

# SOUTH END CENTRE (E.M) SCHOOL, HOWRAH

## CLASS 8

### ENGLISH LANGUAGE

#### Week II ASSIGNMENT- I

### **ACTIVE AND PASSIVE VOICE**

In English grammar, verbs have five properties: voice, mood, tense, person, and number; here, we are going to discuss about voice. The two grammatical voices are **active and passive**.

#### **Active voice**

When the subject of a sentence performs the verb's action, we say that the sentence is in the *active voice*.

#### **Example:**

- Monkeys adore bananas.
- The cashier counted the money.
- The dog chased the squirrel.

All three sentences have a basic active voice construction: subject, verb, and object. The subject *monkey* performs the action described by *adore*. The subject *the cashier* performs the action described by *counted*. The subject *the dog* performs the action described by *chased*. The subjects are doing, doing, doing—they *take action* in their sentences.

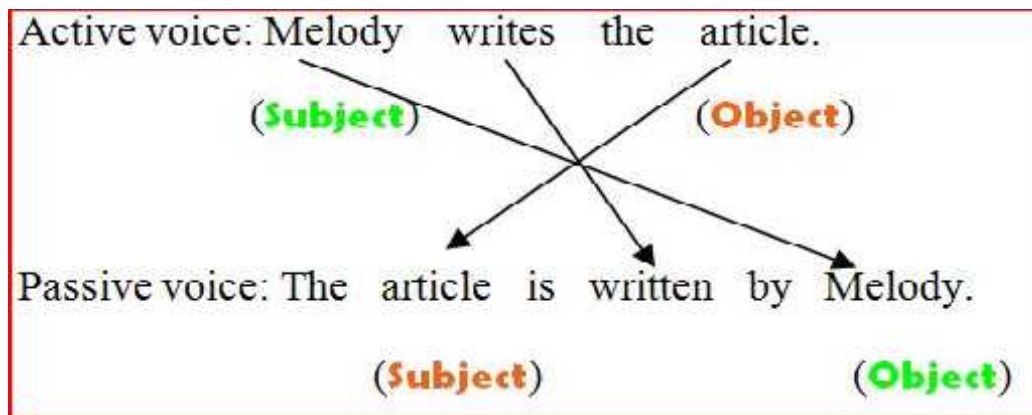
#### **Passive voice**

A sentence is in the passive voice, on the other hand, when the subject is acted on by the verb. The passive voice is always constructed with a conjugated form of **to be** plus the verb's past participle. Doing this usually generates a preposition as well. That sounds much more complicated than it is—passive voice is actually quite easy to detect. Let us look at the following examples:

#### **Example:**

- Bananas are adored by monkeys.
- The money was counted by the cashier.
- The squirrel was chased by the dog.

Let's take a closer look at the first pair of sentences, "Monkeys adore bananas" and "Bananas are adored by monkeys." The active sentence consists of *monkeys* (subject) + *adore* (verb) + *bananas* (object). The passive sentence consists of *bananas* (object) + *are adored* (a form of *to be* plus the past participle *adored*) + *by* (preposition) + *monkeys* (subject). Making the sentence passive flipped the structure and necessitated the preposition *by*. In fact, all three of the transformed sentences above required the addition of *by*.



Tense	Active voice	Passive Voice
Simple Present am/is/are + past participle	He eats chocolate.	Chocolate is eaten by him.
Present Perfect-have/has been + past participle	He has eaten chocolate.	Chocolate has been eaten by him.
Present progressive- am/is/are + being + past participle	He is eating chocolate.	Chocolate is being eaten by him.
Simple Past- was/were + past participle	He ate chocolate.	Chocolate was eaten by him.
Past Perfect- had been + past participle	He had eaten chocolate.	Chocolate had been eaten by him.
Past Progressive- was/were + being + past participle	He was eating chocolate.	Chocolate was being eaten by him.
Future- will + be + past participle (is/are going to be + past participle)	He will eat chocolate.	Chocolate will be eaten by him.
<b>PRESENT / FUTURE MODALS</b>		
<b>The passive form follows this pattern modal + be + past participle</b>		
May/ may not	Ramy may not drink the milk.	Milk may not be drunk by Ramy.
Can/ Cannot	Shipi cannot drive the car.	Car cannot be driven by Shipi.
Should/ Should not	Revati should attend dance classes.	Dance classes should be attended by Revati.
Ought to	Kids ought to learn alphabets.	Alphabets ought to be learnt by kids.
Has to/ Have to	You have to attend my marriage.	My marriage has to be attended by you.
Might/ Might not	I might not attend the college today.	College might not be attended by me today.
Be supposed to	I am supposed to visit the temple tomorrow.	The temple is supposed to be visited by me tomorrow.
Had better/ Had better not	I had better not eat junk food.	Junk food had better not be eaten by me.
<b>PAST MODALS</b>		
<b>The past passive form follows this pattern modal + have been + past participle</b>		
Ought to	Kids ought to have learnt the alphabets.	The alphabets ought to have been learnt by kids.
Should have/ Should not have	You shouldn't have eaten the food alone.	The food shouldn't have been eaten by you alone.
Be supposed to	I was supposed to attend the dance class.	Dance class was supposed to have been attended by me.
May/ may not	Rhea may not have written the letter.	The letter may not have been written by Rhea.

**I. Identify and state if the following sentences are in Active or Passive Voice:**

1. I ate a piece of chocolate cake.
2. The librarian read the book to the students.
3. The money was stolen.
4. They are paid on Fridays.
5. The movie is being made in Hollywood.
6. I washed my car three weeks ago.
7. His hair was cut by a professional.
8. I will introduce you to my boss this week.
9. It would have been fixed at the weekend.
10. The national anthem is being sung by Jason this time.

**II. Rewrite the following sentences in Passive voice:**

1. She wrote an award-winning novel.
2. The terrorists blew up the bridge.
3. The woman was washing clothes.
4. The masons were building the house.
5. John collects money.
6. Anna opened the window.
7. We have done our homework.
8. I will ask a question.
9. He can cut out the picture.
10. The sheep ate a lot.
11. We do not clean our rooms.
12. William will not repair the car.
13. Did Sue draw this circle?
14. Could you feed the dog?
15. The boy asked a difficult question.

**III. Rewrite the following sentences in Active voice:**

1. The school was struck by lightning.
2. This morning the burglar was arrested by the police.
3. One type of air pollution is caused by hydrocarbons.
4. An elaborate supper for the miners was prepared by Mr. Patel and his children.
5. The cookies were stolen by the Mad Hatter.

6. New York City's Central Park was designed in 1857 by F.L. Olmsted and Calbert Vaux.
7. It was decided by the court that the contract was invalid.
8. The first commercially successful portable vacuum cleaner was invented by a janitor who was allergic to dust.
9. After Leonardo da Vinci's death, the *Mona Lisa* was purchased by King Francis I of France.
10. The allegorical novel *Animal Farm* was written by British author George Orwell during World War II.
11. The restaurant was renovated in 2004.
12. The injured boy was taken to the hospital.
13. I have been invited to their party.
14. He was run over by a speeding car.
15. The house is being built by the masons.

**IV. Write a letter to the Mayor of your city, objecting to the construction of a market near your house located in a residential locality. Provide proper reasons to justify this objection.**

# SOUTH END CENTRE (E.M) SCHOOL, HOWRAH

## CLASS 8

### ENGLISH LANGUAGE

#### Week II ASSIGNMENT- II

#### **I. Read the following passage and answer the given questions:**

One of the small boys was Ha'penny, and he was about twelve years old. He came from Bloemfontein and was the biggest talker of them all. His mother worked in a white person's house, and he had two brothers and two sisters. His brothers were Richard and Dickie, and his sisters Anna and Mina.

"Richard and Dickie?" I asked.

"Yes, sir."

"In English," I said, "Richard and Dickie are the same name."

When we returned to the reformatory, I sent for Ha'penny's papers; there it was plainly set down. Ha'penny was a waif, with no relatives at all. He had been taken from one home to another, but was naughty and uncontrollable, and had eventually taken to pilfering at the market.

I then sent for the Letter book, and found that Ha'penny wrote regularly, or rather that others wrote for him till he could write himself, to Mrs Better Maarman, of 48 Vlak Street, Bloemfontein. But Mrs Maarman had never once replied to him. When questioned, he had said,

perhaps, she is sick. I sat down and once again wrote to the Social Welfare Officer at Bloemfontein, asking him to investigate.

The next time I had Ha'penny out in the car I questioned him again about his family. He told me the same as before, his mother Richard and Dickie, and Anna and Mina. But softened the "D" of Dickie, so it now sounded like Tickie.

"I thought you said Dickie," I said.

"I said Tickie," he said.

He watched me with concealed apprehension, I came to the conclusion that the waif of Bloemfontein was a clever boy, who had told me a story that was all imagination, and had changed one single letter to make it safe from any question. And I thought that I understood it too, that he was ashamed of being without a family and had invented them all, so that no one might discover that he was motherless and fatherless and no one in the world cared whether he was dead or alive. This gave me strong feelings for him, and I went out of my way to

manifest towards him that fatherly care that the State, though not in those words, had enjoined upon me by giving me this job.

- (a) Give the meanings of each word as used in the passage. One word answers or short phrases will be accepted.  
(i) waif (ii) pilfering (iii) concealed
- (b) Answer the following questions briefly:  
(i) How old was Ha'penny? Where was he from?  
(ii) What do you know about his family?  
(iii) What did the narrator come to know about Ha'penny when he sent for his papers?  
(iv) What did the Letter book reveal about him?  
(v) What conversation took place between the narrator and Ha'penny when he took him out in the car?  
(vi) Write two character traits of the boy as mentioned in the passage.

**II. In the following passage, fill in each numbered blank with the correct form of the word given in the brackets.**

I \_\_1\_\_ (know) that it was my sister's voice. I \_\_2\_\_(rush) into the corridor. By the light of the corridor lamp, I \_\_3\_\_( see) my sister at the door of her room. Her face was pale with terror and her hands\_\_4\_\_(grope) for help. Her whole figure \_\_5\_\_(sway) unsteadily. I ran to her and \_\_6\_\_(throw) my arms around her, but her knees\_\_7\_\_(give) way and she \_\_8\_\_ (fall) to the ground.

**III. Fill in the blanks with appropriate prepositions:**

- (i) The judge has taken \_\_ her statement.  
(ii) He refused to put \_\_\_ with their interference in his affairs.  
(iii) He soon became accustomed \_\_\_\_ the harsh weather.  
(iv) After a long dry spell, the rainy season has set \_\_\_\_.  
(v) These traditions have been handed \_\_\_ from generation to generation.  
(vi) Always be true \_\_\_ yourself.  
(vii) They are battling \_\_\_ the ancient customs.  
(viii) The driver was forced to hand \_\_\_ the car keys.



**GERUND and TO- INFINITIVE**

**What is a gerund?** Gerund is a word ending in "-ing" that is made from a verb and used like a noun. A gerund can be either the subject or object of a sentence in English, e.g. 'Cycling is fun' or 'I enjoy cycling'.





**What is an infinitive?** An infinitive is a form of verb that appears in its basic form. It is preceded by “to,” and can serve as an adjective, an adverb, or a noun. For example: You need **to walk**. “To” is an infinitive form preceding the verb “walk.”

Usage	Examples
To indicate the purpose of an action	<ul style="list-style-type: none"> <li>• He bought some flowers <b>to give</b> to his wife.</li> <li>• I will lock the door <b>to prevent</b> theft.</li> </ul>
As subject of the sentence	<ul style="list-style-type: none"> <li>• <b>To wait</b> seemed foolish when decisive action was required.</li> <li>• <b>To swim</b> in that sea may be dangerous.</li> </ul>
As direct object of the sentence	<ul style="list-style-type: none"> <li>• I like <b>to write</b> in English.</li> <li>• Everyone wanted <b>to go</b>.</li> </ul> 
As subject complement	<ul style="list-style-type: none"> <li>• His ambition is <b>to fly</b>.</li> <li>• What is essential is <b>to maintain</b> a healthy diet.</li> </ul>
As an adjective	<ul style="list-style-type: none"> <li>• This is the best time <b>to practice</b>.</li> <li>• I have some jeans <b>to wash</b>.</li> </ul>
As an adverb	<ul style="list-style-type: none"> <li>• We must carefully observe <b>to understand</b>.</li> <li>• I can't wait <b>to see</b>.</li> </ul> 
After an adjective	<ul style="list-style-type: none"> <li>• It is important <b>to be</b> patient.</li> <li>• It is wonderful <b>to have</b> close friends.</li> </ul>
After a noun or pronoun object referring to a person	<ul style="list-style-type: none"> <li>• Can I ask you <b>to help</b> me with something?</li> <li>• I invited a friend <b>to attend</b> the ceremony.</li> </ul>
Used with question word	<ul style="list-style-type: none"> <li>• Do you understand <b>what to do</b>?</li> <li>• Tell me when <b>to press</b> the button.</li> </ul>

**IV. Rewrite the following sentences using a gerund instead of an infinitive.**

1. He began to read the lesson.
2. The orator started to speak.
3. To ride a horse is quite delightful.
4. To jump over this wall is not easy.
5. He started to play violin when he was four.
6. To ask John would be a mistake.
7. I like to paint.
8. To sell insurance is a pretty boring job.
9. The doctor advised to take a holiday.
10. He continued to work.

**V. Fill in the blanks with a suitable gerund or infinitive form of the words given in brackets:**

1. He expects \_\_\_\_\_ (finish) his studies next summer.
2. National park officials do not permit \_\_\_\_\_ (enter) the park without an official guide. You can hire one at the park office.
3. He offered \_\_\_\_\_ (carry) her books on the way home.
4. The archaeologist reported \_\_\_\_\_ (find) a large, previously unknown pyramid deep in the jungle.
5. Samantha keeps \_\_\_\_\_ (forget) to send us the documents. We need to have them by next week!
6. Felix decided not \_\_\_\_\_ (accept) the position in Miami because he wanted to stay in New York.
7. \_\_\_\_\_ (exercise) right can help you live a long and healthy life.
8. The refugees risked \_\_\_\_\_ (be) captured as they tried to escape through the mountains.
9. You have to wait forever at the doctor's office. I suggest \_\_\_\_\_ (take) a good book to help kill time.
10. Mr. Miller asked \_\_\_\_\_ (be) included in the meeting with the new clients.

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CLASS 8  
MATHEMATICS  
RATIONAL NUMBER

WEEK 2

ASSIGNMENT 2

**PROPERTIES OF MULTIPLICATION OF RATIONAL NUMBERS**

There are some properties of multiplying rational numbers like closure, commutative, associative, identity and distributive.

Closure Property

The product of two rational numbers is always a rational number.

Hence Q is closed under multiplication.

If  $a/b$  and  $c/d$  are any two rational numbers,

then  $(a/b) \times (c/d) = ac/bd$  is also a rational number.

Example :

$5/9 \times 2/9 = 10/81$  is a rational number.

Commutative Property

Multiplication of rational numbers is commutative.

If  $a/b$  and  $c/d$  are any two rational numbers,

then  $(a/b) \times (c/d) = (c/d) \times (a/b)$ .

$$\underline{5/9 \times 2/9 = 10/81}$$

$$\underline{2/9 \times 5/9 = 10/81}$$

$$\underline{\text{Hence, } 5/9 \times 2/9 = 2/9 \times 5/9}$$

Therefore, Commutative property is true for multiplication.

### Associative Property

Multiplication of rational numbers is associative.

If  $a/b$ ,  $c/d$  and  $e/f$  are any three rational numbers,

$$\underline{\text{then } a/b \times (c/d \times e/f) = (a/b \times c/d) \times e/f}$$

Example :

$$\underline{2/9 \times (4/9 \times 1/9) = 2/9 \times 4/81 = 8/729}$$

$$\underline{(2/9 \times 4/9) \times 1/9 = 8/81 \times 1/9 = 8/729}$$

$$\underline{\text{Hence, } 2/9 \times (4/9 \times 1/9) = (2/9 \times 4/9) \times 1/9}$$

Therefore, Associative property is true for multiplication.

### Multiplicative Identity

The product of any rational number and 1 is the rational number itself.

'One' is the multiplicative identity for rational numbers.

If  $a/b$  is any rational number,

$$\underline{\text{then } a/b \times 1 = 1 \times a/b = a/b}$$

Example :

$$\underline{5/7 \times 1 = 1 \times 5/7 = 5/7}$$

Distributive Property

(i) Distributive Property of Multiplication over Addition :

Multiplication of rational numbers is distributive over addition.

If  $a/b$ ,  $c/d$  and  $e/f$  are any three rational numbers,

then  $a/b \times (c/d + e/f) = a/b \times c/d + a/b \times e/f$

Example :

$$\underline{1/3 \times (2/5 + 1/5) = 1/3 \times 3/5 = 1/5}$$

$$\underline{1/3 \times (2/5 + 1/5) = 1/3 \times 2/5 + 1/3 \times 1/5 = (2 + 1) / 15 = 1/5}$$

$$\underline{\text{Hence, } 1/3 \times (2/5 + 1/5) = 1/3 \times 2/5 + 1/3 \times 1/5}$$

Therefore, Multiplication is distributive over addition.

(ii) Distributive Property of Multiplication over Subtraction :

Multiplication of rational numbers is distributive over subtraction.

If  $a/b$ ,  $c/d$  and  $e/f$  are any three rational numbers,

then  $a/b \times (c/d - e/f) = a/b \times c/d - a/b \times e/f$

Example :

$$\underline{1/3 \times (2/5 - 1/5) = 1/3 \times 1/5 = 1/15}$$

$$\underline{1/3 \times (2/5 - 1/5) = 1/3 \times 2/5 - 1/3 \times 1/5 = (2 - 1) / 15 = 1/15}$$

$$\underline{\text{Hence, } 1/3 \times (2/5 - 1/5) = 1/3 \times 2/5 - 1/3 \times 1/5}$$

Therefore, Multiplication is distributive over subtraction.

### EXERCISE -1

#### **Question 1**

True and False statement

- i. 0 is a rational number
- ii. 0 has multiplicative inverse defined
- iii. Subtraction of rational number is commutative.
- iv.  $-1/2$  is greater than  $-2$
- v. The reciprocal of  $\frac{1}{2}$  is  $-1$
- vi.  $9/6$  lies between 1 and 2.
- vii.  $\frac{1}{2}$  is not the reciprocal of any rational number.

viii. Every whole number is a rational number.

ix. If  $x$  and  $y$  are two rational numbers such that  $x > y$ , then  $x - y$  is always a positive rational number.

x. The negative of the negative of any rational number is the number itself

### **Question 2**

Write any 5 rational numbers between  $\frac{5}{6}$  and  $\frac{7}{8}$

### **Question 3**

Arrange the below numbers in the ascending order.  $\frac{5}{8}$ ,  $\frac{1}{4}$ ,  $\frac{13}{16}$

### **Question 4**

Find the sum of additive inverse and multiplicative inverse of 11?

## **EXERCISE -2**

### **Question 1**

Which of the following is not true?

- (a) rational numbers are closed under addition.
- (b) rational numbers are closed under subtraction.
- (c) rational numbers are closed under multiplication.
- (d) rational numbers are closed under division

**Question 2**

Multiplicative inverse of a negative rational number is

- (a) a positive rational number.
- (b) a negative rational number.
- (c) 0
- (d) 1

**Question 3**

The product of two rational number is 4 , if one of the rational number is  $\frac{1}{5}$  ,what is the value of other?

**Question 4**

Write five rational numbers which are smaller than 2

**Question 5**

Between two given rational numbers, we can find

- (a) one and only one rational number.
- (b) only two rational numbers.
- (c) only ten rational numbers.
- (d) infinitely many rational numbers.

**Question 6**

The additive inverse of  $-\frac{11}{12}$

- (a)  $\frac{11}{12}$
- (b)  $\frac{12}{11}$
- (c)  $-\frac{11}{12}$
- (d) 0

**END**