

NEW ERA PUBLIC SCHOOL

Solved Assignments of Term Ist (2021)

CLASS: 8th

SUBJECT: ENGLISH

LESSON NO. 03 (Prose)

TOPIC: Global Warming- A Catastrophe in the Making.

A. Working with the text:

Q.01: Why has the Earth's average surface temperature increased?

Ans: The Earth's average surface temperature has increased due to the global warming which has increased the concentration of green house gases in the atmosphere produces by the human activities such as deforestation and burning of fossil fuels.

Q.02: Why is the Himalayan region called the "Water Tower of Asia"?

Ans: The Himalayan region has glacier coverage of 33,000 sq km which provides around 8.6 million cubic meter of water annually, so it is rightly called as "**Water Tower of Asia**".

Q.03: What are the main sources of water in Kashmir Valley?

Ans: The glaciers of different magnitude and capacity are the main sources of water in Kashmir Valley.

Q.04: Why is the water the most precious natural resource?

Ans: Since all living creatures existing on the earth require water for their sustenance, so water is the main natural resource to survive or to flourish on the earth.

Q.05: How has Kashmir been influenced by global warming?

Ans: Kashmir has been badly influenced by the global warming. Since last two decades many changes have been seen and witnessed in the valley of Kashmir. Water is becoming scarce day by day due to the melting of Kolhai Glacier, the main source of water in Kashmir. The climate has totally been changed. It is difficult to distinguish between spring, summer and winter. Wet lands that were a part of water for irrigation in Kashmir have been concretized. It has also reduced the production of crops.

Q.06: How is global warming the largest threat to humanity?

Ans: Global warming is the largest threat not only to the humanity but also to all living organisms. Due to global warming, largest glaciers are melting, which will cause the rise in the sea level and the change in the precipitation in air and certainly seasonal change. The weather will change moderate to hot. This will lead to droughts and lesser production of agriculture yield. It will also lead to natural disasters. It has affected the livelihood of humans. It has adversely affected the humanity and will continuously affect it, if not controlled in time.

Q.07: What do you think is the cause of decrease in snow fall in Kashmir?

Ans: As we know that global warming changes the precipitation in the air, this leads to change in weather and climate to extreme weather. So we think that global warming is the cause of decrease in snowfall in Kashmir.

Q.08: What has been the impact of global warming on J&K so far?

Ans: Global warming has adverse impact on J&K, because the demarcation between seasons that was well defined a decade ago has vanished. It is now difficult to distinguish between autumn and winter. Its impact can be seen on the glaciers

that are continuously melting. High velocity storms are another factor of global warming in Jammu and Kashmir.

Q.09: What role do the scientists play in J&K to deal with the problem of global warming?

Ans: The scientists play an important role for assessing not only the damage done by it so far but also are going to recommend some concrete and meaningful steps to be taken which will at least minimize the effect of global warming.

Q.10: what do we as individuals need to do to deal with the problem of global warming?

Ans: we as individuals can at least aware common people of its greater damage, apart from that we can plant more and more trees rather than cutting down to balance our wasteful gases.

Let's write: (P. No.25)

01. If there is a water body in your neighborhood, write a paragraph on it.

Dal is a lake in Srinagar, the summer capital of Jammu and Kashmir. The urban lake, which is the second largest in the state, is integral to Tourism and recreation in Kashmir and is named 'Jewel in the crown of Kashmir' or 'Srinagar's Jewel'. The lake is also an important source of commercial operations in fishing and water plant harvesting. The shore line of the lake is encompassed by a Boulevard lined with Mughal Era gardens, parks, houseboats, and hotels. Scenic view of the lake can be witnessed from the shore line, Mughal gardens and house boats cruising along the lake and in the colorful Shikaras.

02. (Answer only)

The Disaster Management Groups of our school have made many preparations in order to meet any eventuality like floods, earthquakes, etc. The students of these groups continuously train other students, how to save themselves, if such circumstances occur to them. They also train them to save other in such natural or other calamities. The Incharge teachers of these groups make the students regularly rehearsal that they will get used to act up on such situations and if any calamity confronts them, they won't find themselves in an odd situation. Like our school, other schools also should establish such groups and train their students accordingly.

Language Work (P. NO.23& 24) (Answers only)

I. Fill in the blanks:

- | | |
|--------------------|-----------------|
| 1. a) green house | b) greenhouse |
| 2. a) white collar | b) White-collar |
| 3. a) white house | b) White House |
| 4. a) black box | b) black box |
| 5. a) strong hold | b) stronghold |

II. Use the following phrases or expressions in your own sentences:

- 1. In progress:** The game was already in progress when I tuned in.
- 2. Uncontrollable rate:** The birth rate in the state is increasing at an uncontrollable rate.
- 3. Across the global:** Global warming is a major threat across the globe.
- 4. In the back drop of:** State employees are not well satisfied in the back drop of state economy.
- 5. At an alarming rate:** Glaciers are receding at an alarming rate.
- 6. An irritating change:** Pollution leads to an irritating change in environment.

7. **Bereft of:** People are bereft of the cause of global warming.
8. **Dried up:** Most of the springs in the valley have dried up due to global warming.
9. **At the global level:** We should find the measures at the global level to control the global warming.
10. **Heavy burden:** If global warming is not controlled at an earliest will be a heavy burden on the shoulders of every individual in near future.

Grammar Work (P. No.25) (Answers only)

- | | | | | |
|--------------|------------|-------------|------------|-------------|
| 1. Laughing | 2. being | 3. to go | 4. Being | 5. having |
| 6. Listening | 7. to read | 8. to cheat | 9. Fishing | 10. to make |

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POEM No. 03

TOPIC: The Bangle Seller

Central Idea: The poem “Bangle Seller” is written by “Sarojini Naidu”. The poem revolves around bangles, which is an ornament for embellishment of women in Indian society. As a woman passes through the different stages of life from childhood to the old age, the color and design of her bangles also change accordingly.

Summary: Sarojini Naidu’s poem “The Bangle Seller” is a musical verse. It is the song of the men who are selling bangles in the temple fair. The poetess also highlights the beautiful lifestyle of an Indian woman.

The poem gives us the clear picture of a traditional Indian style and culture. The poem begins with the bangle sellers who sell the delicate, lustrous, bright, tinted circles of light in the form of bangles for happy daughters and happy wives.

The bangles are met for the maiden’s wrist which are silver and blue in color, these bangles are like the calm streams, blooming buds which signifies the life of an unmarried girl.

Some bangles are met for the brides who are about to step in the most beautiful phase of their lives. Those are red like their marriage fire, yellow like sunlit corn, tinkling and clear like their bridal laughter and bridal tear. Bangles of this color represent emotions and desire.

The last stanza describes the bangles for a middle aged woman who has crossed life midway and is a responsible wife and loving mother. Those bangles are purple and gold flecked grey indicating a sense of maturity.

Thinking about the poem:

Q.01: Who is the speaker in the poem?

Ans: Sarojini Naidu who has considered herself as one of the bangle sellers, is the speaker of the poem.

Q.02: How are the bangles described in the first stanza of the poem and who are these bangles for?

Ans: In the first stanza the bangles are described as lustrous, shining loads, rainbow colored, delicate and bright for happy wives and happy daughters.

Q.03: The poet uses different similes for the bangles. What are these?

Ans: The similes that are used in the poem are : mountain mist, new born leaves, sunlit corn, flame of fire.

Q.04: Name the different colors of bangles in the poem? What do these colors represent?

Ans: Silver and blue, rainbow colored, sunlit corn color, purple, gold flecked grey are some colors used for bangles in the poem. These colors represent the bangles suitable for different age groups of women.

Q.05: The word some has been repeated in the poem for a purpose. What is it?

Ans: The word “some” represents the different types of bangles in the poem with an intention of indicating some particular section of the female society showing their particular designs.

Q.06: Explain the following lines:

Some are meet for a maiden’s wrist
Silver and blue as the mountain mist

Ans: These lines have been taken from the poem “The Bangle Seller” written by “Sarojini Naidu”. In these lines, the poet says that some bangles are made for the wrists of unmarried girls with the silver and blue colors just like the mist of the mountain.

Let’s write (P. No. 58)

Write a short poem on any street vendor or hawker you have seen:

Street Vendor

The sun is up, heat unbearable,
He stands there rejected and miserable.

Slowly hope he loses,
As every potential buyer refuses

His goods remain unsold,
His misery untold

Swiftly the night approaches,
And his hunger encroaches.

He packs up and leaves,
Despite everything, he calmly sleeps.

Language work (P.No.58)

I. Fill in the blanks:

1. rainbow tinted 2. sunlit corn 3. flecked grey 4. bangle seller

II and III parts do yourself.

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POEM No. 04

TOPIC: Prayer for Strength

Central Idea: “Prayer for strength” is a poem by “Rabindranath Tagore” in which the writer prays to God to give him strength to deal with good and bad of life, ability to help poor and serve others with love.

Summary: The poem begins with the poet asking lord to strike at the very poverty in his heart. He is asking his God to provide him strength as that he can lightly bear the joys and sorrows of life and not get carried away with it. Moreover, he wants strength so that his love can be fruitful in service.

The poet than asks for strength for strength so that he never disowns the poor or bad before the arrogant minds. He asks for strength to raise his mind for above daily

trifles and finally asks for the strength to surrender himself completely to God's will with love.

Thanking about the poem:

Q.01. What does the poet want to God to strike at his heart?

Ans: The poet prays to God to strike at his heart, so that he could bear the joys and sorrows of poverty and he also prays to God to remove hard heartedness and fill up his heart with love and passion.

Q.02: What does the poet want the strength for?

Ans: The poet wants strength to bear his joys and sorrows to make his love fruitful in service, never to disown poor and never to bend before rude people.

Q.03: How can love be made meaningful in one's life?

Ans: If we love someone and our love changes the life of our beloved in a fruitful way with sweet and nice results then we have made our love meaningful in one's life.

Q.04: What should be our attitude towards the poor?

Ans: Our attitude towards the poor should be sympathetic. We should make them feel that we care about their miseries and our willing to support them.

Q.05: The phrase "bend my knees" in the poem signifies to resist or oppose disrespectful power and not to bend before them.

Q.06: Why does the poet want to raise his mind high above 'daily trifles'?

Ans: The poet wants to raise his mind high above 'daily trifles' because he wants to overcome the thinking about the things of little value and think about the great things that may be beneficial for the people.

Q.07: Why does the poet ask for strength to surrender his will to God's will?

Ans: The poet asked for strength to surrender his will to God's will because only this way he can attain the right path and fulfill his duty of serving mankind.

Let's write: (P.No.60)

Write a short note on Rabindranath Tagore.

Rabindranath Tagore was a great poet, patriot, philosopher, humanist and painter. He was born in Joransanka, Calcutta (Kolkata) on 7th of May in 1861 in his ancestral home. He got his proper education and knowledge about various subjects at home by the private teachers. He was very young when he started writing poems, some of them were published in the periodicals. He went to England for his higher education but was not satisfied by the traditional system of education there. He returned India and opened his own school named Shantineketan in Bolpur, Birbhum, Bengal. This school later became a college and then a university (Viswabarti). He was honored with the Nobel Prize for 'Gitanjali' in 1913. He was also awarded with knighthood by the British crown however, he returned as a mark of protest against massacre in Jallainwalabagh.

Language work: (P.No.60)

Ans: 01: disgrace, dislike, disagree, disconnect, disable, dishonest, discontinue, discharge, disrespect, disown.

Ans: 02: Strike and give me the strength.

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Central Idea: The poem “The Brook” has been written by “Alfred Tennyson”. In this poem, poet compares human life with the life of brook. Like the brook, human life also passes through several stages i.e, infancy, adulthood and old age.

Summary: Tennyson makes the brook narrate its history. The history of its origin and uneven journey through forests and hills and open spaces until joins the brimming river. The brook originates from the place of water birds. It crosses hurdles that loved to be crossed, it crosses along flowers which is strewn over it and support the fish which live in the brook.

The brook also teaches us many important lessons of life. It teaches us the lesson of determinedly moving on and overcoming all obstacles. Like the brook the man must move towards his goal like a river or a brook, if he is to achieve his goal. After joining the river it becomes quite peaceful and flows quietly. Similarly, after becoming mature an adult man also becomes calmer and more composed. In spite of all the similarities between man and the brook, there is one stark dissimilarity also, which the brook keeps telling the reader, “for men may come and go, but I go on forever,” that means humans are mortal but nature is eternal.

Thinking about the Poem:

Q.01: Who is I referred to in the poem?

Ans: “I” in the poem is referred to the “Brook”. Although the writer of the poem is Alfred Tennyson, he has made the Brook as the speaker of the poem.

Q.02: Trace the journey of the brook.

Ans: The journey of the brook starts from the haunts of coot and hern, then it runs down to villages and a town, and passes through the slopes of 30 hills and flows beneath more than four dozen bridges and at last reaches Phillips farmland to join the river.

Q.03: Explain the following lines:

“For men may come and men may go
But I go on forever”

Ans: These lines have been taken from the poem “The Brook” written by “Alfred Tennyson”. In these lines the poet says that the man is mortal and dies at last, and his journey ends at his death, but the brook still keeps on running and is immortal and eternal.

Q.04: Alliteration is the repetition of initial consonant sounds in verse such as “I slip I slide, I gloom I glance”. Pick out more examples of alliteration from the poem.

Ans: I bubble I babble, I steal I slide, I linger I loiter, are some alliterations used in the poem.

Q.05: Can the journey of the brook be compared to human life? How?

Ans: The journey of the brook can be compared to human life. In the poem the poet says, as in the childhood the child is very energetic and lively so is the brook in the beginning; powerful and enhancing. It falls from great heights and when it approaches on plains it is very slow and continues to flow like the man who becomes mature after attaining adulthood. Like the brook moves towards the end of his life and joins river, the man also becomes slow in his moves and ultimately meets the haunts of death.

Let’s write: (P.No.64 do yourself)

Language Work (P. No. 64 do yourself)

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Working with text:**A. Answer the following questions:**

Q.01: Why was Rustum not able to live with his wife for a long time?

Ans: Rustum was not able to stay with his wife because the king of Persia called him back as he felt unsafe without Rustum. Rustum was called the “Shield of Persia” so he has to go away from his wife to defend the country from enemies.

Q.02: Why did Tanimeh send word to Rustum that their child was a daughter?

Ans: Tanimeh knew that when the boy grew up, Rustum would be eager to have him follow in his footsteps. In this way she would lose her son like she lost her husband, so she sent word to Rustum that their child was a daughter.

Q.03: What secret did Sohrab learn from his mother?

Ans: Sohrab learnt the secret of his father’s name that had been hidden from him by his mother for some reasons.

Q.04: What did Tanimeh want Sohrab to do when he met his father?

Ans: Tanimeh wanted Sohrab to show his father the precious stone that he had worn on his arm because this stone was given to her by Rustum, Sohrab’s father. By doing that his father would easily recognize him.

Q.05: Why was Rustum at first not ready to fight Sohrab?

Ans: Rustum was too old to fight a young brave man and he had an aged father to look after. So he refused to fight with Sohrab.

Q.06: Why did Rustum not tell Sohrab who he was?

Ans: Rustum thought that the young man was trying to be clever. If he told the truth, Sohrab might want to make peace with him and withdraw from the fight.

Q.07: How was Sohrab wounded?

Ans: When Rustum shouted his usual war cry, Sohrab was unnerved and he dropped his shield. Rustum’s sword pierced his side and he sunk to the ground. In this way he was wounded.

Q.08: What were Sohrab’s last words?

Ans: While Sohrab lay dying he told his father to take to home and bury there, so that people pass will say that, Sohrab, the mighty Rustum’s, lies there, whom his father killed in ignorance.

B. Find words/phrases from the box for the following expressions. (Answers only)

- | | | | | |
|-------------|------------|------------|---------------|---------------|
| a) Combat | b) Protect | c) Parting | d) Send word | e) Determined |
| f) Send for | g) Invader | h) Distant | i) Break down | j) Precious |
| k) Chief | l) Bury | m) Mighty | | |

C. Chose the correct option: (Answers only)

- | | | |
|-----------------------|-------------------|------------|
| 1. The King of Persia | 2. The challenger | 3. Tanimeh |
| 4. Kaikoos | 5. Sohrab | |

D. Match the words in Colum A with the explanations given in column B: (Answers only)

- a) a word or cry shouted in battle
b) One who calls someone to fight

- c) Skill in use of weapons and in fighting
- d) One who fights for or defends some other person
- e) Skill in the use of sword
- f) Quality of courage and vigor
- g) Great fear
- h) Hold tightly
- i) Extremely surprised
- j) A strong desire for success, power or wealth

Language work:

A. Combine the following pairs of sentences with unless: (Answers only)

1. Unless you run fast, you cannot catch the train.
2. Unless you work hard, you cannot get a first class.
3. Unless you hurry, you will not catch the bus.
4. Unless you do as I tell you, you will not regret it.
5. Unless you tell about your problem, I cannot give you some solution.

B. Match the column (P.No.109) (Answers only)

1. I would have got more marks.
2. The accident would not have happened.
3. We could have gone out.
4. You could have seen her.
5. You might have saved his life.
6. I would not have been able to buy the car.

Grammar Work (Answers only)

1. She said that her father would return from Jammu the next day.
2. They said that they would die for the sake of their country.
3. The teacher said that the Babar won the first battle of Panipat.
4. I told him that he had made a false statement.
5. They told us that they would play a match the next day.
6. I told him that I was an early riser.
7. He said that his father died the previous year.
8. She told me that the climate of that place did not suit her.
9. I told the peon that all his faults would be pardoned if he confesses them.
10. I said that I should finish my work as early as I could.

Change into direct speech (Answers only)

1. The employer said to him, "You will be dismissed if you do not attend the office."
2. Snajay said, "My brother has met with an accident yesterday."
3. I said to him, "I may not come tomorrow."
4. The principal said, "Tomorrow will be holiday."
5. The teacher said to us, "You are intelligent and hardworking."

Let's Write:

The ending of the story, "Rustum and Sohrab" is very dramatic and tragic, as we see how the father and the son fought against each other in a single combat and Rustum killed Sohrab unknowingly that he was none other but his own son. If I am

asked to think over the ending of such story, I must say that the stories of legendary characters as these must not end so tragically. When (according to me) Sohrab asked to his opponent if he was Rostum. Rostum must have admitted the truth. He fought against this youth only to save Persia and its honor. But he thought of his own amusement, and not let the young fighter know who he was. Once Sohrab had he was fighting against Rostum he would have told him the reality and would have become successor of Rostum in Persia. I want this story to end in a happy mode.

English Grammar

Punctuation

Punctuation is a set of marks that regulates and clarifies the meanings of different texts.

These include the full stop, comma, exclamation mark, question mark, colon, and semicolon. It also includes dash, parenthesis, inverted commas and apostrophe.

1. Full stop : It is used
 - At the end of the sentence. **Example:** I enjoyed the movie.
 - After an initial. **Example:** H.G. Wells is a wonderful author.
 - At the dismal point. **Example:** The workers received a 2.1 percent raise.
2. Comma : It is used
 - When two separate sentences are combined. **Example:** we purchased some cheese, and we purchased some fruit.
 - To separate items in a series. **Example:** I dislike carrot, broccoli and capsicum.
 - To set off quoted words. **Example:** He said, "I think it is a great idea."
 - To separate parts of a date. **Example:** Monday, May 2, 2012 was when I graduated.
3. Exclamation Mark: It is used
 - At the end of a sentence, phrase or word to indicate strong emotion. **Example:** Wow! I never thought mom would let us go to the concert.
4. Question Mark : It is used
 - At the end of a question. **Example:** Did he go with you?
5. Colon : It is used
 - Between numerals indicating hours and minutes. **Example:** School starts at 8:05 a.m.
 - Between the title and sub title of a book. **Example:** Reading strategies That Work: Teacher Your Students to Become Better Readers is an excellent resource.
 - After the grating of a business letter. **Example:** Dear Sir:
 - Introduce items of a list. **Example:** I am teaching the following classes next semester: English literature, composition II, and creative writing.
6. Semicolon: It is used
 - To join two independent clauses. **Example:** Raj read a book; then he did a book report.
 - To separate items in a series when those items contain punctuation such as the comma. **Example:** You can order a sandwich with egg, tomato, and cheese: ham, egg, and avocado: or tomato, lettuce, and cheese.
7. Dash : It is used

- To separate parts of groups of words, not to separate parts of words like a hyphen does. **Example:** Please call my Lawyer — Z. A. Shah — on Tuesday.
8. Parenthesis : It is used
 - To enclose information that clarifies or is used as an aside. **Example:** He finally answered (after taking five minutes to think) that he did not understand the question.
 9. Inverted commas : It is used
 - To show where speech or a quotation begins and ends. **Example:** She said, " I am tired."
 - Around the titles of books, plays, or songs or around a word or phrase i. e is being discussed. **Example:** Read the novel, " War and Peace" by Leo Tolstoy.
 10. Apostrophe : it is used
 - To indicate possession. **Example:** John's book.
 - To indicate the omission of letters or numbers. **Example:** I can't go there. & He left the city on 01 Jan. '20.

Exercises:

1. Use appropriate punctuation marks in the following sentences.

1. We had a great time in France the kids really enjoyed it
2. Some people work best in the mornings others do better in the evenings
3. What are you doing next weekend
4. Mother had to go into hospital she had heart problems
5. Did you understand why I was upset
6. It is a fine idea let us hope that it is going to work
7. We will be arriving on Monday morning at least I think so
8. A textbook can be a wall between teacher and class
9. The girls father sat in a corner
10. In the words of Murphys Law Anything that can go wrong will go wrong

Answers

1. We had a great time in France – the kids really enjoyed it.
2. Some people work best in the mornings; others do better in the evenings.
3. What are you doing next weekend?
4. Mother had to go into hospital: she had heart problems.
5. Did you understand why I was upset?
6. It is a fine idea; let us hope that it is going to work.
7. We will be arriving on Monday morning – at least, I think so.
8. A textbook can be a 'wall' between teacher and class.
9. The girl's father sat in a corner.
10. In the words of Murphy's Law: 'Anything that can go wrong will go wrong.'

2. Put appropriate punctuation marks in the following sentences.

1. A grandparents job is easier than a parents
2. It looks as if the sun goes around the earth but of course the earth really goes round the sun
3. He neither smiled spoke nor looked at me
4. Long ago in a distant country there lived a beautiful princess

5. It was my aunt who took Peter to London yesterday not my father.
6. Ruth was invited to the party but she was ill so Jane went instead of her
7. Sorry to disturb you could I speak to you for a moment
8. Is it any use expecting them to be on time
9. Johns going to sleep during the wedding was rather embarrassing
10. Having lost all my money I went home

Answers

1. A grandparent's job is easier than a parent's.
2. It looks as if the sun goes around the earth, but of course the earth really goes round the sun.
3. He neither smiled, spoke, nor looked at me.
4. Long ago, in a distant country, there lived a beautiful princess.
5. It was my aunt who took Peter to London yesterday, not my father.
6. Ruth was invited to the party, but she was ill, so Jane went instead of her.
7. Sorry to disturb you – could I speak to you for a moment?
8. Is it any use expecting them to be on time?
9. John's going to sleep during the wedding was rather embarrassing.
10. Having lost all my money, I went home.

Articles

The words a, an and the are special adjectives called articles.

Types of Articles. The following types of articles are given below

Indefinite Article

The indefinite article (a / an) is used when we don't specify the things or people we are talking about.

e.g.

1. I met a beggar.
2. I study in a college in London.
3. I borrowed an item from a passenger sitting in front of me.

Uses of Indefinite Articles

3. The indefinite article 'a' is used before a consonant sound (other than a, e, i, o, u).

e.g. (i) A dog (ii) A man

The indefinite article 'an' is used before a vowel sound (with a, e, i, o, u).

e.g. (i) An elephant (ii) An ugly duck

Indefinite articles are used before singular nouns that are unspecified.

e.g. (i) This is a pen. (ii) This is an apple.

5. Before number collectives and some numbers.

e.g. (i) I want a dozen mangoes.

(ii) The farmers want a gallon water for the agricultural purpose.

Used with nouns to form adverbial phrases of quantity amount or degree.

e.g.

(i) There was a lot of money in the bag.

(ii) I felt a bit weak in the morning.

Definite Article

The article 'the' is used when the speaker talks about a specific object that both the person speaking and the listener know.

e.g. The man who is standing here runs very fast.

Uses of Definite Article

1. When we speak of something or someone for the first time we use a or an, the next time we repeat that object we use the definite article 'the'.

e.g.

(i) I have a car. The car is very big.

(ii) I live in a house. The house is very big and has seven rooms.

2. Used to indicate a noun that is definite or has been previously specified in the context.

e.g.

(i) Please open the door.

(ii) I like the toys you gave me.

3. Used to indicate a noun that is unique.

e.g.

(i) Praise the Lord!

(ii) The Ganga river is near my village.

4. Used to designate a natural phenomenon,

e.g.

(i) The nights are shorter during the summers.

(ii) The wind is blowing very fast.

5. Used to refer to a time period.

e.g.

(i) This song was very popular in the 1950's.

(ii) I was very introvert in the past.

6. Used to indicate all the members of a family,

e.g.

(i) I invited all the artists for dinner tonight.

(ii) This machinery was invented by the Harrisons.

Omission of Articles

1. We do not use any article with the names of cities, states, countries, continents etc.
But, 'the' is used with group of countries or states' or group of islands,
e.g.
(i) The USA, The United Kingdom.
(ii) The Netherlands.
2. No article is used with material nouns, except talking about some specific ones.
e.g.
(i) I don't like milk.
(ii) Dolly prefers to have coffee to tea.
But
(i) The water of this lake is used for washing clothes by the villagers.
(ii) Please pass the salt. (Salt on the dinning table)
3. With some institutions like church, hospital, school, college, office.
When talking about going to these institutions for their usual (basic) purpose, we do not use any article.
e.g.
(i) Raj went to hospital for doing his LPDP. (To get treatment)
(ii) They go to church every Sunday. (For prayer)
But
(i) I have to go the school on Saturday. (For PTM)
(ii) We are going to the hospital. (To see somebody who is hospitalized)
4. 'The' is used with names of designations like, Branch Manager, President, Prime Minister, Director etc.
e.g.
(i) The President had an interaction with the school children on Children's Day.
(ii) We welcomed the Director with a beautiful garland.
But, when these designations come alongwith the verbs,- appoint, elect, promote etc no article should be used.
e.g.
(i) He was soon promoted as President.
(ii) They unanimously elected him Chairman.

Chapter Practice

Question 1:

Explain whether sentences given below are correct or not with reference to the use of articles.

1. He is the European.
2. Do you like butter?
3. Art is the wonderful subject.
4. I want to drive car.
5. She eats the apple every day.
6. I need a water.
7. Who is the man?
8. Radha has got new mobile phone, but it's not an android phone.
9. Should I take admission into an university or a college after completing my high school?
10. All the committee members have arrived at an decision.

Answer:

1. Incorrect use 'a' in place of 'the'.

2. Correct
3. Incorrect use 'a' before 'wonderful'.
4. Incorrect use 'a' before 'car'.
5. Incorrect use 'an' in place of 'the'.
6. Incorrect use no article before water.
7. Correct
8. Incorrect use 'a' before 'new'.
9. Incorrect use 'a' in place of 'an'.
10. Incorrect use 'a' in place of 'an'.

Question 2:

Fill in the blanks using 'a/an/the'.

1. I want to ask..... question now.
2. It is..... nice day today.
3. Mohini works in office.
4. man was crossing the road.
5. She works in..... hospital.
6. There is..... huge statue of Rani Lakshmbai at the square.
7. Yours is..... inspiring story.
8. Where is..... statue of Liberty situated?
9. He belongs to different school of thought.
10. Do you know where..... library is?

Answer:

1. a 2. a 3. an 4. A 5. a 6. a 7. an 8. the 9. a 10. the

Question 3:

Put a/an/the wherever necessary.

1. She is..... M Sc in chemistry.
2. I am going to..... Nishat garden.
3. Gomati is a famous river.
4. Rashmi is..... unique girl.
5. I know how to play.....football.
6.life in the army is not so easy though it is full of pride and prestige.
7. She was not in..... mood of cutting jokes.
8. This is..... honor for me.
9. One cannot compare orange with ... apple.
10. Each of them is..... unique fruit.

Answer:

1. An 2. The 3. The 4. a 5. The 6. The 7. A
 8. An 9. an, an 10. a

Paragraph Writing:

A paragraph is a short piece of writing that consists of a number of sentences written on one topic or one idea. These sentences are arranged in a systematic manner. A paragraph is a short composition complete in itself.

Features of Good Paragraph

A good paragraph should have the following features.

Unity A paragraph should deal with only one thought or idea. Readers should get an idea of the theme right at the beginning of the paragraph.

Connectivity The sentences in a paragraph should be well-connected.

Few Ideas A paragraph may include a few ideas related to the central theme.

Conclusion The last sentence should be impressive. It should be written in such a manner that it brings a proper sense of conclusion and closes the paragraph.

Note: Paragraphs already done in previous lessons. Write a few paragraphs of your own choice.

Note: Formal and informal letter writing already done in unit – II. Write some letters of your own choice, both formal and informal.

NEPS