**25th May, 2020 JESUS AND MARY SCHOOL AND COLLEGE MODULE**

**CLASS- 8**

**ENGLISH-LANGUAGE**

**Objective:**

Acquainting the students with reading comprehension strategies and skills that facilitate their understanding and analyzing of written texts effectively and easily; cultivating in the students the love for reading, and developing their oral and silent reading skills; also training students on critical reading and thinking; introducing texts containing new ideas and concepts and helping the students to make use of and build on their prior knowledge to understand the texts and gain more knowledge about the topics. Also teaching students how to connect the ideas and concepts to real life experience; helping the students to expand their vocabulary and learn new vocabulary in context; introducing new grammatical structures and special difficulties and helping the students to understand and learn them; familiarizing the students with different writing styles and different text genres.

**Guidance:**

1. Parents are requested to carefully read through the definitions and exercises along with the student so that both understand what the module encapsulates.
2. The student must finally attempt the exercises without the guidance of the definitions and examples, proving that they have understood the lesson. Parents must oversee this to ensure the system of education flows smoothly. The student may be aided with his work where necessary but kept to a minimum.
3. Additional work may be provided at home as a part of revision.

**Read the passage carefully and answer the questions that follow:**

It was during our **stay** in Mamfe that we found a creature who became my particular favourite, a very rare kind of squirrel, who, because of her **minute** size, I called Small. Small son ruled my life. She was a dear little thing, still **blind** and **helpless**, so she needed all the warmth and attention which I could give her. The most important thing was to construct a suitable nest which was also big enough to take a hot water bottle.

Eventually I found a small square biscuit tin in which I placed a hot-water bottle, covered with a cotton blanket, and then lined the whole thing with cotton-wool.

Into this I put Small. It was rather like a carry-cot and I took it everywhere I went, for like all babies, small had to be fed regularly and often, and also she fretted if I left her alone. To begin with her food consisted of a milk mixture which was **administered** to her with an eye-dropper.

She was never a problem child, and soon learned to cling to the dropper with her front paws while I controlled the flow and the rest between dropper-fuls in case she got wind. She soon grew into a very lovely squirrel with an orange head and neat black-**rimmed** ears, and her gingery body had a rich moss-green **tinge**, with a line of white spots running down each side; but it was her tail that was her true glory-long and thick, green on top and **vivid** orange **underneath**, which she kept curved over her back, the tip hanging over her nose. She was absolutely tame from the moment she opened her eyes, and I could do literally anything with her; she loved to be tickled, which would send her into a **trance**.

1. **Answer the following Questions:**
2. Where was the speaker staying? What creature was found there?
3. What was the creature named? Why was it given that name?
4. Describe how the creature was kept warm and safe.
5. What was the creature fed and how?
6. Describe how the creature looked when it grew into an adult.
7. **Find the Meanings of the words as given in the passage:**
8. Stay
9. Minute
10. Administered
11. Rimmed
12. Vivid
13. **State whether the following statements are true or false:**
14. The author found a rare squirrel while in London.
15. The little squirrel ruled the author’s life.
16. A hot water bottle and biscuit tin were placed inside a blanket.
17. The squirrel was absolutely tame as soon as she opened her eyes.
18. The squirrel hated to be tickled by the author.
19. **Make sentences without changing the meanings of the words as given in the passage:**
20. Blind
21. Helpless
22. Tinge
23. Underneath
24. Trance

**GRAMMAR**

**NOUNS AND ITS KINDS**

***We will now study a portion of grammar from your book, the topic of which is Nouns and its Kinds. We have been studying Nouns from the beginning of our learning career, but the level of learning increases in each new class you are promoted to. So study the following carefully and try and attempt the exercises given thereafter.***

**Objective: There are three main objectives or this chapter**

1. To help students improve their sentence structure.
2. To understand the meaning of commonly used Nouns.
3. To correct common mistakes in grammar.

**DEFINITIONS**

1. **Nouns:**

A noun is a word for a person, place, or thing. Everything we can see or talk about is represented by a word that names it. That **"naming"** word is called a noun.

Often a noun will be the name for something we can touch **(e.g., lion, cake, computer),** but sometimes a noun will be the name for something we cannot touch **(e.g., bravery, mile, joy).**

A noun can be categorized as:

* ***Common Noun:*** A common noun is the word used for a class of person, place, or thing (e.g., person, city, dog).
* ***Proper Noun:*** A proper noun is the given name of a person, place, or thing, i.e., its own name (e.g., Michael, New York, Rover).(Note: A proper noun always starts with a capital letter.)
* ***Abstract Noun:*** Abstract nouns are things you cannot see or touch (e.g., joy, sadness).
* ***Collective nouns.*** Collective nouns are words that denote groups (e.g., pack of wolves, flight of stairs).
* ***Countable and non-countable nouns:*** A countable noun is a noun with both a singular and a plural form (e.g., dog/dogs, pie/pies). A non-countable noun is a noun without a plural form (e.g., oxygen, patience).

**Exercise**

1. **Fill in the blanks with the correct form of the noun from the brackets:**
2. With great \_\_\_\_\_\_\_\_\_\_ I welcome you. (joyous, joy, joyful)
3. I will be travelling to \_\_\_\_\_\_\_\_\_\_ during my holiday. (Roman, rome, Rome)
4. \_\_\_\_\_\_\_\_\_ are considered to be man’s best friend. (Dog, dogs)
5. My mother is such a good \_\_\_\_\_\_\_\_\_\_ (cooking, cook, cooks)
6. He slipped and fell down the \_\_\_\_\_\_\_\_\_\_ of stairs. (flights, flighting, flight)
7. \_\_\_\_\_\_\_\_\_ was a famous actor. (man, Peter, peter)
8. We could not hear him as he remained \_\_\_\_\_\_\_\_\_\_. (quietly, quiet, quietest)
9. Several \_\_\_\_\_\_\_\_\_ were written about the event. (notes, note, noted)
10. How many \_\_\_\_\_\_\_\_\_ can you eat within five minutes? (pie, pies)
11. Who was the first \_\_\_\_\_\_\_\_\_\_ on the moon? (person, persons, people)
12. **Countable and Uncountable Nouns:**
* Countable Nouns: countable nouns can be quantified by a number. They have singular and plural forms. **A, an**, or **one** can be used before them. **Many** can be used before them.
* Uncountable Nouns: uncountable nouns are quantified by a word that signifies the amount instead of a single item, such as oil, smoke and rice, Spanish and swimming. They cannot have **a, an** or**one** before them, though they can have **much**.They only have a singular form. They fall into the following quantities:
1. Liquids, gases and substances made of small particles: oil, smoke, etc.
2. Martials, metals and food: bread, cotton, wood.
3. Languages: English, Spanish, Latin. (will be written with a capital letter)
4. Gerunds: looking, listening, running.

**Exercise**

1. **State whether the following words are countable and uncountable nouns:**
2. Potato: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Jumping: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Hindi: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Tire: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Latin: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Iron: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. Gold: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. Spinning: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. Lotus: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
11. Wool: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
12. **Collective Nouns:**

A collective noun is a noun that denotes a collection of persons or things regarded as a unit.

Examples: crew, crowd, family, staff.

They are usually followed by the noun for which they are a collection of (a crowd of people) but may be used on their own (We saw a family at the park).

**Exercise**

1. **Fill in the blanks with the correct words from the box provided:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| gaggle | pack | constellation | squadron | pod |
| swarm | league | battalion | chain | album |

1. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of stars.
2. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of geese.
3. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of soldiers.
4. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of whales.
5. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of wolves.
6. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of bees.
7. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of islands.
8. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of planes.
9. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of stamps.
10. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of nations.
11. **Abstract Nouns:**

Unlike nouns which talk about concrete objects such as men and cups, abstract nouns express qualities, actions or states of being that can be perceived or understood, but not touched or felt. They have no material or physical existence. They are untouchable and hence only exist in singular form. They can be countable or uncountable. They can be formed in the following ways:

* From common nouns: **man-** manhood, **child**- childhood.
* From adjectives: **dark-** darkness, **poor**- poverty.
* From verbs: **free**- freedom, **live**- life.

Some abstract nouns have the same form as verbs such as taste and ride.

**Exercise**

1. **Fill in the blanks with the correct form of the word given in the brackets:**
2. We must congratulate him on his \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (succeed)
3. He was shivering with \_\_\_\_\_\_\_\_\_\_\_\_\_\_ when he saw the shadow. (frighten)
4. How is your grandfather’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_? (heal)
5. He has been asked about the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the parts. (produce)
6. The commander was asked to provide \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to his soldiers. (instruct)
7. He will not survive long unless he is protected from \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the sun. (expose)
8. She prepared a \_\_\_\_\_\_\_\_\_\_\_\_\_ for the farewell ceremony. (speak)
9. We all appreciate \_\_\_\_\_\_\_\_\_\_\_\_\_\_. (honest)
10. Treat them with love and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (kind)
11. His grandfather’s \_\_\_\_\_\_\_\_\_\_\_\_\_ upset him greatly. (die)
12. **Singular and Plural Nouns:**
* *Singular nouns:* Quite simply, a singular noun is a noun that refers to **only one** person, **one** place, one thing, or one idea.

*Eg:* The man owns a car.

* *Plural Nouns:* A word that can be used to refer to **multiple** persons, places, things, qualities, or ideas.

Eg: The men own many cars.

 Some words may be used for both singular as well as plural forms such as sheep, deer and fish.

**Exercise**

1. **Change the following sentences from singular to plural or from plural to singular.**
2. We wish to buy many pencils.
3. The girl has torn her dress while playing.
4. We saw many deer at the park.
5. The farmer went to buy hay for his horse.
6. The witches are well practiced in magic.
7. The flag was placed upon the tower.
8. The students were given projects to complete.
9. The policeman has been asked to stop the car.
10. Where have the workers disappeared?
11. Are you having fun?

**NOTE: Do all given assignments in your note books. This work will be checked when the school reopens. I will also give the solution to this worksheet in the next upload.**

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