Orient BlackSwan

NEW

BUZZWORD

English For Schools

Textbook 8

NEP Compliant inside

WITH APP

New Buzzword: English for Schools (K-8) is a dynamic language course for the 21st century classroom. Based on the National Curriculum Framework and the NCERT guidelines, this course blends strong content with the skills of communication, collaboration, creativity and critical thinking. It lays a solid foundation in English, while it motivates learners to read and to express themselves in new and rich ways.

THE PACKAGE

For the Student

1. Primers and Activity Books 1 and 2
2. Textbooks 1 to 8
3. Workbooks 1 to 8
4. Supplementary Readers 1 to 8
5. Students' App 3 to 8

For the Teacher

1. Teachers' Resource Packs Primers to 8
2. Smart Books Primers to 8
3. Web Support

COURSE HIGHLIGHTS

Clearly defined lesson objectives and learning outcomes

A detailed listing of the lesson objectives and learning outcomes across skill areas is provided for each theme.

Benefits:

- establishes a clear sequence of learning milestones
- provides effective opportunities for remedial teaching, as needed
- creates self-awareness in learners about skills that need more attention

Take Off

Every theme has a set of specially created tasks to address multiple intelligences and varied learning styles.

Benefits:

- addresses different learner styles for impactful learning
- makes classroom activities interesting and meaningful
- expands the mind and encourages cross-curricular and lateral thinking
- supports effective participation in the classroom
- motivates learners and helps to increase their confidence

Think-Pair-Share / Embedded Questions

Interspersed in the units are activities to support **collaborative learning strategies**.

Benefits:

- develops higher order thinking skills, problem solving skills and life skills
- improves interpersonal and communicative skills
- enables independent thinking

Learning Journal

At the end of each theme, a self-assessment tool is in-built in the form of a reflective learning journal.

Benefits:

- helps learners to chart their progress
- ensures that learning outcomes are clinched

Grammar Fun

Grammar is made interactive through games and fun tasks.

Benefits:

- helps to activate language
- creates a stimulating classroom atmosphere
- encourages cooperative learning

Rich Digital Resources

The Smart Book offers a whole range of audio-visual digital resources.

Benefits:

- increases students' engagement and motivation
- enriches the classroom activities
- deepens the students' understanding of concepts and stimulates their thinking

TEXTBOOK

READING

- rich variety of the best selections of prose and poetry
- engaging mix of Classic and Modern; Indian and World Literature
- thematic presentation
- voiceover for all texts and poems
- animations for texts and all poems

GRAMMAR

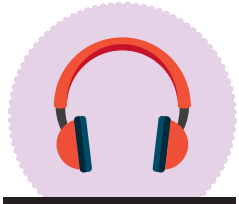
- graded, usage-oriented grammar syllabus
- concise explanation with ample scope for practice

VOCABULARY

- focus on building a rich and productive vocabulary
- attention to phrases, expressions and new words

WRITING

- variety of formats for creative and functional writing
- planned and graded help for writing



LISTENING

SPEAKING

- enrichment activities for listening and speaking
- emphasis on effective communication
- complete audio support

- Pronunciation
- Spelling
- Punctuation
- Reading Aloud
- Dictionary Work
- Picture Talk
- Values
- Life Skills
- Projects

WORKBOOK

- thematically linked to the Textbook
- more practice for grammar, vocabulary and writing
- special attention to reading sub-skills
- combines language learning with enjoyable activities

SUPPLEMENTARY READER

- the best selection of texts covering different genres and themes
- exposure to the finest writing—old and new
- spotlight on literary appreciation of style and devices
- stress on improving vocabulary and developing creative writing skills
- integrated approach to learning values

APP

- summaries (for texts and poems)
- audio (for all texts and poems)
- interactive activities for grammar

FOR THE TEACHER

Teachers' Resource Packs

- Lesson Plans
- Question Bank
- Answer Key
- Worksheets
- Test Papers

Web Support

- customised portals for teachers

Smart Books for Teachers

- mapped to the Textbooks and Supplementary Readers
- audio-visual support
- interactive tasks
- presentations
- helpful tips and reference material
- a host of other resources

Language Syllabus—Textbook 8

Unit	Reading	Grammar	Vocabulary	Listening/ Speaking	Writing	Pronunciation/ Reading Aloud/ Dictionary Work	Spelling/ Punctuation	Life Skills/ Project
Theme 1:Exploring Space								
1. George's Secret Key to the Universe	1. wh- questions 2. ERC 3. answer in detail 4. think and answer	1. revision—phrases and clauses 2. revision—kinds of sentences	expressions with skin	while-listening—interview: key information	email	pronunciation—diphthongs		
2. Feathered Friend	1. sentence completion 2. ERC 3. answer in detail 4. think and answer 5. values—not being overconfident	1. revision—main and subordinate clause 2. revision—connectors with simple, compound and complex sentences	homonyms	speaking—role play	essay	dictionary work—similar sounding words	punctuation—integrated	
When I Heard the Learned Astronomer	1. wh- questions 2. think and answer 3. appreciating the poem 4. going further							
Theme 2: Mystery and Suspense								
3. The Hound of the Baskervilles	1. MCQ 2. ERC 3. answer in detail 4. think and answer 5. values—teamwork	noun clauses	words associated with mystery and suspense	speaking—arrive at a conclusion	article	pronunciation—silent letters/consonants	spelling—British and American spelling	life skills—self-assessment
4. Macbeth and the Witches (play)	1. wh- questions 2. ERC 3. answer in detail 4. think and answer 5. values—not being impatient and over-ambitious	1. revision—relative clauses 2. revision—defining and non-defining relative clauses	idioms		informal letter			
The Listeners	1. wh- questions 2. think and answer 3. appreciating the poem 4. going further							
Theme 3: The Environment								
5. Waste Disposal	1. wh- questions 2. ERC 3. answer in detail 4. think and answer 5. values—recycling	revision—adverb clauses: the first conditional, the second conditional and the third conditional	connotations of words	while-listening—television broadcast: comprehension	formal letter			

Unit	Reading	Grammar	Vocabulary	Listening/ Speaking	Writing	Pronunciation/ Reading Aloud/ Dictionary Work	Spelling/ Punctuation	Life Skills/ Project
6. Rivers, Up Close and Personal	1. MCQ 2. ERC 3. answer in detail 4. think and answer 5. values—water conservation	1. revision—finite and non-finite verbs 2. revision—infinitives	prefixes	speaking—provide information	poster	pronunciation—sentence stress	punctuation—dashes	project
Whose Place Is It Anyway	1. wh- questions 2. think and answer 3. appreciating the poem 4. going further							
Theme 4: Scenes from Childhood								
7. The Ransom of Red Chief	1. arrange in sequence 2. ERC 3. answer in detail 4. think and answer 5. values—honesty	1. revision—gerunds 2. revision—participles	phrasal verbs with up and down	speaking—for and against	story as a play	dictionary work—words from foreign languages		life skills—social skills
8. My Donkey Sally	1. wh- questions 2. ERC 3. answer in detail 4. think and answer 5. values—love and care for family	revision—modals	1.similes 2. antonyms	while-listening—opinions: comprehension	diary entry	pronunciation—identifying sense groups/pauses in a sentence	spelling—-tion, -sion and -cian words	
Our Casuarina Tree	1. wh- questions 2. think and answer 3. appreciating the poem 4. going further							
Theme 5: Being Different								
9. The Vulture and the Great Spirit	1. MCQ 2. ERC 3. answer in detail 4. think and answer 5. values—patience, persistence and perseverance	revision—determiners	movement words	while-listening—talk: general understanding	note-making and summarising	pronunciation—strong and weak forms of words		
10. Right on Top	1. sentence completion 2. ERC 3. answer in detail 4. think and answer 5. values—belief in oneself, being positive	revision—reported speech	compound words with -minded	speaking—compare choices	book review	reading aloud—passage	punctuation—hyphens	

Unit	Reading	Grammar	Vocabulary	Listening/ Speaking	Writing	Pronunciation/ Reading Aloud/ Dictionary Work	Spelling/ Punctuation	Life Skills/ Project
Different	1. wh- questions 2. think and answer 3. appreciating the poem 4. going further							
Theme 6: Humour								
11. University Days	1. true or not true 2. ERC 3. answer in detail 4. think and answer 5. values—being honest	revision—the active and the passive	collocations with verbs and nouns	speaking—deliver a written speech	speech	pronunciation—rising and falling tone in question tags		
12. The Gold Frame	1. wh- questions 2. ERC 3. answer in detail 4. think and answer 5. values—displaying honesty and courage in a difficult situation	1. revision—the present tense: simple, continuous and perfect 2. revision—the past tense: simple, continuous and perfect	collocations with adjectives and nouns	post-listening—tips: key information	interpreting data	dictionary work—words related to photography, word meanings	spelling—sc, ss and cc words	
Grandma Climbs a Tree	1. wh- questions 2. think and answer 3. appreciating the poem 4. going further							
Theme 7: Against the Odds								
13. You Think It'll Never Happen to You	1. arrange in sequence 2. ERC 3. answer in detail 4. think and answer 5. values— pride in our country, showing presence of mind	revision—future time: simple, continuous and perfect	phrasal verbs with blow	speaking—group discussion	newspaper report	reading aloud—speech		
14. The Christmas Truce	1. arrange in sequence 2. ERC 3. answer in detail 4. think and answer 5. values—spirit of caring and sharing	revision—subject-verb agreement	collocations with adverbs	while-listening—story: comprehension	notice	dictionary work—words often confused	punctuation—commas, colons and dashes	life skills—problem solving project
Where the Mind is Without Fear	1. wh- questions 2. think and answer 3. appreciating the poem 4. going further							

Contents

THEME 1

For the Teacher
Lesson Objectives

- reading a range of texts about space exploration
- reading for gist and detail in a text or poem
- reading/discussing the ideas in the text or poem for critical and creative thinking

READING

For the Student
Learning Outcomes

By the end of this unit, I will be able to—

- read and enjoy a variety of texts about exploring space through technology and through the imagination.
- understand the main plot and study characters and events.
- respond critically and creatively to what I read.

For the Teacher
Lesson Objectives

- identifying phrases and clauses in sentences and the different kinds of sentences (Unit 1)
- identifying main and subordinate clauses in sentences and connectors in simple, compound and complex sentences (Unit 2)

GRAMMAR

For the Student
Learning Outcomes

By the end of this unit, I will be able to—

- identify and use phrases and clauses and connectors like and, but, after, because, whether, etc.
- understand the difference between main and subordinate clauses and between different conjunctions.

For the Teacher
Lesson Objectives

- understanding expressions with skin and using them in context (Unit 1)
- using homonyms in sentences (Unit 2)

VOCABULARY

For the Student
Learning Outcomes

By the end of this unit, I will be able to—

- understand various skin expressions like jumped out of his skin, have a thick skin, etc. and use them in sentences.
- identify words with the same spelling but different meanings.

For the Teacher
Lesson Objectives

- listening to an interview with audio support
- making connections and drawing inferences while listening

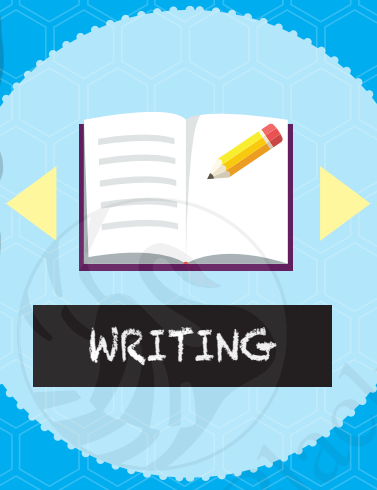
For the Student
Learning Outcomes

By the end of this unit,
I will be able to—

- understand, connect the facts and infer while listening to an interview with a woman astronaut.

For the Teacher
Lesson Objectives

- writing an informal email (Unit 1)
- writing an essay (Unit 2)
- organising ideas with coherence and writing the email/essay in the correct format



For the Student
Learning Outcomes

By the end of this unit,
I will be able to—

- write an email to a friend based on the text with a suitable beginning, middle and end.
- write an essay based on my reading of the text and using the hints given.
- use the correct format to write the email/essay.

For the Teacher
Lesson Objectives

- role-play a conversation between editors and reporters
- reporting and deducing by examining the facts presented
- using appropriate expressions to communicate effectively

For the Student
Learning Outcomes

By the end of this unit,
I will be able to—

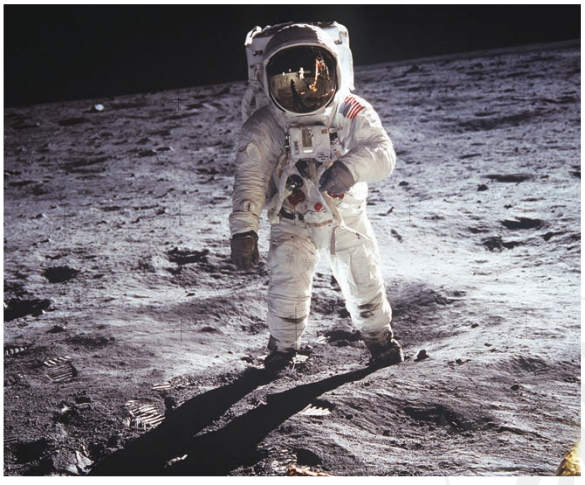
- report in role and deduce by studying the facts closely.
- use suitable expressions to voice my personal opinion confidently and clearly.

The Lesson Objectives also include:

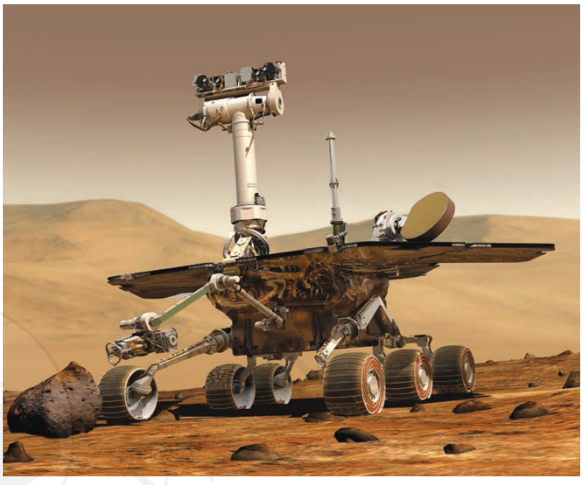
- teaching values—being overconfident
- pronunciation—diphthongs
- punctuation—integrated punctuation
- dictionary work—word meanings

EXPLORING SPACE

Warm Up



Man on the Moon



Exploration of Mars

Stargazing

How do these pictures explore space? In what all ways do you think we can explore space? Discuss in small groups.

1 George's Secret Key to the Universe

If you watch the sky on a clear cloudless night, you will see a large number of stars. Most of the stars appear to be in groups when viewed from the Earth. The groups of stars that form some recognisable pattern or shape in the sky are called constellations.

Can you recognise these well-known constellations?

Here, the stars form the shape of a dipper or a cup with a long handle. There are three stars in the handle of the dipper and four in the bowl.

Big Dipper and Little Dipper

Orion or Hunter

This is one of the most recognisable patterns which the ancient Greeks called hunter. This was because it resembled a hunter from one of their myths and so they named it Orion after him. The line of three stars in the middle form his belt.

Now read on to find out how a star is formed in outer space.

George enters an abandoned house to find his pet. He finds out that the house is not abandoned and a girl called Annie lives there with her father, Eric. Eric is a scientist and likes George very much. Their house is in a mess but George spots many interesting things in the clutter of books and papers. The thing that fascinates him the most is Eric's special computer.

Eric's computer was small and **glossy**. It looked powerful and neat—the sort of computer you might find on a spaceship. Eric hit a couple of buttons on the keyboard and the computer made a sort of humming noise while bright flashes of colour shot across the screen. He patted the computer happily.

"You have forgotten something," said a strange mechanical voice and George jumped out of his skin.

"Have I?" Eric looked confused for a moment.

"Yes," said the voice. "You have not introduced me."

"I'm so sorry!" exclaimed Eric. "George, this is Cosmos, my computer."

George gulped. He had no idea what to say.
"You have to say hello to Cosmos," said Eric in a side whisper to George. "Otherwise he'll get **offended**."

Why does George gulp? Can you think of another meaning of the word 'gulp'?

"Hello, Cosmos," said George nervously. He'd never spoken to a computer before.

"Hello, George," replied Cosmos. "I am the most powerful computer in the world. In the future, there will be computers more powerful than me. But there are none in the past or present."

glossy: shiny and smooth

offended: upset or angry

"Sorry about this," Eric whispered to George. "Computers can be a bit **touchy** sometimes."

"I am cleverer than Eric too," boasted Cosmos.

Do we have more powerful computers today?

"Says who?" said Eric crossly, glaring at the screen.

"Says me," said Cosmos. "I can compute billions of numbers in a **nanosecond**. In less time than it takes you to say 'Cosmos is great', I can compute the life of planets, of comets, of stars and of galaxies. Before you can say 'Cosmos is the most impressive computer that I have ever seen, he is truly **incredible**', I can—"

"All right, all right," said Eric. "Cosmos, you are the most impressive computer we have ever seen. Now, can we get on? I want to show George how a star is born."

"No," said Cosmos.

"No?" said Eric. "What do you mean, No, you **ridiculous** machine?"

"He must take the Oath," said Cosmos.

"Good point; clever Cosmos," said Eric, leaping over to the blackboard.

"George," said Eric, "to learn about the greatest subject in the whole universe, are you prepared to take a special oath? To promise that you will use your knowledge only for good and not for evil. This is very important, George. Science can be a force for good but it can also do great harm."

George stood up straighter and **looked Eric in the eye**.

"I am," he confirmed.

"Then," said Eric, "look at the words on the blackboard. It is the Oath of the Scientist. Read the Oath out loud."

Can you think of a time when you felt tingly with excitement?

The words of the Oath made him feel tingly with excitement, right down to his toes. He read the Oath out loud, as Eric had instructed.

*"I swear to use my scientific knowledge for the good of Humanity. I promise never to harm any person in my search for **enlightenment**. I shall be courageous and careful in my quest for greater knowledge about the mysteries that surround us. I shall not use scientific knowledge for my own personal gain or give it to those who seek to destroy the wonderful planet on which we live. If I break this Oath, may the beauty and wonder of the Universe for ever remain hidden from me."*

touchy: sensitive; easily upset by something
nanosecond: one-thousand-millionth of a second; a very short time; a moment
incredible: extraordinary
ridiculous: very foolish
looked Eric in the eye: looked straight at the eyes in a bold and open way without any fear
enlightenment: understanding; knowledge (about the universe)

Eric clapped. Annie burst an empty crisp packet. Cosmos flashed a rainbow of bright colours across his screen.

"Well done, George," said Eric. "Cosmos will now show us how a star is born."

"Welcome," said Cosmos, **playing a little computerised fanfare**, "to the Universe."

The room was getting darker and darker.

"Come and sit here, George," called Annie, who had already settled herself on the big **comfy** sofa. George sat down next to her, and after a few seconds he saw a tiny beam of very bright white light. It came directly from Cosmos's screen. The beam shot out into the middle of the room, where it **wavered** for a second before it began to sketch a shape in the air.

"But that looks like a …," George began to speak.

"A window," said Eric proudly. "Cosmos has made us a window on the Universe. Watch closely."

The beam of light disappeared, leaving the window it had drawn in the middle of Eric's sitting room, hanging in mid-air. It now looked exactly like a real window. It had a big sheet of glass in the pane and a metal frame. Beyond it, there was a view. And that view was not of Eric's house, or of any house, road or town, or anywhere else that George had ever seen before.

Instead, through the window George could see an incredible, vast darkness, **peppered with** what looked like tiny bright stars. He started to try and count them.

"George," said Cosmos in his mechanical voice, "there are billions and billions of stars in the Universe."

"New stars are created all the time. They are born in giant clouds of dust and gas. I am going to show you how it happens."

"How long does it take for a star to be born?" George asked.

"Tens of millions of years," replied Cosmos. "I hope you are not in a hurry."

"Tut-tut," said Eric, sitting cross-legged on the floor beside the sofa, "don't worry, George, I've speeded it up quite a lot. You'll still get home for dinner."

Pick out the irony in these lines.

playing a little computerised fanfare: a loud, short piece of music played to introduce someone important

comfy: comfortable

wavered: moved in a quivering way; flickered

peppered with: covered or filled with a liberal amount of

George noticed something about the view through the window onto outer space: not all of it was covered with little stars. In the bottom corner of the window he saw a patch of total darkness, a place where not a single star shone.

"What's happening there?" he pointed.

"Let's have a look, shall we?" said Eric. He pressed a button on a remote control and the view through the window seemed to zoom towards the dark patch. As they got closer, George realised that an enormous cloud was **hovering** in that spot. The window kept moving forward until they were right inside the cloud itself, and George could see it was made of gas and dust, just as Cosmos had said.

"What is it?" he asked. "And where is it?"

"It's a huge cloud in outer space, much bigger than the ones in the sky," replied Eric, "made up of tiny, tiny particles which are all floating around inside it. There are so many of these particles that the cloud is enormous—it's so big that you could put millions and millions of Earths inside it. From this cloud, many stars will be born."

Inside the cloud, George could see the particles moving around, some joining together to form huge lumps of matter. These great lumps spun round and round, gathering even more particles all the time. But as the particles joined together, the spinning lumps

hovering: staying in the same position in the air without moving forwards or backwards

weren't getting bigger—instead, they seemed to be getting smaller, as though something was squeezing them. It looked like someone was making gigantic dough balls in outer space. One of these giant balls was quite close to the window now, and George could see it spinning round, getting smaller and smaller all the time. As it shrank, it became hotter and hotter—so hot that George could feel the heat from where he sat on the sofa. And then it started to glow with a dim but frightening light.

"Why is it glowing?" asked George.

"The more it shrinks," said Eric, "the hotter it gets. The hotter it gets, the brighter it shines. Very soon it's going to get too hot."

The ball exploded from the inside, throwing off its outer layers of burning hot gas in all directions. After the explosion, the ball was shining like the Sun. "Wow!" said George. "Is that the Sun?" "It could be," Eric replied. "That's how stars are born and the Sun is a star. When a huge amount of gas and dust combines and shrinks to become dense and hot, as you've just seen, the particles in the middle of the ball are so pressed together they start to fuse or join up, releasing an enormous amount of energy. This is called a nuclear fusion reaction. It is so powerful that when it starts, it throws off the outer layers of the ball, and the rest is transformed into a star. That's what you just saw."

Is George actually looking at the Sun through the special window? Are there differences between the Sun and other stars?

The star was now shining steadily in the distance. It was a beautiful sight. George gazed at it, amazed by its power. Every now and then he could see huge jets of brightly shining gases sent hundreds of thousands of miles from the surface at extraordinary speeds. "And the star will keep on shining like this for ever?" he asked.

"Nothing is for ever, George," said Eric.

adapted from George's Secret Key to the Universe *by Lucy and Stephen Hawking*

Stephen William Hawking (1942–2018) was an English theoretical physicist, cosmologist, author, and Director of Research at the Centre for Theoretical Cosmology within the University of Cambridge. He is known for his contributions to the field of cosmology, general relativity and quantum gravity, especially in the context of black holes. His most famous book is called *A Brief History of Time.*

Hawking had a rare early-onset slow-progressing form of motor neurone disease (also known as ALS) that gradually paralysed him over the decades. Even after the loss of his speech, he was still able to communicate through a speech-generating device, initially through use of a hand-held switch, and eventually by using a single cheek muscle.

Lucy Hawking (1970–) is best known as a children's novelist and science educator. She is the daughter of the theoretical physicist Stephen Hawking and writer Jane Wilde Hawking. As a young adult, she played a significant role in tending to her father's deteriorating health caused by ALS.

Reading

THINK PAIR SHARE

If you happen to meet Cosmos, what would you ask Cosmos to show you? Why?

A. Answer in brief.

1. Whom does George meet in the abandoned house?
2. Who is Cosmos?
3. What did Eric want Cosmos to show George?
4. What was on the other side of the window?
5. What was the patch of total darkness in the bottom corner of the window?
6. What happened as the giant balls spun round and round?

B. Read these lines from the text and answer the questions.

1. *I am cleverer than Eric too.*
   a. Who says these lines?
   b. Is the speaker really cleverer than Eric? How did he prove himself?
   c. What did he ask George to do?
2. *It had a big sheet of glass in the pane and a metal frame. Beyond it, there was a view.*
   a. What is being described here?
   b. What was special about the view?
   c. What did George do when he saw it? How did it make him feel?
3. *It was a beautiful sight. George gazed at it, amazed by its power.*
   a. What is being described here?
   b. Why was George amazed to see it?
   c. What does he ask Eric after seeing this?

C. Answer in detail.

1. Why does Cosmos think it is the most powerful computer in the world?
2. Describe the Oath of the Scientist.
3. How did Cosmos create the window to the Universe?

4. What was the huge cloud in outer space made up of? What was happening inside it?
5. *"George could feel the heat from where he sat on the sofa."* What was causing the heat?
6. What is a nuclear fusion reaction?

D. Think and answer.

1. How does Eric treat Cosmos? What does this tell you about Eric's character? Is Eric similar to other scientists?
2. *"Nothing is for ever, George."* What does this line mean? Is it true of all things?

Grammar

Look at these phrases.

- on a spaceship
- in the whole universe
- a big sheet of glass

As you know, a **phrase** is a group of two or more words that conveys a short, single piece of information.

Now read these sentences.

- Cosmos is the most impressive computer that I have ever seen.
- George realised that an enormous cloud was hovering in that spot.

A **clause** consists of a larger piece of information. It has a subject and a verb.
The highlighted parts of the sentences are **clauses**.

A. Write whether the highlighted parts in these sentences are phrases (**P**) or clauses (**C**).

1. The little girl who won the fancy dress competition is my niece. C
2. The match which was held at this stadium ended in a draw.
3. They wanted to go on a long drive beyond the mountains.
4. He came back early from school because he wasn't feeling well.
5. The hotel on the west side of the city is the nicest in town.
6. Talking to my friend on the phone, I realised that it was getting late for school.
7. Opening the gate, Seema let the dog into the yard.
8. After listening to the students, Ms Rao changed her mind about the assignments.
9. The boy who had broken his leg last week will be running in the race tomorrow.
10. In the craft cupboard, you should find the brushes you need.

GRAMMAR FUN!

Make funny sentences using some of the phrases and clauses given here.

Phrases	Clauses
the cat without the whiskers	how I got this name
in the darkness	because the cow ate my homework
filled with laughter	and the food fight began
the shop around the corner	who wore different shoes on each foot
even better than the last time	the last time I ever ate noodles

As you know, there are different kinds of sentences.

Declarative sentences give information or make a statement.

Interrogative sentences ask questions.

Imperative sentences give instructions or commands.

Exclamatory sentences express strong feelings.

Negative sentences state that something is not true or incorrect. They use words like no, never, not, none, and so on.

B. Rewrite these sentences as directed.

1. I can't believe that we have won the match. (exclamatory)
   I can't believe it! We have won the match!
2. Please collect the parcel from the post-office on your way back from work. (interrogative)
3. Anne took part in the science quiz held at the school over the weekend. (negative)
4. Did the house at the corner get a new coat of paint? (declarative)
5. I will clean all the windows in the living room tomorrow. (imperative)
6. There is nothing particularly impressive about this painting. (interrogative)
7. The Taj Mahal is a magnificent building. (exclamatory)
8. Will you, please, get me a glass of water? (imperative)
9. What delicious food we had yesterday! (declarative)
10. Nitin is too weak to climb up the stairs. (negative)

Vocabulary

Read this sentence.

- George jumped out of his skin.

To jump out of one's skin means to be extremely startled or frightened. Here are other expressions with skin.

to make one's skin crawl	to get under one's skin	by the skin of one's teeth
have a thick skin	save one's own skin	drenched to the skin

Use suitable forms of the above expressions to complete the sentences. Then check your answers with a dictionary.

1. I got up late and missed the bus. I made it to the interview just _____.
2. My little sister sometimes tries _____ with her endless questions.
3. There was an unexpected downpour last evening; we were all _____ by the time we got home.
4. Lydia is very scared of insects; the very mention of cockroaches _____.
5. Deepak is not easily upset by the negative comments he has been receiving; his _____ helps him survive the toughest of situations.
6. The guide managed to _____ by leaving the place in a hurry without informing the tourists.

Writing

Imagine that George is writing an email to his friend Sam about his adventures with Eric and Cosmos. Describe what happened at Eric's house and how George felt watching the secrets of the Universe.

Here are some points to keep in mind while writing your email.

- Write a short and meaningful subject line.
- Avoid difficult fonts and do not use capital letters for the whole message.
- Align it to the left and stick to a simple format.
- Sign off appropriately.
- Follow the rules of grammar and punctuation.

Listening

Read the questions. Then listen to an interview with a woman astronaut. Choose the correct answers as you listen.

1. The astronaut's fascination for the Milky Way started when she
   a. gazed at the star studded sky and noticed some shooting stars.
   b. went to America for her higher studies.
   c. bought a telescope.
2. The astronaut grew up in
   a. America. b. India before partition. c. India after partition.
3. The astronaut considers her _____ to be the key to her success.
   a. parents b. determination and hard work c. passion for astronomy
4. The astronaut says that we should focus on doing
   a. things that gives us joy and satisfaction.
   b. things that gives us money and fame.
   c. things that gives us an opportunity to face challenges.
5. The astronaut says that
   a. our journey matters the most.
   b. our journey is as important as our final destination.
   c. we should not be distracted by our journey, as our destination matters the most.

Pronunciation

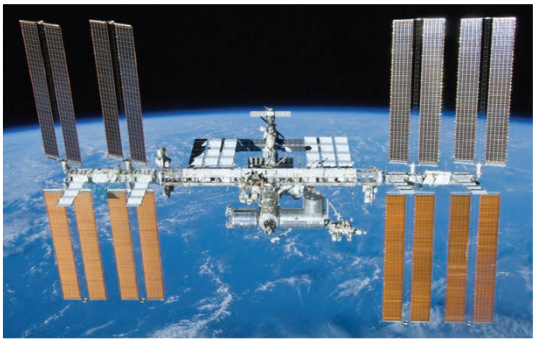
Repeat these words aloud.

ear	clear	steer	sheer	fierce
here	deer	rear	fear	mere

air	swear	fare	hair	aware
dare	rare	mare	share	stare

ear – air	steer – stare	here – hare	dear – dare
rear – rare	mere – mare	sheer – share	fear – fare

2 Feathered Friend



A space station is a spacecraft capable of supporting crewmembers and designed to remain in space for an extended period of time and for other spacecraft to dock. The **International Space Station** is the only operational manned space station currently in orbit.

Space stations are used to study the effects of long-term space flight on the human body. They also serve as a platform for extended scientific studies. Each crew member stays aboard the station for weeks or months, but rarely more than a year. Space stations have been used for both military and civilian purposes.

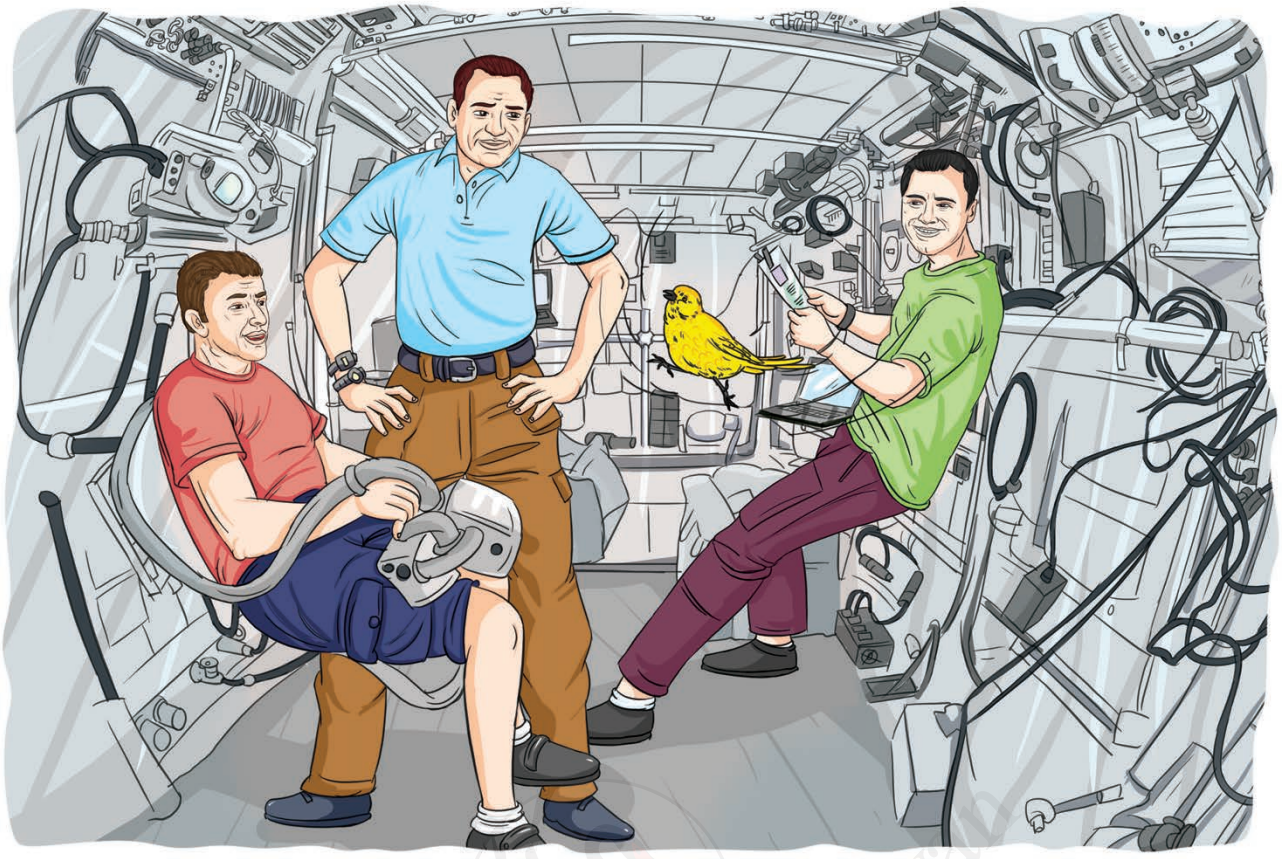
What do you think are the challenges of living on a space station for long periods of time? Discuss with a partner.

The narrator is surprised to discover a canary in the space station. But how did it get there? Read on to find out.

To the best of my knowledge, there's never been a rule that forbids one to keep pets in a space station. And even had such a rule existed, I am quite certain that Sven Olsen would have ignored it. But I must admit that his selection was very sensible. Claribel weighed practically nothing, her food requirements were minimal and she was not worried, as most animals would have been, by the **absence of gravity**.

I first became aware that Claribel was aboard the space station when I was sitting in my office, checking through my lists to decide what items we would be running out of next. When I heard the musical whistle beside my ear, I assumed that it had come over the station intercom, and waited for an announcement to follow. It didn't: instead, there was a long and involved pattern of melody that made me look up with such a start. It was then that I had my first view of Claribel.

absence of gravity: the sensation of weightlessness experienced in space when there is no force which causes things to drop to the ground, like on earth



She was a small yellow canary, hanging in the air as motionless as a hummingbird and with much less effort for her wings were quietly folded along her sides. We stared at each other for a minute; then, before I had quite recovered my wits, she did a curious kind of backward loop no earthbound canary had ever managed and departed with a few leisurely flicks. It was quite obvious that she'd already learned how to operate in the absence of gravity, and did not believe in doing unnecessary work.

Pick out two expressions which show that the narrator was quite surprised to see the canary aboard the space station.

Sven didn't confess to her ownership for several days, and by that time it no longer mattered, because Claribel was a general pet. He had smuggled her up on the last **ferry** from Earth, when he came back from leave—partly, he claimed, out of sheer scientific curiosity. He wanted to see just how a bird would operate when it had no weight but could still use its wings.

Claribel thrived and grew healthy. On the whole, we had little trouble **concealing** our **unauthorised guest** when VIPs from Earth came visiting. A space station has more hiding places than you can count; the only problem was that Claribel got rather noisy when she was upset. We sometimes had to think fast to explain the curious peeps and whistles

ferry: aircraft that brings passengers or goods to space

concealing: hiding

unauthorised guest: the bird was brought to the space station as a pet without any official permission

that came from ventilating shafts and storage **bulkheads**. There were a couple of narrow escapes—but then who would dream of looking for a canary in a space station?

We were now on twelve-hour watches. Though of course there is no 'day' and 'night' when you are floating in permanent sunlight, it was still convenient to stick to the terms. Certainly when I woke up that 'morning' it felt like 6:00 a.m. on Earth. I had a nagging headache and vague memories of **fitful, disturbed dreams**.

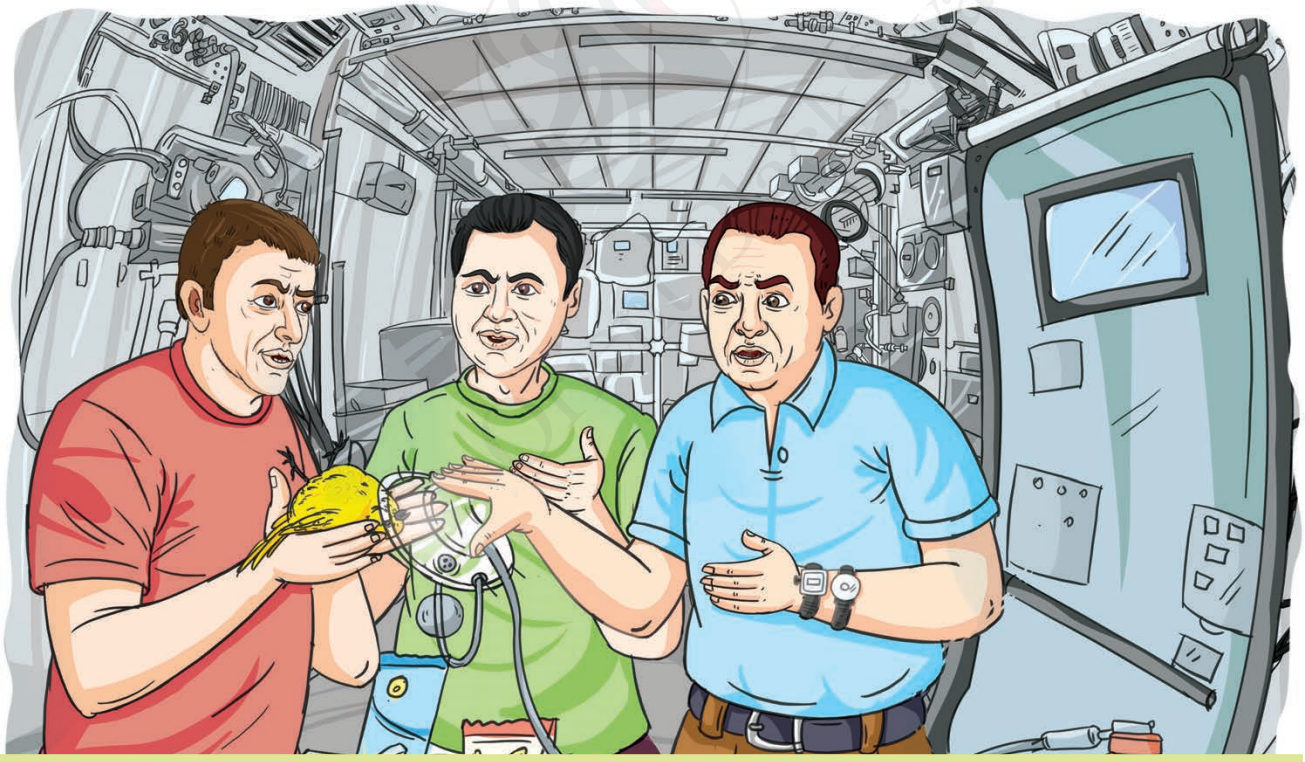
Why do you think there is no night and day in space?

It took me ages to undo my bunk straps, and I was still only half awake when I joined the remainder of the duty crew in the mess. Breakfast was unusually quiet, and there was one seat vacant.

"Where's Sven?" I asked.

"He's looking for Claribel" someone answered. "Says he can't find her anywhere. She usually wakes him up."

Before I could retort that she usually woke me up too, Sven came in through the doorway. We could see at once that something was wrong. He slowly opened his hand, and there lay a tiny bundle of yellow feathers, with two clenched claws sticking **pathetically** up into the air.



bulkheads: walls that divide the inside of an aircraft

fitful, disturbed dreams: dreams that continue for only short periods and which disturb sleep

pathetically: in a way that makes you feel sorry; causing feelings of sadness, sympathy

"What happened?" we asked, all equally **distressed**.

"I don't know," said Sven mournfully. "I just found her like this."

Can you guess what has happened to Claribel?

We all waited **in hushed silence** while he held Claribel against his ear in an attempt to detect any heartbeat. Presently he shook his head. "I can't hear anything, but that doesn't prove she's dead. I've never listened to a canary's heart," he added rather apologetically.

"Give her a shot of oxygen" suggested somebody, pointing to the green-banded emergency cylinder beside the door. Everyone agreed that this was an excellent idea and Claribel was tucked snugly into a face mask that was large enough to serve as a complete oxygen tent for her.

To our delighted surprise, she **revived** at once. Beaming broadly, Sven removed the mask and she hopped onto his finger. She gave her series of **sharp trills** then promptly **keeled over** again.

"I don't get it," **lamented** Sven. "What's wrong with her? She's never done this before."

For the last few minutes, something had been tugging at my memory. My mind seemed to be **sluggish** that morning, as if I was still unable to cast off the burden of sleep. I felt that I could do with some of that oxygen but before I could reach the mask, understanding exploded in my brain. I **whirled** on the duty engineer and said urgently," Jim! There's something wrong with the air! That's why Claribel's passed out. I've just remembered that miners used to carry canaries down to warn them of gas."

Explain the phrase 'understanding exploded in my brain' in your own words.

"Nonsense!" said Jim. "The alarms would have gone off. We've got duplicate circuits, operating independently."

"Er—the second alarm circuit isn't connected up yet," his assistant reminded him.

That shook Jim: he left without a word, while we stood arguing and passing the oxygen bottle around like a pipe of peace. He came back ten minutes later with a sheepish expression. It was one of those

What is a sheepish expression? Try giving a sheepish smile to your partner. When do people have a sheepish expression on their faces?

distressed: upset or worried
in hushed silence: quietly and seriously
revived: became conscious again
sharp trills: short, high-pitched repeated notes
keeled over: collapsed suddenly because of tiredness or illness
lamented: expressed sadness or disappointment over something
sluggish: lacking energy or alertness; slow to respond
whirled: turned around very quickly

accidents that couldn't possibly happen: we had had one of our rare eclipses by Earth's shadow that night; part of the air purifier had frozen up, and the single alarm in the circuit had failed to go off. Half a million dollars' worth of chemical and electronic engineering had let us down completely. Without Claribel, we should soon have been slightly dead.

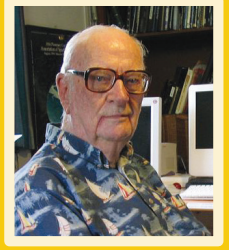
So now, if you visit any space station, don't be surprised if you hear an **inexplicable snatch** of bird song. There's no need to be alarmed: on the contrary, in fact it will mean that you're being doubly safeguarded, at practically no extra expense.

Pick out the humour in the last paragraph of the text.

adapted from a story by Arthur C Clarke

inexplicable: that which cannot be explained or accounted for

snatch: a short part; a very small piece



Sir Arthur Charles Clarke (1917–2008) was a British science fiction writer and futurist, inventor, undersea explorer, and television series host. He was both an avid populariser of space travel and a futurist of uncanny ability. On these subjects, he wrote over a dozen books and many essays, which appeared in various magazines. He was rightly called the 'Prophet of the Space Age'.

THINK PAIR SHARE

Astronauts in space will keep moving around due to the absence of gravity. Then how do you think they manage to eat and sleep in space?

Reading

A. Complete these sentences in your own words.

1. The narrator spotted Claribel when _____.
2. Claribel had been brought from Earth by Sven in order to _____.
3. Claribel was hidden away from visiting VIPs because _____.
4. The canary keeled over again because _____.
5. Miners used canaries to _____.

B. Read these lines from the text and answer the questions.

1. *There were a couple of narrow escapes—but then who would dream of looking for a canary in a space station?*
   a. What kind of escape is the speaker talking about?
   b. How did the canary come to be in the space station?
   c. Where did they usually hide the canary?

2. *"Jim! There's something wrong with the air! That's why Claribel's passed out."*
   a. Who said this to whom?
   b. Why does the speaker feel that there is something wrong with the air?
   c. What had the speaker just remembered?

C. Answer in detail.

1. Why does the narrator feel that Sven's selection was very sensible?
2. How did the canary adapt to the absence of gravity?
3. How did Sven and the others revive the canary?
4. Why did the alarm fail to go off?
5. How had half a million dollars' worth of equipment let them down?

THINK PAIR SHARE

What are some of the things that astronauts would find difficult to do in space? What would be some of the easier things to do? Prepare a list for both. Share with a partner.

D. Think and answer.

1. Why do you think the narrator was sluggish that morning?
2. Justify the title of the text.

E. Know your values.

When the narrator tries to tell his colleagues on the space station that there is something wrong with the air, Jim rubbishes his words. But he goes to check and soon comes back with a sheepish expression that confirms that there is something wrong with the air after all. It could have been dangerous, if left undetected.

Sometimes, our overconfidence stops us from paying attention to small details and working in an organised manner. We start to take things for granted and that could lead to a great failure.

Grammar

Read these sentences.

- I first became aware that Claribel was aboard the space station when I was sitting in my office.
- We knew the game was over when the bowler bowled out the last batsman.
- The lights went out, when I was about to turn the television on.

The underlined words form a **main clause**. A **main clause** or an **independent clause** expresses a complete thought that makes complete sense by itself.

The circled words form a **subordinate clause**. A **subordinate clause** or **dependent clause** does not express a complete thought and additional information is needed to understand the whole idea.

A. Identify the main clause and the subordinate clauses in these sentences.

1. I was happy to hear that my cousins were coming home for the weekend.
   I was happy to hear – main clause
   that my cousins were coming home for the weekend – subordinate clause
2. Sushil was wearing a new watch which his uncle had gifted him.
3. We heard the telephone ring as we were sitting down to dinner.
4. If you miss the train, you can always take the bus home.
5. When the minister arrives, he will give a speech.
6. Hina has not called me since she left the country.
7. I showed her the house that the famous musician had lived in.
8. She met a woman at the concert who knew her great grandmother.

Now let us look at sentences with one or more clauses.

examples	explanations
❖ The children are playing. ❖ Nutan went to the stadium yesterday.	These sentences have a single clause with only one finite verb each. These are **simple sentences**.

examples	explanations
❖ Shirley went to meet her friend but she was not at home. ❖ You must tell the truth or you will be punished.	These sentences have more than one main clause. The two clauses are joined using **co-ordinating conjunctions** like and, but, or, yet and so on. Such sentences are **compound sentences**.
❖ John brushed his teeth before he went to bed. ❖ The teacher looked angry because the children were not listening. ❖ Anita came to school even though she was not feeling well.	These sentences have a main clause and a subordinate clause. These are joined using **subordinating conjunctions** like after, although, as, because, before, even though, if, since, that, though, until, when, where, whether, which, while and so on. Such sentences are **complex sentences**.

B. Form compound/complex sentences by joining these sentences with the correct conjunctions.

1. The girls went shopping. The boys played a game of table-tennis. (complex)
   The girls went shopping while the boys played a game of table-tennis.
2. Shoba was wearing gloves. Her hands were cold. (compound)
3. Freddy had a new car. He didn't know how to drive it. (compound)
4. The doorbell rang. My pet Sprint barked loudly. (complex)
5. The cat ran up a tree. She was chased by a dog. (complex)
6. Would you like apples? Do you prefer bananas? (compound)
7. He worked all night. He could not complete the project. (complex)

Vocabulary

Read these sentences.

- ❖ We stared at each other for a minute.
- ❖ Only a minute amount is needed for the experiment.

The highlighted words in these sentences have different meanings. Words that have the same spelling and/or pronunciation but different meanings are known as **homonyms**.

A. Complete this table. You may use the dictionary, if needed.

homonym	meaning in the text	another meaning
1. space		
2. start		
3. watch		
4. shot		
5. mask		
6. mind		
7. wrong		

B. Make sentences with the other meanings of these words. Share your sentences with your partner.

Speaking

Form groups of four and role-play. You are in charge of updating everyday news in your class. One of you will be the editor and the others will be reporters. The editor will ask for details of the successful launch of a satellite spacecraft to study the moon's surface. Use the cues given in these boxes.

Editor

- Ask for details

Reporter 1

- Give details—date and time, place, on time or delayed

Reporter 2

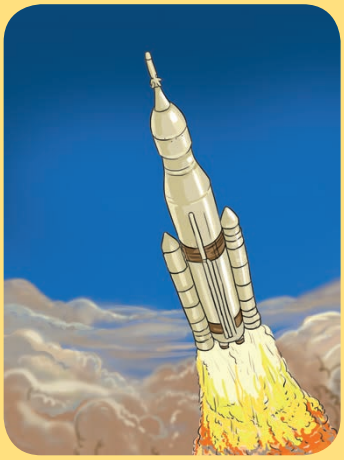
- Talk about—smooth launch or problematic; why to the moon, and why not any other planet/star; any special arrangements/ preparations

Reporter 3

- Explain—benefits of the launch for researchers, common man

Report

- announced the successful launch of
- lunar satellite took off from...at...
- the mission of the...is likely to last...
- the launch was delayed by/on account of/due to...



Deduce

- What this could also mean is that...
- It follows then that...
- This may/could/possibly/probably result in...

Writing

Write an essay on the topic The Influence of Space Exploration.

Remember that your essay must have a proper beginning, middle and ending.

Dictionary Work

A. Look at these words in the dictionary and match them with their correct meanings.

A	B
1. adverse	a. the action of rising or climbing up
2. averse	b. to change or make difference to
3. effect	c. harmful
4. affect	d. approval
5. assent	e. a result
6. ascent	f. opposed

B. Complete each row with two rhyming words. Check with a dictionary, if necessary.

1. reset, upset, _____, _____
2. repair, unfair, _____, _____
3. cling, sling, _____, _____
4. bale, fail, _____, _____
5. flair, stare, _____, _____

Punctuation

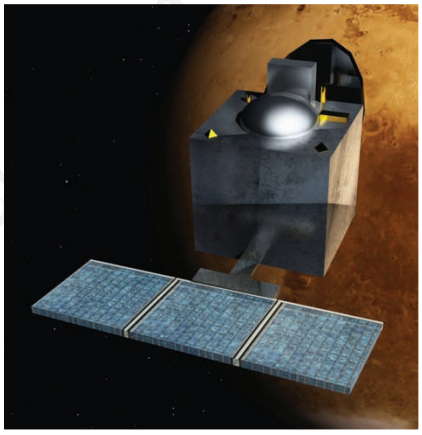
Rewrite these paragraphs using correct punctuation marks.

at that instant a door beneath was hastily opened someone seemed with swift steps to ascend the stairs by the head of which she had yet to pass before she could gain the gallery she had no power to move with a feeling of terror not very definable she fixed her eyes on the staircase and in a few minutes it gave henry to her view mr tilney she exclaimed in a voice of more than common astonishment he looked astonished too good god she continued how came you up that staircase

how came i up that staircase he replied greatly surprised because it is the nearest way from the stable yard to my own chamber and why should i not come up it

KNOW INDIA!

The Mars Orbiter Mission (also called *Mangalyaan*) is a space probe orbiting Mars since 24 September 2014. It was launched on 5 November 2013 by the Indian Space Research Organisation (ISRO). *Mangalyaan* was built at a cost of ₹454 crores—it is the most inexpensive spacecraft in the world! It is also the first spacecraft that successfully reached Mars on its first attempt and it is also the fourth aircraft in the world to reach Mars successfully. Scientists will use *Mangalyaan* to study how much water and methane is available on Mars—two things that are necessary to sustain life.



When I Heard the Learned Astronomer

When I heard the **learn'd** astronomer,

When **the proofs, the figures**, were ranged in columns before me,

When I was shown the charts and diagrams, to add, divide, and measure them,

When I sitting heard the astronomer where he lectured with much applause in the lecture-room,

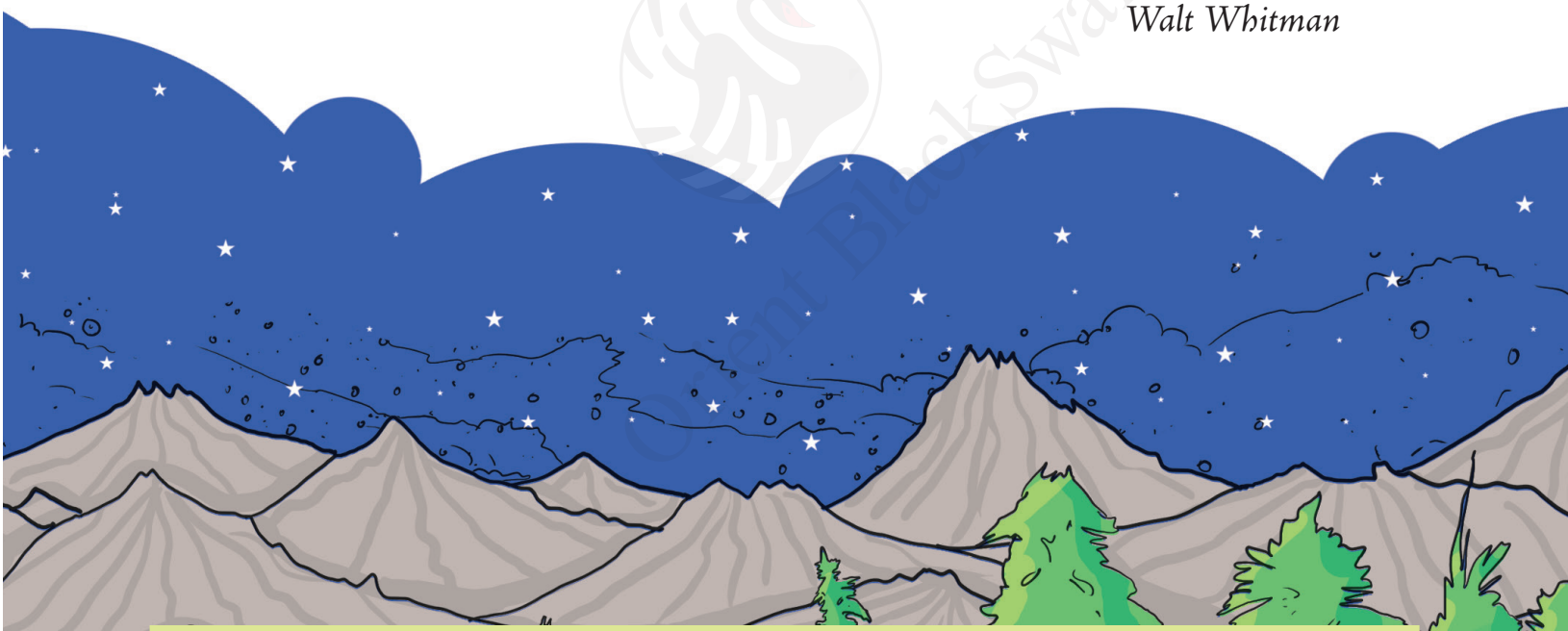
How soon **unaccountable** I became tired and sick,

Till rising and gliding out I **wander'd** off by myself,

In the **mystical** moist night-air, and from time to time,

Look'd up in perfect silence at the stars.

Walt Whitman



learn'd: learned (this word could carry a hint of sarcasm)

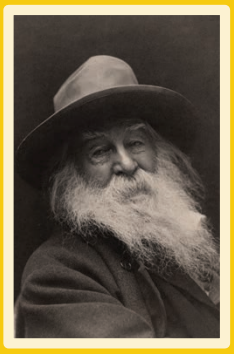
the proofs, the figures: theories and mathematical equations

unaccountable: for reasons that are not easy to explain

wander'd: wandered

mystical: inspiring a sense of awe and fascination

look'd: looked



Walter Walt Whitman (1819–1892) was an American poet, essayist and journalist. He is among the most influential poets in the American canon and is often called the father of free verse. His major work *Leaves of Grass* was first published in 1855. The work was an attempt at reaching out to the common person with an American epic. This poem is from the collection *Leaves of Grass*. Whitman felt very strongly that experiencing life's marvels was the only real way to learn.

In this poem, Whitman uses the example of the astronomer to show the difference between academic learning and experiential learning. The speaker finds the astronomer's lectures about stars to be boring. He does not feel any sort of connection to the subject matter until he goes outside and sees the stars for himself.

Reading

A. Answer these questions.

1. What is the speaker listening to?
2. What does the astronomer use to lecture? How does the audience react to the lecture?
3. Why do you think the speaker became tired and sick listening to the lecture?
4. *Look'd up in perfect silence at the stars…* Why does the speaker do this?
5. How does the poem serve to highlight the difference between experience and knowledge?

B. Think and answer.

1. What, according to the speaker, is the best way to understand nature?
2. Does the speaker respect the learned astronomer? Explain your view.
3. What do you think the speaker's thoughts were about when he looked up at the stars?

C. Appreciating the Poem

1. Does this poem follow a rhyme scheme or is it written in free verse? What is free verse? Take turns to read this poem aloud in class.
2. What feeling does the poem evoke? What do the first four lines serve as? What do the final four lines describe?
3. How does the speaker use images to describe the setting?

D. Going Further

1. What do you feel when you look up and see millions of stars in the night sky? How do you feel?
2. Can you try writing your own poem about stars?

TAKE OFF

Work in small groups and choose any one of these.

1. **Imagine that you are given a chance to visit one of the many planets in the solar system. Which planet would you choose and why? Think about a day in the life of the inhabitants of that planet. What would you do or say to them about our planet Earth?**
2. **NASA has been successful in recording various sounds in space. Go to this link to listen to the planet sounds.** https://www.youtube.com/watch?v=IQL53eQ0cNA **How do they sound? How similar or different are they from each other? What kind of music would one be able to hear in space?**
3. **Make a 3D model of the night sky including the planets, stars and constellations.**
4. **Draw or paint a picture on the theme of this unit—**Exploring Space**.**

LEARNING JOURNAL

What I enjoyed learning in this unit _____; _____; _____

What I did not learn completely _____; _____

What I will practise more to improve _____; _____

NEW

BUZZWORD

English For Schools

CLASS 8

Orient BlackSwan

The National Education Policy (NEP) 2020 emphasises certain crucial parameters based on content and pedagogy. The New Buzzword series provides a rich range of exercises and activities for each of the parameters. Here is a quick reference guide to some of the examples in this book.

The New Buzzword series is mapped perfectly to the National Education Policy 2020.

21st Century Skills

A broad set of skills, knowledge, work habits and character traits that are important for success in the 21st century

The NEP parameters	Features	Page nos.
The 4Cs		
Communication	Speaking	24
Creativity	Think-Pair-Share	92, 117
Critical Thinking	Think and Answer	103, 144
	Going Further	163
Collaboration	Think-Pair-Share	21, 73, 106, 184
Social and Emotional Learning	Know Your Values	50, 128
	Warm Up	114
Multiple Intelligences	Take Off	29, 83, 135, 194
	Warm Up	86

Experiential/ Constructivist Approach

Learners construct their knowledge, based on what they already know, through experience or by doing and reflection

The NEP parameters	Features	Page nos.
Experiential/Constructivist Approach	Speaking	131
	Project	191

Integrated Approach

An approach to teaching and learning that works by connecting knowledge and skills across the curriculum, by bringing real life examples to the classroom

The NEP parameters	Features	Page nos.
Subject Integration	Exploring Space (Science)	4
	The Environment/Project (EVS)	60
Art Integration	Take Off	29, 83, 111
	Think-Pair-Share	121
Health and Wellness	Take Off	60
Values	Know Your Values	39, 66, 75
Life Skills	Life Skills	43, 97, 190

Sustainable Development Goals

A framework of 17 global goals designed to be a blueprint to achieve a better and more sustainable future for all

The NEP parameters	Features	Page nos.
Sustainable Development Goals	George's Secret Key to the Universe	5
	Waste Disposal	61
	Rivers, Up Close and Personal	70

India Knowledge

A strong focus on ancient knowledge from India, traditional values, modern developments and future aspirations

The NEP parameters	Features	Page nos.
Know more about India	Know India	26, 148
	You Think It'll Never Happen to You	167

Digital Integration

The use of digital tools to enhance and support the teaching–learning process

ICT/Digital resources

Orient BlackSwan Smart App - Text and Poem Summaries, Text and Poem Audio, Grammar Games, Interactive Tasks for Practice and Revision

Teachers' Smart Book - Summary, Animations, Interactive Tasks, Slide shows, Picture Galleries, Audio, Embedded Questions, Teachers' Resources, Question-paper Generator

Teacher Empowerment

Teachers' Resource Pack - Lesson Plans for the Textbook, Sample Question Paper with Answer Key, Students' Book Answer Key and Listening Texts

TRP CD: Grammar Slide shows, Question Bank with Answers for the Textbook, Worksheets, Answer Key to Worksheets, Comprehension Passages with Questions and Answers, Listening and Speaking, Audio Tracks for Listening and Speaking, Sample Question Papers with Answer Key

Teachers' Portal - Chapters (with Lesson Plans, Animation, Audio, Listening Audio, Presentation, Picture Gallery, Summary, Students' Book Answer Key, Worksheet, Question Bank with Answer Key), Heritage PPT, Question Bank with Answer Key, Answers to Worksheets, Comprehension Passages, Listening and Speaking, Sample Question Paper with Answer Key, Answer Key to Exercises in the Textbook

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