

# ENGLISH

## STANDARD EIGHT

### TERM II

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This unit aims at enhancing the student's love of her/his country by reading not only about a brave queen in the prose text but also about everyday heroes and heroines in the supplementary reading section. They make us feel proud of our country and our heritage. This also touches on the theme of women empowerment. **The Brave Rani of Jhansi**, the prose text, adapted from the inspirational narrative of Sandhya Rao, speaks about the dynamic role that the young Rani Lakshmibai played during the First war of Indian Independence.

The exercises on vocabulary will enrich the students' active use of the language. They will have fun in finding out the words hidden in the maze. The road map activity will enable the students to engage with the inspirational nature of the text.

Care has been taken in devising activities to help the students engage themselves in active learning through the interactive mode. The students will be introduced to the transitive and intransitive verbs and active and passive constructions through simple exercises.

Before reading aloud Kipling's poem **Land of our birth**, please get the children to fill up the pledge as suggested in the preparation part. The words of the poem are very heart warming and can easily be memorized. You can inspire students to take pride in our national heritage and instill in them patriotic zeal. The poem also teaches us how to be good human beings.

The Supplementary Section, **After the Storm**, adapted from a powerful children's story written by Deepa Agarwal, evokes in young readers a sense of how their attitudes can change any situation for the better.

There are many functional enrichment activities such as projects and creative writing to encourage students to think over and use the target language in a real or given situation.



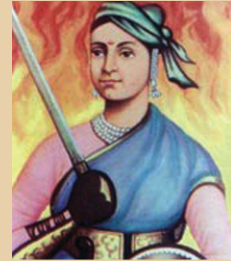
## PROSE

# THE BRAVE RANI OF JHANSI

Adapted from Sandhya Rao's story

### In Preparation :

Think of 1857 and you think of the Rani of Jhansi, one of India's bravest women. That was the year when the Indian soldiers openly turned against their masters, the British. It was the first organized fight back and Indians called this their First War of Independence. It was also known as 'Sepoy Mutiny'. It was a revolt against the British Government. Lakshmibai too joined that mutiny in 1858 after she had become the Rani of Jhansi.



When Lakshmibai was born in Benaras, the wise ones said she would become a queen. Her parents, Moropant Tambe and Bhagirathibai named her Manikarnika after the river Ganga. Her mother told her many stories from the Ramayana and the Mahabharata, and Manu, as she was called, was very happy. Unfortunately Bhagirathibai died all of a sudden when Manu was only four. Moropant Tambe moved to a place called Bithur. There he worked for Baji Rao II, who had once been the Peshwa. 'Peshwa' was the title given to the

What is called the First War of Independence? Why?

Who were Manu's parents?

Why did her father move to Bithur?

What was the title given to the Maratha Ruler?

Maratha ruler. Manu was not sad for long in Bithur. She quickly made friends with the boys, Nana Sahib and Tantia Tope. Nana Sahib was Baji Rao's adopted son. With them, she learned to ride and shoot. She also went to school, although in those days girls were not taught to read and write. She was called 'Chhabili'- the sweet one - by everyone, including Baji Rao.

Because of her charm and wit, Gangadhar Rao, the king of Jhansi, married her after the death of his first wife, Ramabai who had died without a child. When Gangadhar Rao married Manu, she was only 15 and she was a child herself. The bride was given a new name, Lakshmibai, Rani of Jhansi. The people of Jhansi welcomed Lakshmibai into their hearts and she loved them too.

Soon, the people of Jhansi were thrilled to know that their king **at last** had an **heir**. Yes, Lakshmibai had given birth to a baby boy in 1851. But this joy and happiness did not last as the baby died after three months and the people were **heartbroken**.

In those days, it was common for the rulers to adopt a child if they did not have children.

<b>at last</b>	- finally
<b>heir</b>	- a person with legal right to a position or property
<b>heartbroken</b>	- feel extremely sad

So the king, Gangadhar Rao chose five year-old Anand Rao, his cousin's child, to be



his adopted son. On the eve of the adoption, on November 19, 1853, a colourful **ceremony** was held and Anand Rao was renamed Damodar Rao Gangadhar. The British were informed of the adoption by the king who told them that his queen, Lakshmibai, would rule Jhansi until the boy grew up. Soon after he had made the adoption, the **perils** began with the death of Gangadhar Rao. The Governor General Lord Dalhousie announced that he was taking over Jhansi, since the British did not accept an adopted child as a legal heir to the throne. This was only a cunning plan on the part of the British to take over the land.

This clever way of **acquiring** new **territories** for their **Empire** was called the Doctrine of Lapse, that is, if an Indian ruler died without a natural heir, the British simply took over his or her kingdom. The kingdom or state **lapsed** into the British. But

Lakshmibai was **determined** not to give up Jhansi. However all her efforts became **futile** and she wept alone in her room the whole night.

<b>ceremony</b>	- a formal religious function
<b>perils</b>	- dangers
<b>acquiring</b>	- gaining
<b>territory</b>	- region
<b>empire</b>	- a group of countries ruled by one country
<b>lapsed into</b>	- passed gradually
<b>determined</b>	- decided
<b>futile</b>	- useless

She was only nineteen

years old! She decided to leave the fort as ordered by the British and went to live in a palace in the town with Damodar, her adopted son. The British began to govern Jhansi.



In the palace, Lakshmibai led a quiet life. She taught Damodar to fence and ride, read and write. Even then, she did not stop writing to the British for justice. Three years had passed without any **disruption**. By 1857, the British occupied whole India and their armies were full of Indian soldiers. Not everybody, including the **sepoys**, was happy. They were very hurt because their officers had asked them to

<b>disruption</b>	- disturbance
<b>sepoy</b>	- an Indian soldier in the British army
<b>grease</b>	- apply oil / fat
<b>cartridges</b>	- tubes with gun powder and bullets
<b>rifles</b>	- long guns
<b>smoothen</b>	- make easy
<b>pork</b>	- meat of pigs
<b>beef</b>	- meat of cows

**grease** the new **cartridges** to be used in the **rifles** with fat from pigs and cows in order to **smoothen** the firing of the bullets.

India has always been a multi-cultural country. The Muslims did not touch **pork**. The Hindus did not touch **beef**. Though they had already faced many problems, this was the worst one. On a hot summer day in May, the sepoy of the Bengal Army in Meerut attacked their British officers and some officers were killed. The Sepoy Mutiny had begun! As the news spread across the central and the northern India, thousands of soldiers turned against their British officers. Very soon the mutiny

Who started the Sepoy Mutiny?

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What did the British want Lakshmibai to do?

---

What did she actually do?

---

spread to Jhansi. The British were helpless to control the **mutineers**. They appealed to Lakshmibai to advise her soldiers to return quietly to their camps. Instead, she decided to join this fight against the British. Her war for independence had really begun.

<b>mutineers</b>	- revolvers
<b>ammunition</b>	- collection of explosives
<b>manufacture</b>	- large scale production
<b>galloping</b>	- moving fast

First of all, she dug up all the piles of **ammunition** that had been hidden secretly and set up two new factories to **manufacture** rifles and swords. Thousands, including women were trained. She had a strong and loyal army, headed by both men and women. Lakshmibai was **galloping**

from one place to another on a horse to supervise all the activities. She became one of the toughest rulers of Jhansi!

The British, on seeing Lakshmibai's leadership wanted to **capture** her. Sir Hugh Rose was given the task. His army reached Jhansi. Though Lakshmibai's loyal army fought the British **furiously**, they were pushed back by the enemy's guns. The British **cannons blasted** a huge hole in the wall of Jhansi's fort and rushed into Jhansi.

<b>capture</b>	- catch
<b>furiously</b>	- violently
<b>cannon</b>	- very large gun
<b>blasted</b>	- bombed

It was a terrible fight. Even though a large number of Lakshmibai's soldiers were killed, the British could not catch Lakshmibai as she had escaped with Damodar to Kalpi. Accompanied by her faithful followers and friends, she went to Gwalior to seek the support of Scindia of Gwalior. Though Scindia was on the British side, his soldiers deserted him and supported Lakshmibai to fight against the British.

She gained fame far and wide and she **asserted**, "We must prepare ourselves for another **onslaught**." However Rose was back with more men and more arms, waiting outside the Gwalior Fort. Once again there was a terrible battle. Lakshmibai sat on her horse, holding the reins between her teeth and a sword in each hand. Her eyes **glittered** with fire and her swords caught the sunlight when she fought bravely. But on the third day of the war, she was shot at. The brave Rani of Jhansi laid down her life for her people. She was only twenty three then.

<b>assert</b>	- say firmly
<b>onslaught</b>	- attack
<b>glitter</b>	- shine
<b>whisper</b>	- say softly

Her soldiers huddled together in shock. She **whispered** in her last breath, "Give my jewels to my soldiers and look after little Damodar." The moment Lakshmibai died, the Peshwa army lost hope and the Sepoy Mutiny came to an end. The history of India is with full of stories of the brave. No doubt, Lakshmibai is probably the most famous Indian woman to have **defied** the British.

**defy**- refuse to obey



**LET US REMEMBER :**

1. What was the name given to Lakshmibai by her parents?

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2. Who were Manu's friends in Bithur? What did she learn there?

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3. What was she called by everyone? What does it mean?

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4. Why did Gangadhar Rao choose Manu as his queen? What name did he give her?

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5. Why did Gangadhar Rao adopt a son?

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6. What was the Doctrine of Lapse? Why did the British evolve it?

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7. How did Rani Lakshmibai prepare for the First War of Independence?

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8. What was the result of the First War of Independence?

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9. Describe how Lakshmibai fought her last battle?

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10. What were her last words?

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**VOCABULARY :**

*Let us know the new words better :*

**A. Match the following words with their meanings given:**

- | A             | B                 |
|---------------|-------------------|
| 1. mutiny     | 1. violent attack |
| 2. onslaught  | 2. useless        |
| 3. defy       | 3. rebel          |
| 4. ammunition | 4. disobey        |
| 5. futile     | 5. weapons        |

**B. Choose the opposites of the words given:**

- |             |             |               |              |              |
|-------------|-------------|---------------|--------------|--------------|
| 1. charm    | a) ugliness | b) magic      | c) beauty    | d) elegance  |
| 2. smoothen | a) soften   | b) pleasant   | c) roughen   | d) harden    |
| 3. strange  | a) special  | b) common     | c) usual     | d) regular   |
| 4. defy     | a) oppose   | b) accept     | c) consider  | d) join      |
| 5. brave    | a) bold     | b) frightened | c) strongest | d) powerless |

**C. Fun with words:**

*Try to find the hidden words in this maze:*

o	z	e	m	p	i	r	e	k	u	c	e.g.: heir
v	r	v	u	h	e	i	r	t	s	h	
s	d	e	t	e	r	m	i	n	e	a	
m	e	o	i	l	s	c	f	m	l	r	
o	f	g	n	f	p	i	l	x	u	m	
o	y	p	y	q	r	d	e	p	a	t	
t	n	e	g	r	e	a	s	e	i	r	
h	s	r	e	t	a	l	i	a	t	e	
e	c	i	a	b	d	v	r	o	s	e	
n	k	l	a	s	t	r	a	n	g	e	

**A few clues:**

- ✦ rise against authority,
- ✦ make easy,
- ✦ apply oil, fat
- ✦ danger

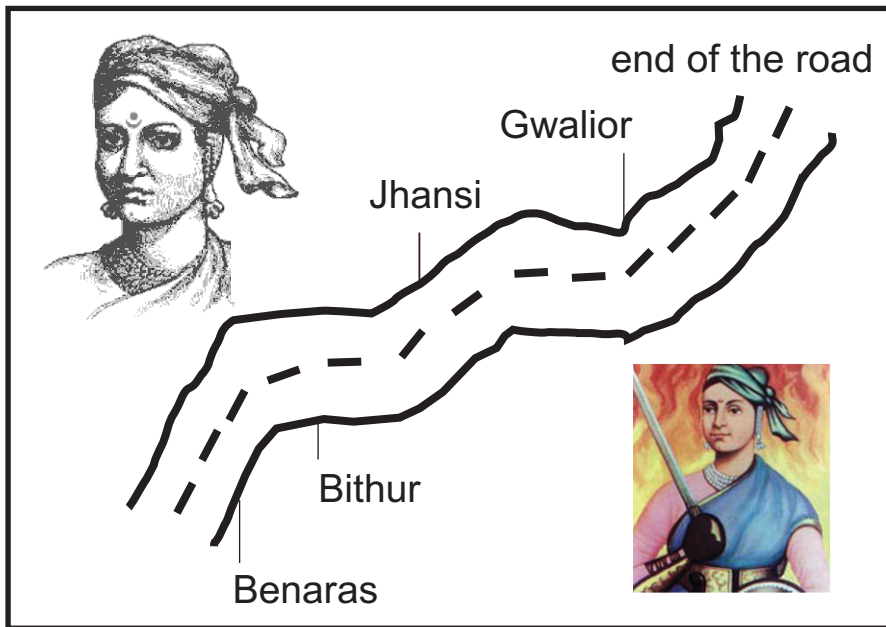


**LET US UNDERSTAND :** (Tick the right answer)

1. This story is about \_\_\_\_\_
  - a) a kingdom
  - b) a brave queen
2. "That she learnt to ride, shoot, read and write along with the boys"- speaks of
  - a) her rebellious nature
  - b) her wide interests
3. Rani Lakshmbai said, "I will not give up Jhansi." This shows her
  - a) patriotism
  - b) selfishness
4. Her preparation for the 1<sup>st</sup> War of Independence speaks of her
  - a) rudeness
  - b) determination
5. Her last words reveal
  - a) her generous spirit
  - b) her weakness

**LET US UNDERSTAND :****1. Discuss with your friends (in small groups)**

This is a roadmap connected with the life of the brave Rani of Jhansi. Discuss with your group what happened to her at each place. Share your views with the class.

**Benaras****Bithur****Jhansi****Gwalior**

## THINKING FURTHER : (Group Activity) SHARE IN CLASS:

Do you know of other brave women? Describe the brave thing they did.

## GRAMMAR :

### LET US LEARN - Transitive and Intransitive Verbs :

*Read the following sentences:*

1. Sam eats *mangoes*. What does Sam eat? '**mangoes**'
2. Valli kicked *the ball*. What did Valli kick? '**the ball**'

The words '**mangoes**' and the '**ball**' are the **objects** of the verbs 'eats' and 'kicked'. The verbs which have objects are called '**Transitive Verbs**'. *Now, read these sentences;*

1. The sun shines brightly.  
The sun shines... WHAT? **No answer**
2. Water boils at 100°C.  
Water boils... WHAT? **No answer.**

The verbs 'shines' and 'boils' do not have objects. Hence they are called '**Intransitive Verbs**'.

*Say whether the highlighted verbs in the following sentences are transitive or intransitive.*

1. Please, **pass** the salt - \_\_\_\_\_.
2. Don't **wait** here - \_\_\_\_\_.
3. You **must obey** elders - \_\_\_\_\_.
4. Stars **twinkle** at night - \_\_\_\_\_.

### LET US UNDERSTAND :

Only the sentences which have '**transitive verbs**' will take up the '**passive forms**'.

Look at these sentences;

**What do these two sentences have in common?**

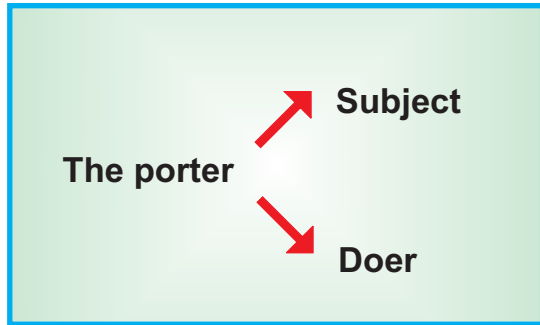
The porter pulled a trolley

A trolley was pulled by the porter.

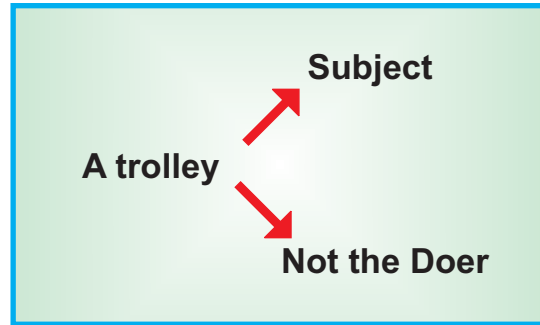


The above two sentences have a *similar meaning*.  
Each sentence begins with a *subject*.

- u In **active voice**, the doer is given importance.
- u In **passive voice**, the action is given importance.



**Active Voice**



**Passive Voice**

**Discuss in pairs and say whether the verbs given in bold letters are in active or passive forms:**

1. They **sing** songs in the assembly. \_\_\_\_\_
2. A notice **was sent** by the manager. \_\_\_\_\_
3. You **gave** him your pen. \_\_\_\_\_
4. He **has built** a house in his native place. \_\_\_\_\_
5. The parcel **was opened** secretly. \_\_\_\_\_
6. The teacher **gave** the students an exercise. \_\_\_\_\_
7. Birds **fly** swiftly in the sky. \_\_\_\_\_



**WORK IN SMALL GROUPS:**

*Go through the text and pick out the verbs given in active or passive forms;*

<b>For example:</b>	choose	-	<i>active voice</i>
	was called	-	<i>passive voice</i>
	_____	-	_____
	_____	-	_____
	_____	-	_____
	_____	-	_____
	_____	-	_____
	_____	-	_____

**LET US DO :**

**Directions:** Match **Column A** with **Column B** and make sentences;

**Column A**

The National flag  
The flag song  
The campus  
The birds  
The sweets  
The function

**Column B**

is filled with gaiety.  
are distributed.  
is presided over by the principal.  
is hoisted.  
is sung.  
are seen in the sky.



**PROJECT:**

Collect information and pictures of your favourite leader/inspirational person from books and magazines. Write a paragraph or an essay pasting suitable pictures beside it and present it to your class.