SOUTH END CENTRE (E.M) SCHOOL, HOWRAH

CLASS 8

ENGLISH LANGUAGE

Week I ASSIGNMENT- I

I. Read the following passage and answer the questions given below:

We have been brought up to fear insects. We regard them as unnecessary creatures that do more harm than good. Man continuously wages war on them, for they contaminate his food, carry diseases or devour his crops. They sting or bite without provocation, they fly uninvited into our rooms on summer nights, or beat against our lighted windows. We live in dread not only of unpleasant insects like spiders or wasps, but of quite harmless ones like moths. Reading about them increases our understanding without ***dispelling*** our fears. Knowing that the industrious ants live in a highly organized society does not prevent us from being filled with revulsion when we find hordes of them crawling over a carefully prepared picnic lunch.

No matter how much we like honey, or how much we have read of the uncanny sense of direction which bees possess, we have a horror of being stung. Most of our fears are unreasonable, but they are difficult to erase. At the same time, however, insects are strangely fascinating. We enjoy reading about them, especially when we find that like the Praying Mantis, they lead perfectly horrible lives. We enjoy staring at them, entrance as they go about their business, unaware -we hope – of our presence. Who has not stood in awe at the sight of a spider ***pouncing*** on a fly, or a column of ants triumphantly carrying home an enormous dead beetle?

Last summer, I spent many days in the garden watching thousands of ants crawling up the trunk of my prized peach tree. The tree has grown against a warm wall on a sheltered side of the house. I am specially proud of it, not only because it has survived several severe winters, but because it occasionally produces luscious peaches. During the summer I noticed that the leaves of the tree had begun to wither. Clusters of tiny insects called Aphids were to be found on the underside of the leaves. They were visited by a large column of ants which obtained a sort of honey from them. I immediately embarked on an experiment which, even though it failed to get rid of the ants, kept me fascinated for twenty four hours. I bound the base of the tree with sticky tape, making it impossible for the ants to reach the Aphids. The tape was so sticky that they did not dare to cross it. For a long time, I watched them scurrying around the base of the tree in bewilderment. I even went out at midnight with a torch and noted with satisfaction and surprise that the ants were still swarming around the sticky tape without being able to do anything about it. I got up early next morning to find the ants were climbing up the wall of the house and then on to the leaves of the tree. I realized sadly that I had been completely defeated by their ***ingenuity***. The ants had been quick to find an answer to my thoroughly unscientific methods.

(a) Give the meaning of each word as used in the passage. One word answer or short phrases will be accepted.

i. Dispelling ii. Pouncing iii. Ingenuity

(b) Answer the following questions briefly in your own words:

i. What is our attitude towards insects?

ii. Why does man try to exterminate insects?

iii. Why does the writer say that knowing about insects does not make man change his attitude towards insects?

iv. What was the reason that the leaves of the tree were beginning to wither in summer?

v. What did the writer do to prevent the ants from reaching the Aphids? Was it successful?

VERB FORMS

Verbs are subdivided into two groups, regular verbs and irregular verbs, on the basis of how their past tense and past participles are formed.

No.	REGULAR VERBS			IRREGULAR VERBS		
	PRESENT	PAST	PART PARTICIPLE	PRESENT	PAST	PAST PARTICIPLE
1	beg	begged	Begged	be	Was were	Been
2	copy	copied	Copied	begin	began	Begun
3	dry	dried	Dried	break	broke	Broken
4	fit	fitted	Fitted	build	built	Built
5	hug	hugged	Hugged	choose	chose	Chosen
6	marry	married	Married	come	came	Come
7	plan	planned	Planned	Do	did	Done
8	rely	relied	Relied	cut	cut	cut
9	skip	skipped	Skipped	Draw	drew	Drawn
10	tip	Tipped	tipped	eat	ate	Eaten
11	try	tried	tried	fall	fell	Fallen
12	worry	worried	Worried	Fly	flew	Flown
13	ban	banned	banned	get	Got	Gotten
14	clap	Clapped	Clapped	go	went	Gone
15	drop	dropped	dropped	have	had	Had
16	shop	shopped	Shopped	keep	kept	kept
17	Slip	slipped	Slipped	know	knew	Known
18	stop	Stopped	Stopped	sing	sang	Sung
19	travel	Travelled	travelled	tall	told	Told
20	empty	Emptied	emptied	win	Won	won

Regular verbs form their past and past participle forms by adding –ed.
Examples are given below.
Walk – walked – walked
Dance – danced – danced
Paint – painted – painted

Irregular verbs form their past and past participle forms in different ways.

There are mainly three types of irregular verbs.

Verbs in which all the three forms are the same (e.g. put – put – put)
Verbs in which two of the three forms are the same (e.g. sit – sat – sat)
Verbs in which all three forms are different (e.g. drink – drank – drunk)

Some verbs can be both regular and irregular. Examples are:

Burn – burnt – burnt (irregular)
Burn – burned – burned (regular)

Dream – dreamt – dreamt (irregular)
Dream – dreamed – dreamed (regular)

Learn – learnt – learnt (irregular)
Learn – learned – learned (regular)

II. Fill in the blanks with the correct form of the verbs given in the brackets:

One evening my mother [tell] _____ me that thereafter I would have to do the shopping for food. She [take] _____ me to the corner store to show me the way. I was proud; I [feel] _____ like a grownup. The next afternoon I looped the basket over my arm and [go] _____ down the pavement toward the store. When I [reach] _____ the corner, a gang of boys [grab] _____ me, [knock] _____ me down, [snatch] _____ the basket, [take] _____ the money, and [send] _____ me running home in panic. That evening I [tell] _____ my mother what had happened, but she [make] _____ no comment; she [sit] _____ down at once, [write] _____ another note, [give] _____ me more money, and [send] _____ me out to the grocery again. I crept down the steps and [see] _____ the same gang of boys playing down the street. I [run] _____ back into the house.

TENSES

Group/Time	Present	Past	Future
Simple	verb / verb + s am/is/are	the second form (regular/irregular)	will + verb
Continuous	am/is/are + verb + ing	was/were + verb + ing	will be + verb + ing
Perfect	have/has + the third form	had + the third form	will have + the third form
Perfect Continuous	have/has been + verb + ing	had been + verb + ing	will have been + verb + ing

III. Fill in the blanks with the correct tense of the verbs given in the brackets:

1. She _____ anything about his past yet (never hear)

2. We _____them at a restaurant last week (meet).

3. I _____ the contents of the contract tomorrow (read).

4. Where _____ your last holidays? (you spend)

5. He _____ a glass on the floor. (just throw)

6. In the past two years she _____ a very nice person. (become)

7. The exercise book _____ seventy rupees. (cost)

8. They used to _____ with furniture but now they _____ with cars (deal, deal)

9. He _____ his homework. He can go out now. (just do)

10. Our cows _____ more mild recently (give)

11. It was hot yesterday. The children _____ swimming. (go)

12. Since his departure to France I _____ any news from him (not hear).

13. The ball _____ me on the head and I went to the ground (hit)

14. Please _____ on the shirt! I don't like it (keep)

15. She was lying in her bed when the phone _____ (ring).

16. During the war they _____ many people. (shoot)

17. I _____ you my new house sometime next week (show).

18. Last night I _____ in my bed for the first time (sleep)

19. She never _____ about her future (speak).

20. My friend _____ me for many years when I _____ him last week (not see, meet)

SOUTH END CENTRE (E.M) SCHOOL, HOWRAH

CLASS 8

ENGLISH LANGUAGE

Week I ASSIGNMENT- II

MODALS

What are modal verbs?

Modals (also called **modal verbs, modal auxiliary verb**s, **modal auxiliaries**) are special verbs which behave irregularly in English. They are different from normal verbs like "work, play, visit..." They give additional information about the ***function*** of the main verb that follows it. They have a great variety of ***communicative functions***.

Here are some characteristics of modal verbs:

- They never change their form. You can't add "s", "ed", "ing"...
- They are always followed by an infinitive without "to" (i.e the bare infinitive.)
- They are used to indicate modality allow speakers to express certainty, possibility, willingness, obligation, necessity, ability

Examples of modal verbs

Here is a list of few modals with examples:

Modal Verb	Expressing	Example
must	Strong obligation	You must stop when the traffic lights turn red.
	logical conclusion / Certainty	He must be very tired. He's been working all day long.
must not	prohibition	You must not smoke in the hospital.
can	ability	I can swim.
	permission	Can I use your phone please?
	possibility	Smoking can cause cancer.
could	ability in the past	When I was younger I could run fast.
	polite permission	Excuse me, could I just say something?
	possibility	It could rain tomorrow!

may	permission	May I use your phone please?
	possibility, probability	It may rain tomorrow!
might	polite permission	Might I suggest an idea?
	possibility, probability	I might go on holiday to Australia next year.
need not	lack of necessity/absence of obligation	I need not buy tomatoes. There are plenty of tomatoes in the fridge.
should/ought to	50 % obligation	I should / ought to see a doctor. I have a terrible headache.
	advice	You should / ought to revise your lessons
	logical conclusion	He should / ought to be very tired. He's been working all day long.
had better	advice	You 'd better revise your lessons

I. Fill in the blanks with appropriate modal verbs:

1. There are plenty of tomatoes in the fridge. You _____ buy any.

2. It's a hospital. You_____ smoke.

3. He had been working for more than 11 hours. He _____ be tired after such hard work. He_____ prefer to get some rest.

4. I_____ speak Arabic fluently when I was a child and we lived in Morocco. But after we moved back to Canada, I had very little exposure to the language and forgot almost everything I knew as a child. Now, I _____ just say a few things in the language.

5. The teacher said we _____ read this book for our own pleasure as it is optional. But we _____ read it if we don't want to.

6. _____you stand on your head for more than a minute? No, I _____ .

7. If you want to learn to speak English fluently, you _____ to work hard.

8. Take an umbrella. It _____ rain later.

9. You _____ leave small objects lying around. Such objects _____be swallowed by children.

10. People _____ walk on grass.

CONDITIONALS

What are conditionals?

Sometimes we call them **'if clauses'**. They describe the result of something that might happen (in the present or future) or might have happened but did not (in the past). They are made using different English verb tenses.

There are four main kinds of conditionals:

- **The Zero Conditional:**
  (if + present simple, ... present simple)
  If you heat water to 100 degrees, it boils.
- **The First Conditional:**
  (if + present simple, ... will + infinitive)
  If it rains tomorrow, we'll go to the cinema.
- **The Second Conditional:**
  (if + past simple, ... would + infinitive)
  If I had a lot of money, I would travel around the world.
- **The Third Conditional:**
  (if + past perfect, ... would + have + past participle)
  If I had gone to bed early, I would have caught the train.

II. Finish the sentences with a clause in the correct conditional:

1. If it is sunny tomorrow _____
2. If you sit in the sun too long _____
3. If I were you _____
4. If I were the Prime Minister _____
5. If she had studied harder _____
6. If I won the lottery _____
7. If I had not gone to bed so late _____
8. If I had not come to London _____
9. If you mix water and electricity _____
10. If she hadn't stayed at home _____
11. If I go out tonight_____
12. If I were on holiday today _____

III.

(a) Your school is hosting an inter school dance competition. Write a notice for your school notice board informing the students about it.

(b) Write an email to the principal of a neighbouring school informing her of the event and requesting her to send a team to participate.

SOUTH END CENTRE (E.M) SCHOOL

CLASS VIII

MATHEMATICS

RATIONAL NUMBER

WEEK – 1 , ASSIGNMENT - 1

INTRODUCTION

Dear students,

Since all of you have come from class VII, it is obviously expected that you have the basic knowledge of **RATIONAL NUMBERS** that you have learnt in the previous class. I will suggest you to recapitulate the basic knowledge of Rational Numbers before we reach at the threshold of class VIII

In this lesson you will learn about the different properties and some of the application related to those properties. Some worked out examples are provided for your understanding. An assignment is given which you need to complete.

RATIONAL NUMBERS:

Any number that can be expressed in the form p/q , where p and q are integers and q is not equal to zero.

PROPERTIES OF ADDITION OF RATIONAL NUMBER

CLOSURE PROPERTY

If p/q and r/s (q,s not equal to zero) are two rational number , then (p/q + r/s) is also a rational number.

COMMUTATIVE PROPERTY

If p/q and r/s (q,s not equal to zero) are two rational number , then p/q + r/s = r/s + p/q.

ASSOCIATIVE PROPERTY

If p/q , r/s and t/u (q,s,u not equal to zero) are three rational numbers , then

p/q + (r/s + t/u) = (p/q + r/s) + t/u

EXISTENCE OF ADDITIVE IDENTITY

The number 0 is called the additive identity of rational number

p/q + 0 = p/q = 0 + p/q

EXISTENCE OF ADDITIVE INVERSE

For every rational number p/q (q is not equal to 0) there exists a rational number (- p/q) such that

p/q + (-p/q) = 0 = (-p/q) + p/q

thus –p/q is call the additive inverse of p/q and p/q is call the additive inverse of (-p/q).

Hence , -(-p/q) = p/q.

Let's do some sums

EXAMPLE 1 :

Verify the COMMUTATIVE PROPERTY OF ADDITION.

-8/9 and 3/5
(-8/9) + 3/5 = 3/5 + (-8/9)

L.H.S.= (-8/9) + 3/5
=-13/45
R.H.S = 3/5 + (-8/9)
=-13/45
=>(-8/9) + 3/5 = 3/5 +(-8/9)

EXAMPLE 2 :

Write the additive inverse of

(i) -7/5

SOL. -7/5 = -(-7/5)

=7/5

EXAMPLE 3:

Evalute 3/7 + (-6/11) + (-8/21) + (5/22) by rearranging the rational numbers using properties of addition.

[3/7 + (-8/21)] + [(-6/11) + 5/22] {***USING COMMUTATIVITY AND ASSOCIATIVITY OF ADDITION***}

= -125/ 462

:. 3/7 + (-6 /11) + (- 8/21) +(5/22) = -125 / 462

EXERCISE – 1

1. **Add the following**
   i. **4/7 and 5/7**
   ii. **7/ -13 and 4/ -13**
2. **Simplify**
   i. **5/11 + 3/9**
   ii. **-4/9 + 12/13**
3. **Verify Commutative Property of Addition for the following pairs of Rational number**
   i) **-4/3 and 3/7**
   ii) **-2/5 and 1/3**
   iii) **9/11 and 2/13**
4. **Find the Additive inverse of the following pairs of Rational numbers**
   i) **2/ - 3**
   ii) **-7/-12**
5. **Verify that – (-X) = x for**
   i) **X = 10/13**
   ii) **X= -15/17**
6. **Using appropriate properties of Addition , find the following**
   i) **4/5 + 11/7 + -7/5 + -2/7**
   ii) **3/7 + 4/9 + -5/21 + 2/3**
7. **If a = - 11/27 , b = 4/9 and c = -5/18 , verify that a + (b +c) = (a + b) + c .**

END

SOUTH END CENTRE (E.M) SCHOOL

CLASS VIII

MATHEMATICS

RATIONAL NUMBER

WEEK – 1 , ASSIGNMENT - 2

Subtraction of Rational Number

If a/b and c/d are two rational numbers , then subtracting c/d from a/b means adding additive inverse (negative) of c/d to a/b .

Thus , a/b –c/d = a/b + (-c/d) .

Example:- 1.

Subtract ¾ from 5/6

Solution :- The additive inverse of ¾ is -3/4

Therefore 5/6 -3/4

= 1/12.

Example:- 2.

The sum of two rational numbers is -3/5. If one of the number is -9/20,find the other

Solution :-

Let the other rational number be x

: . x +(-9/20) = -3/5

- ⇨ **X= -3/5-(-9/20)**
- ⇨ **X=-3/5+9/20**

⇨ **X=-3/20.**

Properties of subtraction :-

Closure Properties

If a/b and c/d are any two rational numbers , then a/b – c/d is a rational number

Commutativity :-

The subtraction of rational numbers is not always commutative

$$a/b - c/d \neq c/d - a/b$$

ASSOCIATIVITY :-

The subtraction of rational numbers is not associative

(a/b- c/d)- e/f =/= a/b – (c/d- e/f).

Existence of right identity :-

The rational number 0 is a right identity

$$a/b - 0 = a/b$$

Exercise :- 1.2

1. **Subtract i) -4/9 from 29/8**
2. **Sum of two rational numbers is 3/5 . If one of them is -2/7 ,find the other**
3. **What rational number should be added to -5/11 to get -7/8 ?**
4. **What rational number should be subtracted from -23 /5 to get - 7/2**
5. **Subtract the sum of -5/7 and -8/3 from the sum of 5/2 and -11/12**
6. **If x = -4/7 and y = 2/5, then verify that x-y is not equal to y-x**
7. **If x= 4/9 , y=- 7/12 and z = -2/3 , then verify that**

   x- (y-z) is not equal to (x-y) –z

{ END }