**CLASS VIII**

**NOTES**

**SUBJECT- ENGLISH**

CHAPTER 1

TITLE:- THREE QUESTINS

Once it occurred to the king that if he always knew right time to begin everything ;if he knew who were the right people to listen to and whom to avoid ; and, above all, if always knew what was the most important thing to do he would never fail in anything he might under take. He proclaimed throughout his kingdom that he would give a great reward to anyone who would tell him the answers of his three questions. But they all answered his questions differently.

He decided to consult a hermit widely renowned for his wisdom. He meet only common folk so the king dressed like a common man and dismounted from his horse, and, living his bodyguards behind, went alone .

The king went up to him and said, “I have come to you, wise hermit, to ask you to answer three questions. The hermit listened to the king but answered nothing. The king turned round and saw a bearded man come running out of the woods. When he reached the king, he fell fainting on the ground moaning feebly. The king and hermit unfastened the man’s clothing. There was a large wound in his stomach.

They bandaged it with his handkerchief and with hermit’s towel but the blood would not stop flowing, the king re-bandaged the wound at last the blood ceased flowing the man revived and asked for something to drink. The king gave him fresh water to drink. Next day morning he awoke he ‘forgives me! ’Said the bearded man in a weak voice, I am that enemy of yours who swore to revenge himself on you, because you executed his brother and seized his property. I wished to kill you, and you saved my life.

The king approached hermit, and said, ‘for the last time, I pray to answer my questions, wise man.’

‘You have already been answered!’ said the hermit, still crouching on his thin legs, and looking up at the king, who stood before him. Remember then: there is only one time that is important the only time when we have any power. The most necessary man is he with whom you are, for no man knows whether he will ever have the dealing with anyone else; and the most important affair is ,to do him good, because for that purpose alone was man sent into this life!’

CHARACTER:-

KING –was very considerate and inquisitive man

Hermit :- very wise and practical man

Bearded man: - very impulsive and grateful man

**WORD MEANINGS**

Hermit one who has renounced the world for religion

Recommenced stared again

Moaning groaning

Threshold entrance

Intently paying full attention

Ambush hiding place

**Question and answers;-**

Q1.What was the three questions that occurred to the king?

* The three questions that occurred to the king were:-

(a)What was the right time to begin everything?

(b) What was the most important thing to do?

( c) Who were the right people to listen and whom to avoid?

Q2. Why did the king go to the wise hermit? Why did he go there alone and dressed like a commoner?

* The king went to the wise hermit to know the answers of his 3 questions. He went there alone because if he had gone there with his bodyguards the hermit would have recognized him. He dressed like a commoner man because the hermit received none but common folk.

Q3. Who was the bearded man who came running from the woods? How had he got wounded?

* He was the enemy of the king who swore to take revenge himself on the king. He came out from his ambush to find the king and he came upon king’s bodyguards and they recognized him and wounded him.

Q4. How did digging of the beds for hermit save the king’s life?

* Digging of beds for the hermit saved kings life because if he had gone his way the bearded man would have attacked and killed him.

**Message** :-Time and Tide wait for none.

* **Chapter 2**
* **Granny’s tree climbing by Ruskin Bond**

\*The poem ‘Grandma Climbs a Tree’ portrays Ruskin Bond’s love for his family.

\*The storyline is as follows: Ruskin Bond, in this poem tells us how his grandmother had a passion for climbing trees from a very young age and how she could climb trees till the age of sixty-two!

\* The only problem was that Bond’s family was scared that one day, she would fall. Once when everyone except Grandma was out of town, the old lady climbs a tree but is unable to come down.

\* After being ‘rescued’ as Bond puts it, the doctor advises her rest. However, Grandma is not able to live without a tree, so she tells Bond’s father to build a tree-house.

\* Accordingly, Bond and his father build a tree-house and this way, Bond and his Grandma spend evenings sitting in the tree- house, drinking sherry.

\*This poem shows the unconditional love Bond has towards his family. It shows his ability to enjoy unusual events and actions.   
\*What separates Bond from other poets is the fact that Bond converts a real life situation into a story.

**Word Meaning:-**

In a trice very quickly

Undaunted firmly and enthusiastically

Chore job

In state in grand style

Sherry a kind of wine

**LITERARY DEVICES USED IN THE POEM:**

**1. Personification**:- while every breeze

Whispered of summer and dancing leaves

**2. Simile:-** ‘like a brief season in hell’

**3. Alliteration**:- growing old should be gone about gracefully

She sites there in state and drinks sherry with me

**4 Rhyming words**:- why and high; you and two; gift and lift; told and old; agree and tree;etc.are .

**Chapter 3**

**Title : The Fun They Had by Issac Asimov**

**Notes :-**

\*A real book found by 22nd century children

- a real book, an interesting find

- Books of past printed on paper

- Words permanently printed, not moving

\* Children felt such books a sheer waste

- Television having millions of books on screen

- Printed books, they felt should be thrown away after reading

\* Book about ‘school’

- Book found in Tommy’s house

-Margie surprised about a book on a school

-Tommy explains it to be an old kind of school quite different from their own

\* Description of Margie’s (22nd century) school

- school at home; hated by Margie

- Mechanical teachers conducted tests and calculated marks

- Lessons on a big screen

- Slot for homework and test papers

\* Margie’s Geography teacher ‘repaired’

- Country Inspector took the teacher apart

- The fast speed of Geography sector corrected

- Speed adjusted to an average ten-year level

\* Margie’s disappointment

- Her teacher repaired instantly by the County Inspectors

- had hoped that the teacher would be taken away all together as had been the case with Tommy’s teacher once

\* Tommy explains 20th century school details

- Human teacher in 20th century school gave homework and asked questions

- School in a separate building

- Kids and teacher went there

\* Margie’s views about 20th century schools

- argues that a man cannot be a smart as a computer

- dislikes the idea of a stranger teacher in her house

-wonders how all children learned the same things

- considers 20th century schools funny

\* Time for Margie and Tommy to go to school

- Tommy goes home to attend school

- Margie’s school next to her bedroom

- School to be attended at regular hours

- Saturday and Sunday off-days

\* Margie inattentive during Arithmetic lessons

- thinks about 20th century exciting schools

- wonders about human teachers interaction between the children

- thinks of the kids from the neighborhood, attending school together & laughing, shouting together

- misses the fun that 20th century children had

**Word meaning:-**

Crinkly wrinkled

Attic a room at the top of the building

Nonchalantly calmly

Q1. Suppose you are Margie. Write a diary entry on the page headed 17th May, 2155 Tommy’s

real book that he found in his attic.

Thursday, 17th May, 2155

Time: 9;30 pm

Today an interesting thing happened. Tommy found an extremely old a real book in his attic.

It has yellow crinkly pages. Words are on it permanently. They don’t move. These books seem

to be disposable and both Tommy and I feel that it is a sheer wastage to have these one-time

Books. The book is about 20th century a school which sounds very funny but interesting. These

Schools were conducted in building exclusively meant for this purpose and all the children

went there to study together. A real man rather than a regular teacher taught them. What fun

must have had studying together! I wish I could read in such a school and have lots of fun.

**Chapter 4**

**Father’s Help by R.K.Narayan**

**Notes:-**

* Swami has Monday morning blues

-Swami in no mood to go to school

- pretends headache

- Claims: no important lessons

- Mother allows absence from school

\* Father’s Intervention

- enquires the reason for being at home

-Swami complains of headache

- Father brushes it aside

- Swami changes tactics being late doesn’t want to go and expresses fear of beating from teacher

\* Father probes (investigates) deeper

- wants to know the teacher’s name

- Swami cooks up stories of Samuel’s cruelty

-Swami expects to be excused from school

\* An unexpected turn

- Father flares up(gets angry) at the account of violence

- decides to swing into action; drafts a letter

- sends Swami to school forcibly

- Asks Swami to hand- over the letter of complaint against Samuel to the headmaster

- Instructs to get him an acknowledgement

\* Swami’s conscience pricks him

- feels sorry for exaggerating stories of violence

- tries to analyses the truth in his statement

- wonders how much imagination; how much reality

- feels guilty and upset

- Samuel not such a bad man

- feels like throwing the letter into the gutter

\* Decides to hand over the letter at the end of the day

- wants to give Samuel time

- reaches the class; expects and wishes the teacher to beat him

- Teacher gentle, tolerant and understanding

-does not punish Swami for not doing homework

- Swami’s hope of being beaten belied ( proved wrong)

\* Last period with Samuel

- Swami tries to provoke the teacher

- Shouts at the top of his voice

- behaves audaciously (shamelessly bold)

- Teacher canes him

- Swami’s hands start smarting

- feels relieved and light-hearted

\* Headmaster on leave

- Swami unable to deliver the letter

- Headmaster away for a week

- is asked to deliver it to Assistant headmaster, Samuel

-Swami flees with the letter

\* A big relief

- Father unhappy to find letter undelivered

- accuses Swami of lying and cowardice

-Swami fails to convince father of his truthfulness

- Enraged (very angry) father tears off the letter

-Swami relieved

**Word meaning:-**

Wailed cried with pain

Stubborn obstinate

Lurid shocking

Apprehensively anxiously

Perjurer false witness

Genial friendly and pleasant

Allegations charges

Impulse urge

Bulge big size

Executioner hangman

Blandly gently

Desolate miserable

In half-languor with dull mind

Obtrusive difficult to understand

Scowled looked angrily

Blenching showing signs of fear

Throttles strangles

Q1. Imagine that you are Samuel .Write a diary entry expressing your surprise at

Swami’s strange behavior in the class and your feelings canning him.

Date:

Time:

Dear diary

A fairly well behaved child—Swami behaved in a very unusual and an obtrusive way in the class today. In the morning he came late saying that he had a headache. He hadn’t done his homework but I didn’t take much notice of it. However, in the last period he started behaving eccentrically. In spite of my warning he spoke out of the turn at the top of his voice disturbing everybody. Finally, I had to cane him as a punishment. I struck him several times. The boy stood there without showing any signs of fear. I;m feeling very guilty at having beaten him- but I couldn’t help it. He provoked me again and again .Tomorrow, I’ll talk to him and try to know his psychology. The child probably needs counseling.

Samuel.

**Literary devices**

**1. Personification**:- personification is the poetic practice of attributing human qualities, a character or personality to inanimate or non-human beings such that they appear to be living human beings.

**2. Alliteration**:- Alliteration is’ the repetition of usually consonant sounds occurring recurrently at the beginning of a word or of a stressed syllable within a word”.

**3. Repetition**:- Poet often repeat single words or phrases, lines, and sometimes ,even whole stanzas at intervals to create a musical effect; to emphasize a point ;to draw the readers’ attention or to lend to a piece.

**4. Onomatopoeia**:- ( sometimes called echoism) It is applied to a word, or a combination of words, whose sound seems to resemble the sound it describes. ‘Bang’, ‘pop’, ‘hiss’, buzz etc. are onomatopoeic words.

**5. Metaphor**:- This is rather like a simile except that metaphor is an implied comparison , by which two things are compared without the use of ‘as’ and ‘like’ . The poet does not say that one object is like another. He says it is another.

**6. Transferred epithet**:- a transferred epithet is an adjective that attributes some human quality to an inanimate thing.

**7. Simile**:- in a simile, a comparison between two distinctly different things is indicated by the word ‘like’ or ‘as’.

**CHAPTER 7**

THE CHILDREN SONG BY JOSEPH RUDYARD KIPLING

\*Rudyard Kipling's popular poem, "If," details specific traits necessary to become a good leader, a good man, and a wise person.

\* The first stanza is concerned with the dealing of conceit and righteousness, suggesting that men "don't look too good, nor talk too wise."

\* The second stanza warns about the realities of life, to "... not make dreams your master; / ... and not make thoughts your aim."

\* The third stanza advises the reader about the complex decisions a man must make during his life.

\* In the fourth stanza, Kipling discusses the importance of not losing "the common touch" with fellow man, and to fill each minute of every day with "sixty seconds' worth of distance run."

\*These guidelines, if followed, according to Kipling, will make you "a Man, my son!"

Embodiment of Love

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| |  |  | | --- | --- | |  | | | |  |  | | --- | --- | | **LITERARY DEVICES USED IN THE POEM**  **1.Alliteration** e.g. (a) Head heart and hand through the years to be (‘h’ sound occurs repeatedly)  (b). By fear or favour of the crowd (‘f’sound occurs)  ( c) That we with Thee, may, walk uncowed (‘w’ sound occurs repeatedly)  2**. Rhyme e**.g. thee and be; places and race; all and call; age and heritage etc. are all rhyming words.  **3. Rhyme scheme** aabb. | | | **Word Meaning:-**  Undefiled unpolluted , pure  Yoke responsibility  Steadfastness firmness, resoluteness  Maimed half-hearted, trivial  Uncowed unafraid  Q1.five stanzas of the poem begin with ‘teach us’. What do the children want to be taught?  Ans. The children want to learn to take up the responsibility of serving the mother land with  Full devotion. They wish to be taught firmness, truthfulness and self- discipline so that  They would make supreme sacrifices for the motherland if need arises. They wish to be  taught moral courage so that they are answerable only to god and they have no intention  of pleasing the people around. They want to grow up to strong and they don’t want to  misuse their power; rather they want to learn it to use for the suffering and the  Miserable. Loving and forgiving they want to get joy in simple thing- and they want to be malice free.  **CHAPTER 5**  **MY MOTHER BY APJ ABDUL KALAM**  \*During the II world war in 1941, it was a difficult time for our family at Rameswaram.  \*I was a ten year old boy then. War had almost reached our doors of Rameswaram since the cloud of war had already reached Colombo.  \*Almost everything was a rarity from food articles to anything.  \*Ours was a large joint family. The size of our family was five sons and five daughters and three of whom had families.  \* I used to see in my house anytime three cradles.  \* My grandmother and mother were almost managing this large contingent.  \* The environment in the home alternated by happiness and sadness.  \* I used to get up at four in the morning, take bath and went to my teacher Swamiyar for learning mathematics.  \* He will not accept students if they had not taken bath.  \* He was a unique mathematics teacher and he used to take only five students for free tuition in a year.  \* My mother used to get up before me, and gave bath to me and prepared me to go for the tuition.  \* I use to comeback at 5:30 when my father would be waiting for taking me to the Namaz and Koran Sharif learning in Arabic school. After that I used to go to Rameswaram Road Railway station, three kilometers away to collect newspaper.  \* Madras Dhanushkodi Mail will pass through the station but will not stop, since it was war time. The newspaper bundle will be thrown from the running train to the platform. |  | |  |  | |  | |  |  | | |  | | --- | |  | |  | | | \*I used to collect the paper and run around the Rameswaram town and be the first one to distribute the newspapers in the town.  \* My elder cousin brother was the agent who went away to Sri Lanka in search of better livelihood.  \* After distribution, I used to come home at 8 AM. My mother will give me a simple breakfast with a special quota compared to other children because I was studying and working simultaneously.  \* After the school gets over in the evening, again I will go around Rameswaran for collection of dues from customers.  \* I still remember an incident which I would like to share with you. As a young boy I was walking, running and studying all together.  \* One day, when all my brothers and sisters were sitting and eating, my mother went on giving me chapattis (even though we are rice eaters only, wheat was rationed). When I finished eating, my elder brother called me privately and scolded "Kalam do you know what was happening? \*You went on eating Chapatti, and mother went on giving you. She has given all her chappatis to you.  \* It is difficult time. Be a responsible son and do not make your mother starve". First time I had a shivering sensation and I could not control myself.  \* I rushed to my mother and hugged her. Even though I was studying in 5th class, I had a special place in my home because I was the last guy in the family.  \* There used to be no electricity. Our house was lit by the kerosene lamp that too between 7 to 9 PM. My mother specially gave me a small kerosene lamp so that I can study up to 11 PM. I still remember my mother in a full moon night which has been portrayed with the title "mother" in my book "Wings of Fire". |  | |  | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  | |
| |  | | --- | |  | |  | | | Mother "I still remember the day when I was ten, Sleeping on your lap to the envy of my elder brothers and sisters. It was full moon night, my world only you knew Mother!, My Mother! When at midnight, I woke with tears falling on my knee You knew the pain of your child, My Mother. Your caring hands, tenderly removing the pain Your love, your care, your faith gave me strength, To face the world without fear and with His strength. We will meet again on the great Judgment Day. My Mother! |  | |
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