights and You (CRY)

1. CRY Overview

- a) An organization focused on child rights.
- b) Believes children are citizens with their own rights.

2. Nature of Work

- a) Does not run schools or orphanages.
- b) Partners with basic-level organizations for children's welfare.

3. CRY's Role

- a) Acts as a bridge between organizations and marginalized children.
- b) Gathers support, money, and time from individuals and field workers.

4. Achievements

- a) Freed over 1 lakh children from hunger, exploitation, and illiteracy.
- b) Prevented child labor in 648 villages.
- c) Liberated 1,152 villages from child marriages.
- d) Enrolled 21,676 out-of-school children in schools.

Listening

Homeless Child Poem Questions

Question 1: What is the song about?

Answer:

The song is about an orphan who is a child laborer.

Question 2: Where does the child live?

Answer:

The child lives on the streets and pavements.

Question 3: How old is the child in the poem?

Answer:

The child is 10 years old.

Project Work

Observation: Analyze child labor in your locality by gathering data on children working in households, factories, and other places.

Analysis Questions:

1. **Why do children take up jobs?**
 - Most children work due to poverty or family financial struggles.
2. **How poorly are they paid?**
 - Children are paid very low wages compared to adults.
3. **How many are willing to leave work and join school?**
 - Many children are willing to join school if given proper support and opportunities.

Conclusion: Government policies and organizations like CRY and SOS play an essential role in eliminating child labor by ensuring education and financial support for families.

Summary of Reaching the Unreached

The story focuses on the lives of Romesh and Shanti, two child laborers rescued by initiatives like *The Child Line* and the *Child Labour Enforcement Team*. Organizations like CRY and SOS work tirelessly to ensure children's rights, provide family-based care, and prevent child labor. They focus on addressing poverty, domestic violence, and social injustices that force children into labor. Their efforts have liberated many children from exploitation and allowed them to lead better lives.

Glossary

Word/Phrase	Meaning
Toiled	Worked very hard for a long time
Beneficiary	A person who gains something
Abject	Extremely poor or hopeless
Marginalized	Made to feel less important
Sustainable	Able to be maintained long-term

8th Class English Chapter 3A: The Selfish Giant Part 1 - Questions and Answers

Pre-reading Activity

Question 1: What do you notice in the picture?

Answer:

The picture depicts children playing joyfully in a garden. A giant is sitting and observing them. One boy is sitting on his knee, another on his thigh picking fruits, and others are climbing up a ladder or walking on the giant.

Question 2: What do you think of the size and sitting posture of the figure watching the children?

Answer:

The figure is a giant, towering over the children, highlighting his massive size. His posture shows a sense of sadness or contemplation, hinting at an unknown reason for his feelings.

Question 3: What is the mood of the children?

Answer:

The children are in a cheerful and playful mood, enjoying their games in the garden.

Comprehension

Question 1: Who are the major characters in the play?

Answer:

The major characters are:

- The Giant
- The children

Other characters include the Snow, Frost, North Wind, and Autumn.

Question 2: Why are children named as 'tall girl,' 'round boy,' etc.?

Answer:

These names are used to make the story entertaining and appealing, especially to children. The descriptive terms add a playful element to the narrative.

Question 3: Who are the two giants in the play?

Answer:

The two giants refer to the same character:

- The **old Giant** represents his selfish nature.
- The **Giant** represents his transformation into a kind and caring character.

Question 4: How can you say that the Giant is selfish?

Answer:

The Giant is selfish because he refused to let the children play in his beautiful garden. He built a high wall around it and put up a notice prohibiting entry. He wanted to enjoy the garden alone without sharing its beauty and happiness.

Summary of The Selfish Giant Part 1

The story revolves around a selfish Giant who owned a magnificent garden with soft green grass, colorful flowers, and twelve peach trees. Children loved playing in the garden on their way home from school.

The Giant returned after seven years of visiting his friend, the Cornish Ogre, and found the children playing in his garden. Out of selfishness, he drove them away, built a high wall, and put up a sign warning against trespassing.

Without the children, the garden became lifeless. Springtime never arrived there, and the garden was perpetually trapped in winter. The Frost, Snow, North Wind, and Hail dominated the garden. Meanwhile, the children yearned to play in the garden but could only see it from afar, reinforcing the idea of the Giant's selfishness.

Glossary

Word/Phrase	Meaning
Peach trees	Trees that bear round, soft-skinned fruits.
Springtime	The season between winter and summer.
Delicate blossoms	Tender flowers.
Castle	A large, strong building with thick walls.
Trespassers	People entering property without permission.
Scatter	To disperse or spread out in different directions.
Cloak	A type of coat without sleeves.
Rejoiced	Expressed great happiness.
Hail	Small balls of ice falling like rain.
Frost	A thin white layer of ice.
Snow	Soft white pieces of frozen water falling from the sky.

8th Class English Chapter 3B: The Selfish Giant Part 2 - Questions and Answers

Comprehension

Question 1: How is the 'child' different from other children?

Answer:

The child is an angel from heaven. Unlike the other children, he transforms the Giant's heart and leads him to Paradise.

Question 2: How does the narrator explain the idea of springtime? Pick out some expressions.

Answer:

Springtime is depicted as a season of new life, beauty, and joy. The narrator describes its arrival through sights, sounds, and smells.

Expressions include:

- "The birds did not come to sing, and the trees forgot to blossom."
- "I heard some lovely music."
- "The Hail has stopped dancing."
- "The North Wind has ceased roaring."
- "A delicious smell is coming from the window."

Question 3: What are the figurative expressions used in the play? List them and mention their significance.

Answer:

1. **Simile:**

- "Beautiful flowers like stars" (Flowers compared to stars, showing their brightness and beauty).

2. **Personification:**

- "The Frost painted all the trees silver" (Frost is given human traits).
- "The North Wind has ceased roaring" (Wind depicted as a roaring creature).
- "The flowers were looking up and laughing" (Flowers given emotions).

3. **Metaphor:**

- "My garden shall be the children's playground forever" (Garden symbolizes joy and freedom).

Significance: These expressions make the narrative lively and engaging, emphasizing the transformation of the Giant and the magic of springtime.

Question 4: What is the central theme of the play?

Answer:

The play centers around **selfishness and love**.

- Selfishness isolates the Giant, leading to a barren and lifeless garden.
- Love, symbolized by the children's presence, brings happiness, beauty, and life to the garden.

Multiple Choice Questions

1. Both "over the grass stood beautiful flowers like stars" and "the peach-trees broke into blossoms" refer to:

Answer: b) spring

2. The Giant observed the children:

Answer: b) playing in the garden

3. The Giant knew spring had arrived from:

Answer: a) the song of a linnet bird

4. The little boy:

Answer: b) flung hands around the Giant's neck

5. "What a marvellous sight that is!" is said by:

Answer: c) the Giant

Vocabulary

I. Phrasal Verbs Starting with "Break":

1. **Breakaway:** The prisoner broke away from the guards.
2. **Breakdown:** My car had a breakdown last night.
3. **Break into:** Thieves broke into the house at midnight.
4. **Break out:** A fire broke out in the market.

Phrasal Verbs in the Play:

1. Put up
2. Cover up
3. Blow over
4. Look out
5. Look up

II. Antonyms from the Play:

Word	Antonym	Sentence
Hell	Paradise	Everyone dreams of entering Paradise.
Foe	Friend	I met an old friend yesterday.
Uncovered	Covered	He covered his face with a scarf.
Nearest	Farthest	The farthest store is a mile away.

III. Word Matching:

Column A	Column B
1. Screaming	C. Give a loud cry
2. Whisper	E. Speak quietly
3. Yell	G. Shout loudly
4. Roaring	A. Continuous loud noise
5. Groan	D. A long deep sound
6. Weep	J. Cry

Grammar

Identify Gerunds and Participles:

1. The North Wind ceased **roaring**. (*Participle*)
2. The Child did not see the Giant **coming**. (*Participle*)
3. I heard the children **whispering**. (*Participle*)
4. Walking makes one healthy. (*Gerund*)

Writing

Notices:

1. Hospitals: **Keep Silence.**
2. Banks: **Switch Off Mobiles.**
3. Public Places: **No Littering.**
4. Schools: **Respect Teachers.**
5. At Home: **Beware of Dogs.**

Summary of The Selfish Giant Part 2

The Giant, moved by the song of a linnets bird, finds children playing in his garden, except in one corner where it is still winter. He helps a small boy climb a tree, which bursts into blossoms. Realizing his selfishness, he tears down the wall and welcomes the children, transforming the garden.

The Giant grows old and longs to see the little boy again. One winter, he finds the boy with wounds on his hands and feet. The boy, revealing himself as an angel, invites the Giant to

Paradise.

About the Author

Oscar Wilde (1854-1900):

An Irish writer renowned for his epigrams, plays, and works such as *The Picture of Dorian Gray*. His children's stories, including *The Happy Prince* and *The Selfish Giant*, highlight themes of love, generosity, and redemption.

8th Class English Chapter 3C: The Garden Within - Questions and Answers

Comprehension

Question 1: What is the central idea of the poem?

Answer:

The central idea of the poem is that the poetess finds a garden within her heart. She aspires to nurture it with gratitude, kindness, and positivity. By tending to it carefully, she hopes to achieve her goals and spread joy to others.

Question 2: What features of the garden in the poet's heart are mentioned in stanza 1?

Answer:

In stanza 1, the poetess mentions that beauty in the garden of her heart grows "in fits and starts," symbolizing that it flourishes irregularly and needs constant care and nurturing.

Question 3: What is the mood of the poet? Put a tick (✓) mark.

- a. sad
- b. hopeful
- c. thankful

Answer:

b. hopeful (✓)

Question 4: Explain the word 'gratitude' as used in the poem.

Answer:

In the poem, 'gratitude' refers to thankfulness. The poetess emphasizes being grateful, as it not only nurtures her inner self but also comforts her soul and helps her stay focused on achieving her goals.

Figures of Speech: Simile, Metaphor, and Personification

1. Simile:

- **Example:** "Beautiful flowers like stars."
- **Explanation:** The flowers are compared to stars using the word *like*.

2. Metaphor:

- **Example:** "Life is a journey. Enjoy the ride."
- **Explanation:** Life is directly compared to a journey, highlighting its continuous movement and unpredictability.

3. Personification:

- **Example:** "Spring has forgotten his garden."
- **Explanation:** The season of spring is given human qualities, such as the ability to forget.

Project Work

Task: Collect storybooks and present details in a table.

Book Title	Author	Main Theme
<i>The Jungle Book</i>	Rudyard Kipling	Adventure and survival
<i>Charlotte's Web</i>	E.B. White	Friendship and compassion
<i>The Little Prince</i>	Antoine de Saint-Exupéry	Imagination and life lessons
<i>Alice's Adventures in Wonderland</i>	Lewis Carroll	Curiosity and exploration
<i>Matilda</i>	Roald Dahl	Overcoming challenges

Summary of the Poem: The Garden Within

The poem reflects the poetess's realization that her heart holds a beautiful garden. She nourishes it with love, gratitude, and positive thoughts, much like a gardener tending to flowers. The poetess aspires to give her smiles to others, just as flowers spread their fragrance, and hopes to receive kindness in return. She believes in the power of hope and thankfulness to comfort her soul and lead her to her goals. The poem metaphorically compares the poetess's inner spirit to a garden that thrives with care and positivity.

Glossary

Word	Meaning
Petal	A delicate, colored part of a flower
Bestowed	Gave or showed respect
Bowers	A shady, pleasant place under a tree
Nutritious	Providing nourishment
Reaps	Produces or gives
Spirit	Inner feeling or mood
Gratitude	Thankfulness
Goal	A target or something one hopes to achieve
In fits and starts	In an irregular or sudden manner

8th Class English Chapter 4A: The Story of Ikat - Questions and Answers

Comprehension

Question 1: What is the main theme of the story?

Answer:

The main theme of the story is to highlight the richness of India's cultural heritage, particularly the intricate art of Ikat weaving. It underscores the craftsmanship of weavers, the significance of traditions, and the need to preserve and promote handloom crafts.

Question 2: How is *Chitiki Rumal* used by different people?

Answer:

Chitiki Rumal is commonly used as a headgear by fishermen and laborers. It is also used by Gujarati traders as a towel placed on their shoulders.

Question 3: Why did the teacher become silent when she was discussing handloom?

Answer:

The teacher became silent as she reflected on the current state of handlooms, lamenting how

traditional heritage has been overshadowed by the rise of machines and mass production. She was saddened by the loss of appreciation for handmade crafts.

Question 4: Children’s attention was divided between her words and the fabrics as she opened the silk *Patola* sari. Why?

Answer:

The vibrant and intricate design of the silk *Patola* sari from Patan, Gujarat, captivated the children. Its red and black patterns, floral border, and mesmerizing design fascinated them, drawing their attention away from the teacher’s words.

Question 5: The writer described some designs, historical things, and weaving. Which part of the story do you like most?

Answer:

The process of weaving is the most fascinating part. The complexity of sorting threads, tying knots, and creating intricate patterns demonstrates the skill and dedication of the weavers.

Vocabulary

I. Homonyms:

1. **a) fair (adj):** Acceptable or appropriate in a situation.

b) fair (noun): A public event for buying, selling, or entertainment.

2. **a) mind (noun):** The part of a person that thinks and feels.

b) mind (verb): To be bothered or upset by something.

3. **a) quiet (adj):** Making very little noise.

b) quiet (noun): The state of being calm or silent.

II. Use the above homonyms in sentences:

1. a) He always gives fair treatment to his employees.

b) The village fair was lively with stalls and music.

2. a) Her mind was filled with worries.

b) Would you mind passing me the salt?

3. a) Please keep quiet during the presentation.

b) She enjoyed the quiet of the countryside.

III. Homophones - Correct the Passage:

Original:

One day Janaki teacher said to the class, “We all no that the boy in the blew dress has one the best student price for this year.”

Corrected:

One day Janaki teacher said to the class, “We all **know** that the boy in the **blue** dress has **won** the best student **prize** for this year.”

Grammar

Reported Speech Exercise:

Original Dialogue:

Ramya: Uncle, what are you doing?

Weaver: I'm making a sari. Do you like it?

Ramya: Oh! Yes. What is the price?

Weaver: Five hundred rupees. Do you want to buy it?

Ramya: Oh! Yes. Can you pack it for me?

Weaver: Sure, here you are.

Reported Speech:

Ramya asked the weaver what he was doing. The weaver replied that he was making a sari and asked if she liked it. Ramya said she did and then asked about the price. The weaver informed her that it was five hundred rupees and asked if she wanted to buy it. Ramya agreed and requested him to pack it for her. The weaver complied and handed her the sari.

Summary: The Story of Ikat

Janaki, a Social Studies teacher, introduced her students to the traditional art of *ikat*, a handloom technique that means "to bind" or "knot." She explained the intricate process of weaving, involving careful sorting of warp and weft threads, tying knots, and dyeing them in vibrant colors. She showcased a silk *Patola* sari from Gujarat, mesmerizing the students with its geometric and floral patterns. She also described how *Chitiki Rumal* was used as headgear or towels in different regions.

The story highlighted the craftsmanship of Indian weavers and the cultural significance of handlooms. However, the teacher expressed concern over the decline of handloom traditions in the modern era. The narrative inspires the preservation and promotion of India's rich cultural heritage.

Glossary

Word	Meaning
Mandatory	Compulsory
Drab	Dull or uninteresting
Babble	Incoherent or meaningless talk
Headgear	A covering or cloth worn on the head
Vibrant	Full of energy and enthusiasm
Motif	A recurring design or pattern
Resolve	To solve or settle something
Knot	A fastening made by tying a piece of string, rope, etc.

8th Class English Chapter 4B: The Earthen Goblet - Questions and Answers

Comprehension

Question 1: Who is 'I' in the poem? Who is the speaker in the first stanza?

Answer:

'I' in the poem refers to the earthen goblet, and the speaker in the first stanza is the poet.

Question 2: What does the phrase 'fragrant friendship' convey about the goblet's relationship with the flower?

Answer:

The phrase 'fragrant friendship' suggests that, before being shaped into a goblet, the clay was connected to a flower through its roots. The flower and clay shared a bond, with the clay nurturing the flower and enjoying its fragrance.

Question 3: The poem has the expression 'burned so warm.' Does the poet have tender feelings towards the goblet or the earth? What is your opinion?

Answer:

The poet has tender feelings towards the goblet. The phrase 'burned so warm' expresses the goblet's suffering during its transformation from natural clay to a finished product, evoking sympathy for its loss of life and freedom.

Question 4: The goblet has certain feelings towards its present life and past life. Which life does it like? Why?

Answer:

The goblet prefers its past life as unshapely clay. It cherished its natural state, where it had the fragrant friendship of a flower and felt alive. In contrast, it views its present life as a lifeless, confined existence.

Question 5: What common things do you notice between the expression 'living breath' and 'natural stage'?

Answer:

Both expressions signify vitality and life. The 'living breath' represents the life force of the clay, and the 'natural stage' denotes its unshaped, vibrant state. The goblet laments losing these qualities during its transformation.

Literary Devices

- **Tone:** Reflective and melancholic, expressing the goblet's regret and suffering.
- **Genre:** Poetic monologue with a philosophical theme.
- **Satire:** Indirect criticism of human interference in natural states.
- **Point of View:** First-person perspective of the goblet, sharing its experience and feelings.
- **Metaphor vs. Simile:**
 - **Metaphor:** "The potter drew out the living breath of me." (Life is compared to breath without using "like" or "as.")
 - **Simile:** Not present explicitly in the poem.

Summary: The Earthen Goblet

The poem is a reflective conversation between the poet and an earthen goblet. The poet asks the goblet about its experience of being shaped by the potter. The goblet expresses its sorrow over losing its natural state as clay. It recalls the fragrant friendship of a flower whose roots were deeply embedded in its heart. The goblet describes its transformation as a painful process, being burned and shaped against its will. It views its current form as lifeless and prefers its earlier existence, where it was free and part of nature. The poem emphasizes the themes of loss, transformation, and the cost of human creations.

Glossary

Word	Meaning
Twirl	To turn something round and round
Fatal	Causing death
Captive	A prisoner
Goblet	A cup
Heel	The back part of the foot below the ankle
Impulse	A sudden strong desire to act without thinking
Cast	To shape something
Crimson	Dark red in color
Fragrant	Having a pleasant smell
Bosom	The chest or heart

8th Class English Chapter 4C: Maestro with a Mission - Questions and Answers

Comprehension

Question 1:

Vempati Chinna Satyam left his house on a purpose. Do you think he was successful at the end?

Answer:

Yes, Vempati Chinna Satyam was successful. His goal was to elevate Kuchipudi's status and enrich the art form. He achieved this through significant contributions such as establishing the Kuchipudi Art Academy, composing over 180 solo items and 15 dance dramas, and mentoring renowned disciples. His efforts brought global recognition to Kuchipudi, making him a legendary figure in the art's history.

Question 2:

When the stationmaster asked Satyam, "Where are you going, dear?" he kept silent. Which option is NOT the reason for his silence?

- a) He was determined to achieve something.
- b) He was determined and confident about his destiny.
- c) He was not determined or confident about his destiny.

Answer:

c) He was not determined or confident about his destiny. [✓]

Question 3:

If the eighteen-year-old lad hadn't left his village, Kuchipudi would not have gained this popularity. Do you agree/disagree? Why?

Answer:

I agree. Without his determination to leave his village, Kuchipudi might have remained a lesser-known art form. Vempati Chinna Satyam's efforts popularized Kuchipudi globally, transformed it into a classical dance form, and brought it to the center stage in modern India. His dedication and vision played a crucial role in its rise to prominence.

Question 4:

Is it appropriate to call him Dr. Vempati? Do you agree? Why (not)?

Answer:

Yes, it is appropriate. Vempati Chinna Satyam's contributions to Kuchipudi were monumental. He not only preserved but also modernized the dance form. The recognition he received, including the honorary doctorate and prestigious awards like the Padma Bhushan, justifies addressing him as Dr. Vempati.

Writing

Biographical Sketch of S.P. Bala Subrahmanyam

Mr. S.P. Bala Subrahmanyam, popularly known as SPB, is a legendary playback singer from India. His full name is Sripathi Panditaradhyula Balasubrahmanyam. Born on June 4, 1946, in Konetammapeta, Nellore district, Andhra Pradesh, he pursued engineering before entering the film industry in 1966.

His first song was in the film *Sri Sri Sri Maryada Ramanna*, and he debuted in Bollywood in 1980. Over his illustrious career, he has sung approximately 40,000 songs in multiple languages, earning recognition as one of the most prolific playback singers globally.

Apart from singing, SPB is a noted dubbing artist, actor, and television personality. He has received six National Film Awards for Best Male Playback Singer, 25 Nandi Awards from the Andhra Pradesh government, and state awards from Tamil Nadu and Karnataka. SPB was honored with the Padma Shri and Padma Bhushan by the Indian government for his unparalleled contributions to Indian music.

Listening

Question 1:

What are the highlights of the news bulletin?

Answer:

- The Government of Andhra Pradesh is about to declare a new art and cultural policy.
- Exhibitions and activities will be conducted under the new program.
- Artists of Kuchipudi, Burrakatha, Oggukatha, and Harikatha will benefit.
- New cultural centers will boost sales of Nirmal, Etikoppaka, and Kondapalli toys.
- Weavers from Dharmavaram, Pochampalli, Venkatagiri, Mangalagiri, and Ponduru will receive interest-free loans.

Question 2:

Where is the art and culture policy program going to be announced? Who will benefit from this policy?

Answer:

The program will be announced at Ravindra Bharathi, Hyderabad. Artists of Kuchipudi, Burrakatha, Oggukatha, and Harikatha will benefit from the policy.

Question 3:

How will the weavers benefit from this policy?

Answer:

Weavers from Dharmavaram, Pochampalli, Venkatagiri, Mangalagiri, and Ponduru will receive interest-free loans, enabling them to enhance their craft and livelihoods.

Summary: Maestro with a Mission

Dr. Vempati Chinna Satyam, born on October 15, 1929, dedicated his life to Kuchipudi. Despite initial hardships, he pursued his passion under the mentorship of Tadepalli Peraiah Sastry and Vedantam Lakshminarayana Sastry. He left his village for Madras at 18 to elevate Kuchipudi's status.

He gained fame in the Telugu film industry as a dance director and established the Kuchipudi Art Academy in 1963. With over 180 solo items and 15 dance dramas, he transformed Kuchipudi into a globally celebrated art form. His disciples included renowned performers like Hema Malini and Shoba Naidu.

Honored with the Padma Bhushan and other prestigious awards, Dr. Vempati remains a revered figure in Indian classical dance. He passed away on July 29, 2012, leaving behind a rich legacy that continues to inspire artists worldwide.

Chapter 5A: Bonsai Life Part 1**Textbook Questions and Answers****Question 1:**

“The moment I see letters can’t contain my excitement” Why does the narrator get excited?

Answer:

The narrator gets excited when she receives letters because they make her feel as if she is face-to-face with her loved ones. The affectionate words in the letters relieve her from the exhaustion of office work and lighten her heart. This excitement gives her energy and enthusiasm to manage her household duties effectively.

Question 2:

What change did the narrator observe in her father’s attitude towards education over a decade?

Answer:

Initially, the narrator’s father believed that education for girls was unnecessary. He thought it was sufficient if a girl could manage household accounts. Hence, he stopped Akkayya’s education after Class Five. However, a decade later, when Ammalu was born, his perspective changed. He allowed Ammalu to pursue her education without hesitation and even supported her going to college.

Question 3:

Why was Akkayya determined to send her daughter to college?

Answer:

Akkayya was determined to send her daughter to college because she had personally experienced the disadvantages of being uneducated. She lacked financial independence and had to depend on her husband for even small amounts of money. Akkayya believed that without a degree, a woman would lack dignity and live under her husband’s control. Hence, she resolved to provide her daughter with better opportunities through education.

Summary of Bonsai Life Part 1

“Bonsai Life” by Abburi Chayadevi advocates for women’s education to free them from living restricted lives like a bonsai.

- Ammalu, the narrator, is a well-educated woman working in Delhi. Her elder sister, Akkayya, wasn’t as fortunate since their father had stopped her education after Class Five, believing it was unnecessary for girls. However, the father later changed his views and supported Ammalu’s education, enabling her to go to college and secure a job.
- Akkayya, on the other hand, married a farmer and led a simple village life. Despite their contrasting lives, Ammalu and Akkayya shared mutual respect and affection.
- Ammalu loved receiving letters as they brought her close to loved ones. One day, she received a letter from Akkayya announcing a visit. This was exciting as it was their first visit since Ammalu’s marriage.

- During their stay, Akkayya brought traditional homemade items like appadams and vadiyams, which Ammalu's husband greatly appreciated. Ammalu expressed her struggle to balance work and household duties, feeling unhappy with her job. Akkayya, however, valued financial independence and admired Ammalu's ability to lead a dignified life through her job.
- Akkayya was determined to send her daughter to college, as she felt that education would give her the dignity and independence she herself lacked. Ammalu, on the other hand, longed for the contentment of a housewife's life, highlighting the different struggles and aspirations of women based on their circumstances.

Glossary

1. **Exhaustion (n):** Extreme tiredness.
2. **Vanish (v):** Disappear.
3. **Mutter (v):** Complain privately.
4. **Savour (v):** Enjoy eating.
5. **Sumptuous (adj):** Grand, luxurious.
6. **Dignified (adj):** Deserving respect.
7. **Elated (adj):** Very happy or excited.
8. **Wretched (adj):** Very unhappy or miserable.
9. **Uphill (adj):** Difficult or challenging.
10. **Enthusiasm (n):** Strong excitement or interest.
11. **Sip (n):** A small amount of a drink.
12. **Apprehensive (adj):** Worried or anxious about the future.
13. **Avoided (v):** Prevented from happening.
14. **Hesitate (v):** To feel uncertain or nervous before acting.
15. **Accustomed (adj):** Familiar or used to something.
16. **Consoled (v):** Comforted someone who is unhappy.
17. **The grass is greener on the other side (idiom):** A belief that others have a better situation than oneself.

Bonsai Life Part 2 – Chapter Summary

The story "Bonsai Life Part 2," written by **Abhuri Chayadevi**, highlights the importance of women's education and empowerment. Akkayya visits her sister Ammalu and observes bonsai trees, which are miniature versions of full-grown trees. Akkayya compares the life of a housewife to a bonsai tree, emphasizing how women, when confined by societal norms, are unable to reach their full potential.

Akkayya's words touch Ammalu, leading her to reflect on the importance of freedom and growth for both women and the bonsai trees. The central message is that women should receive proper education and opportunities to lead independent and dignified lives.

Textbook Questions and Answers

I. Complete the Statements

1. **Girls should be educated like boys because:**
 - They need to stand on their own feet.
 - They deserve financial independence.
 - They should not depend on others.
 - They need to lead a dignified life.
2. **Fully grown trees are more useful because:**
 - They provide shade.
 - They give flowers and fruits.
 - They offer wood for construction and firewood.
 - They supply medicines.

II. Short Answer Questions

1. **Why was Akkayya perplexed?**

Akkayya was puzzled when she saw fruit trees like pomegranate planted in small flower pots. She wondered how they could grow without space and why they were not allowed to grow freely. She didn't know they were bonsai trees, leading to her confusion.

2. **How is a bonsai reared?**

A bonsai is a miniature tree grown in a small container using specific techniques, such as:

- Leaf trimming
- Pruning the trunk and branches
- Wiring branches
- Grafting
- Clamping roots

3. **What similarities do you notice between the bonsai tree and the housewife?**

Both are confined and dependent. Just like a bonsai tree cannot provide shade or grow freely, a housewife, without education or independence, is limited in her abilities and must rely on others.

4. **What made the narrator feel the urge to free the bonsai?**

Akkayya's words about freedom and the comparison of bonsai trees to confined lives deeply moved the narrator. She felt a strong desire to free the bonsai, akin to liberating a caged bird.

5. **What is the central theme of "Bonsai Life"?**

The story emphasizes the need for women's education and empowerment. It advocates for women to become self-reliant, confident, and capable of contributing to society.

Activities

III. Homemaker vs. Working Woman

Homemaker	Working Woman
Serves the husband	Earns a living
Looks after children	Manages home and work
Cleans the house and utensils	Takes part in marketing
Cooks food	Handles financial needs

IV. Vocabulary – Phrasal Verbs

Phrasal Verb	Meaning	Example Sentence
Give in	Accept defeat	The player refused to give in during the match.
Give out	Come to an end	Their patience gave out after hours of waiting.
Give away	Distribute or donate	She gave away her old books to charity.
Look after	Take care of someone	The nurse looks after the elderly patients.
Look up	Improve	Things are finally starting to look up.
Look into	Investigate	The police are looking into the matter.

Similes

1. Bright like a full moon
 - The lamp was shining bright like a full moon.
2. Sleep like a log
 - After the long journey, he slept like a log.
3. Eat like a bird
 - She eats like a bird but still has so much energy.
4. Beautiful like a rose
 - Her smile is beautiful like a rose in bloom.
5. Sweet like honey
 - The dessert was sweet like honey.

Grammar – Subjects and Predicates

1. **The girls danced.**
 - Subject: The girls
 - Predicate: danced
2. **The dark clouds filled the sky.**
 - Subject: The dark clouds
 - Predicate: filled the sky
3. **Shiva drove a silver Toyota.**
 - Subject: Shiva
 - Predicate: drove a silver Toyota

Poster Design Task

Event: Dance Performance by Aarthi

Date: November 14

Venue: PWD Grounds, Vijayawada

Chief Guest: Honourable Chief Minister of Andhra Pradesh

Issuing Authority: Andhra Pradesh Arts and Crafts Society

Central Message

The story "Bonsai Life Part 2" encourages everyone to recognize the importance of freedom, education, and empowerment for women. Just like trees need space to grow and provide shade, women need opportunities to thrive and contribute to society.

I Can Take Care of Myself – Textbook Questions and Answers

Comprehension Questions

1. What do you think is the most important thing to learn to live well?

Answer:

The most important thing to learn to live well is self-reliance. One should not depend on

others and must be able to take care of oneself. Being able to stand on one's own feet is crucial.

2. What are the skills or qualities that would help you to be independent in your life?

Answer:

The following skills and qualities can help one to live independently:

- Ability to take care of oneself.
- Learning how to protect oneself.
- Being strong and hardworking.
- Developing self-confidence and inner strength.
- Setting goals and striving to achieve them independently.
- Understanding the world and living as a good, responsible individual.

3. Do you agree/disagree with the daughter of the mother rat? Give reasons for your response.

Answer:

I agree with the daughter of the mother rat. Depending on others for safety or happiness does not guarantee long-term peace. To truly be safe and secure, one must be strong and independent. Hard work and self-reliance are the keys to achieving one's goals and leading a dignified life.

Infant Mortality Rate (IMR) – Data Interpretation

1. In which year is the difference in infant mortality rates between male and female the highest?

Answer:

The difference in IMR between male and female infants is the highest in **2003**.

2. In which case and in which year do we find a sudden decrease in the IMR?

Answer:

A sudden decrease in IMR is observed in **male infants** in the year **2003**.

3. What will happen if there is a wide gap in IMR between males and females?

Answer:

A wide gap in IMR can lead to an imbalance in the male-to-female ratio. This imbalance could result in challenges such as a lack of suitable marital partners and disruption in the family system.

4. What may be the reasons for the female IMR being higher than the male IMR?

Answer:

Possible reasons for higher female IMR include:

- Preference for male children due to cultural and societal norms.
- Reluctance to invest in the education and health of female children.
- Dowry practices, which make girl children seem burdensome.

5. What may be the reasons for the decrease in IMR rates over the years?

Answer:

Reasons for the decrease in IMR include:

- Improved medical facilities.
- Higher literacy rates, especially among women.
- Changing attitudes of parents towards girl children.
- Women empowerment and awareness programs.

6. Do you think there could be a further decrease in the IMR after 5 years?

Answer:

Yes, there could be a further decrease in IMR with continued improvement in healthcare, education, and awareness.

7. What may be the reasons for the death of more than half of both male and female infants?

Answer:

The reasons include:

- Lack of proper medical facilities in rural areas.
- Superstitions and cultural practices.
- Poverty and malnutrition.
- Lack of awareness about childcare and hygiene.

Analytical Report on Infant Mortality Rates (IMR)

The bar diagram reveals a gradual decrease in both male and female IMR over the years. The highest difference between male and female IMR is observed in 2003. This decline indicates a positive change in societal attitudes and medical advancements. However, a wide gap in IMR could lead to societal imbalances. Increased awareness, better medical facilities, and improved literacy rates among women have significantly reduced IMR. If these efforts continue, we can expect further progress in reducing IMR in the coming years.

Oral Activity – Debate

Proposition: *"Reservation in education, employment, and legislature will empower women."*

For the Statement:

- Reservation ensures equal opportunities for women.
- It helps women achieve education and employment, leading to financial independence.

- More participation in politics and governance promotes gender equality.
- Reservation addresses the historical inequalities faced by women in society.

Against the Statement:

- Reservations might not solve the root causes of gender inequality.
- It could create resentment among non-reserved categories.
- Empowerment should come through broader social, economic, and political reforms, not just reservations.
- Some argue that merit should be the sole criterion for opportunities.

Project Work – Woman Empowerment

Interview Findings:

After interviewing five women:

- Three are married; two are unmarried.
- Three are employed; two are unemployed.
- All agree that women should be empowered for better lives and equality.

Paragraph on Woman Empowerment:

Women empowerment is essential for a balanced and prosperous society. Educated and employed women contribute not only to their families but also to the nation. They seek financial independence and equal rights, enabling them to face challenges confidently. Empowering women through education, employment, and awareness programs can help them lead dignified lives and achieve their full potential.

Parts of Speech – Grammar Family

- **Noun (Father):** Represents names and objects.
- **Verb (Mother):** Performs actions.
- **Pronoun (Son):** Substitutes for nouns.
- **Adjective (Daughter):** Describes nouns and pronouns.
- **Adverb (Daughter):** Modifies verbs, adjectives, or other adverbs.
- **Preposition (Servant):** Shows relationships between words.
- **Conjunction (Servant):** Joins words or sentences.
- **Interjection (Friend):** Expresses emotions like joy or sorrow.

Summary of "I Can Take Care of Myself"

The story portrays the journey of a mother rat who seeks the most powerful being to marry her daughter. After consulting the sun, rain, mountain, and worm, she learns an important lesson from her daughter. The daughter emphasizes self-reliance and independence, rejecting the need for marriage as a means to safety. She believes in standing on her own feet, being strong, and taking responsibility for her own happiness and well-being.

