

**Let's pave the way for learning and  
Move Forward**

**Standard - 8  
English**



**State Council of Educational Research and Training (SCERT), Kerala  
2022**

Dear students,

The evaluation of the answer scripts of the First Terminal Examination 2022 and the classroom experiences shared by the teachers concerned, have brought to light the fact that our children have suffered some serious learning gap due to the non-availability of proper learning experiences as a result of the unprecedented situation created by the Covid Pandemic from 2019 to 2022. An activity book has been designed to assist children internalize the concepts which they ought to have mastered in the previous classes and with the intention to facilitate further learning. Necessary explanations and activities are included in the booklet to help children bridge the gap. It is hoped that this package will facilitate the learners for self-study or for studying with the help of their teachers and I wish them success in their endeavors to move forward with confidence.

**Director**  
SCERT, Kerala



## **A WORD TO THE TEACHERS**

The Bridge Material for classes 3-10 is an activity package for bridging language learning gaps in English among school students in Kerala. This package gives the learners freedom to go beyond text books. The activities that are designed for outside the class room may add to the interest of the learners. Learners are given chances to go through diverse reading materials. They give the teachers opportunity to create English friendly atmosphere in the class.

There are chances for the learners to read, listen, comprehend passages and perform activities.

**Learner friendly activities** are included in the package. Students with special needs are also considered.

**Performance based activities** may kindle the innate abilities of the students.

Ample chances are given for their **creative writing and reflexive thinking**.

All activities are **self-learning as well as self-evaluating**, but teachers' directions are needed in certain areas.

Students are given opportunities to **evaluate the activities** performed by their peers as well. Even the parents can make their children do the activities.

Hope all the learners including learners with special needs may make use of the material properly. Effective usage of this material will undoubtedly result in enhancing the linguistic competence of the learners. To a great extent, the learning gaps will be minimized.

## BRIDGE MATERIAL FOR CLASS VIII

### **ENTRY ACTIVITY**

You like flowers, don't you? We see many varieties of flowers around us. Draw the picture of a flower which you like the most. Write one of the reasons why you like that flower the most. (Eg: arrangement of petals, colour, smell etc.)

### **ACTIVITY 1**

You enjoyed the poem Song of the Flower, didn't you?

Who wrote the poem Song of the Flower? Yes. Khalil Gibran. Read the profile of Khalil Gibran and fill in the blanks using the words given in bracket.

### **Profile – Khalil Gibran**

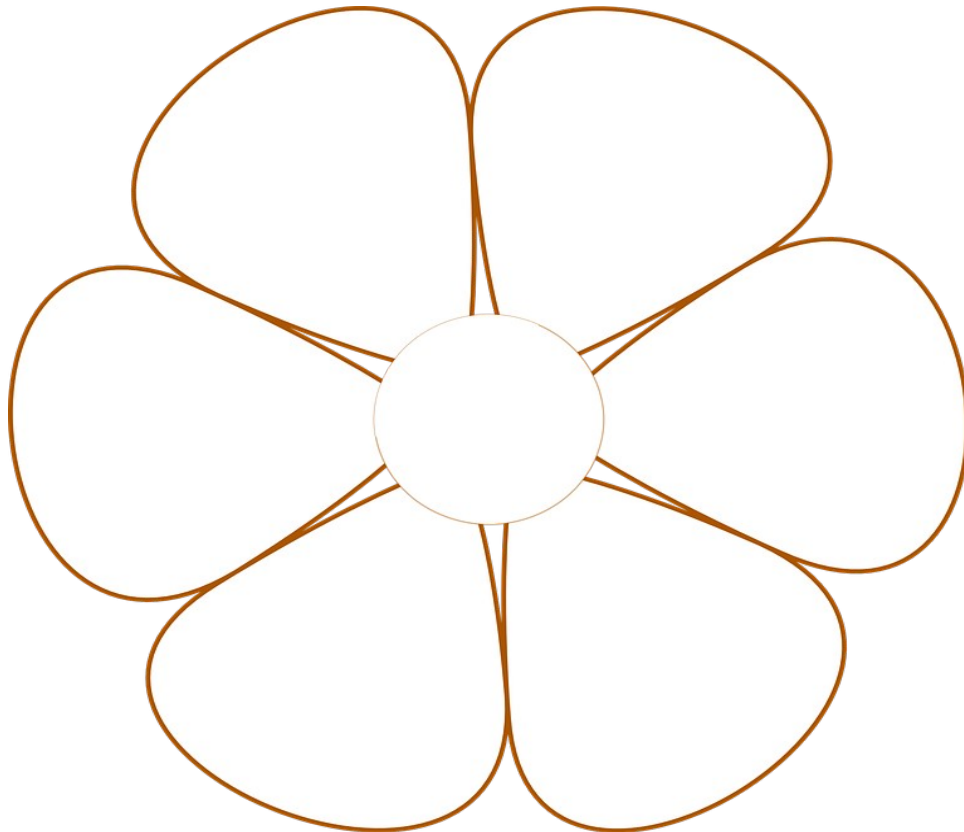
Khalil Gibran was ----- Lebanese artist, poet and writer. He was born ----  
1883. His work 'The Prophet' is ----- example of inspirational fiction  
including 26 poetic essays. This book has been translated ----- over 20  
foreign languages. He is considered as the third most popular poet in  
history after Shakespeare and Laozi. He passed away ----- 10 April  
1931 in New York.

[an, into, and, of, on, a, in]

## ACTIVITY 2

Who is the speaker in the poem 'Song of the Flower'? It's a flower. What does the flower speak about itself? Select the correct answers from the box and write them on the petals of the flower given below.

*summer, kind word uttered by nature, fallen star, blue tent, daughter of elements, autumn, lover's gift, last gift to the dead, coming of light, wedding wreath*



**ACTIVITY 3**

Which is your favourite flower? Write a poem about your favourite flower.

**ACTIVITY 4**

Complete the table given below using the expressions given in brackets.

[Blue tent upon the green carpet, Plains decorated with colours, The voice of the birds, The air is scented with my fragrance, I drink dew for wine]

<b>Imageries</b>	<b>Expressions</b>
Visual image	
Auditory image	
Olfactory image	
Tactile image	

**ACTIVITY 5 (Reading Comprehension)**

The meanings of a few lines from the poem are given below. Read them, identify the appropriate line and write it in the space provided.

a. The flower describes itself as fallen from the sky upon the earth

.....

b. All the seasons take their part in the development of the flower.

.....

c. The colours and the fragrance of the flower add to the beauty of nature.

.....

d. The flower takes a prominent role in the life of an individual.

.....

e. The flower conveys an optimistic tone to the readers.

.....

**ACTIVITY 6 (Activity for Listening Skill Development)**

Listen to the audio track of the poem 'Lines on Violet' (or any similar poems on flowers). After listening, fill the gaps in the poem using the words given in brackets.

<https://www.youtube.com/watch?v=IfpDTJUV3Qw>

Lines On -----

Once, while digging 'neath the snow,

'-----, lo!

To our joy and surprise

We saw some violets in full -----

Gazing at us with loving eyes,

Thanking us for opening their -----

Yet still they seemed so ----- and nice

(Violets, Mid Canadian winter, cozy, bloom, tomb)



**ACTIVITY 7 (Appreciation)**

A student of standard 8 tries to write the appreciation of the poem ‘Song of the Flower’. Can you help her / him to complete it by choosing the suitable words from the brackets?

Song of the Flower is a poem written by the famous poet----- . The speaker of the poem is the----- itself.

The flower tells that it is a ----- uttered by nature. It is the daughter of -----and brought up by different seasons. The flower proudly states that it is highly active during daytime and beneficial to the world by announcing ----- . Flowers beautify the world and spread its ----- everywhere. It is used on on all events of the human beings. Mankind should seek advice from the flower on how to face the world -----

The tone of the poem is ----- . I am a kind word, I am a star, I am the lover’s gift are some of the examples for ----- . Visual images like ----- , green carpet, my shadow etc add to the beauty of the poem.

kind word	Khalil Gibran
philosophical	elements
blue tent	sunrise and sunset
positively	flower
fragrance	metaphor

## ACTIVITY 8

You learned the poem First Showers. Did you like it? Now read the poem *Summer Shower* by Emily Dickinson and complete the table given below.

A drop fell on the apple tree,

Another on the roof;

A half a dozen kissed the eaves,

And made the gables laugh.

A few went out to help the brook,

That went to help the sea.

Myself conjectured, Were they pearls,

What necklaces could be!

The dust replaced in hoisted roads,

The birds jocosely sung;

The sunshine threw his hat away,

The orchards spangles hung.

The breezes brought dejected lutes,

And bathed them in the glee;

The East put out a single flag,

And signed the fete away.

<b>First Showers</b>	<b>Summer Shower</b>
Poet -----	Poet -----
The poem is about -----	The poem is about falling of rain drops in a dry land.
Cool drops kissed -----	A half a dozen kissed -----
The first showers soothed the poet's -----	The summer shower made the gables -----
Example for simile -----	Examples for personification: The sunshine threw his hat away, -----

### **ACTIVITY 9**

Collect poems and songs (in English and regional languages) about rain and prepare a **Rain Magazine**.

### **ACTIVITY 10**

A few words in the paragraph given below are underlined. Replace the words with their appropriate equivalents.

The young Student had examined the writings of the wise men and he had placed his best efforts to learn the secrets of philosophy. But when he understood that there was no red rose in all his garden, he couldn't tolerate it.

(made out, call for, went through, put up with, put in)

### **ACTIVITY 11 (Preparing script for the performance)**

The young Student's joy knew no bounds when he spotted the red rose in his garden. He decided to pluck it and go to the Professor's house to give it to his love. We are going to enact this scene on stage. Form groups and prepare a script for the performance.

### **ACTIVITY 12 (Performance)**

You have gone through the script of the performance, haven't you? Then why don't we perform it on stage? When one group performs, the others can watch it carefully and give their feedback.

Tips for Student Evaluation

- Relevant to the theme
- Stage usage
- Voice modulation
- Apt gestures

### **ACTIVITY 13**

The Professor's daughter rejected the young Student. He jots down his thoughts and feelings in his diary. There are a few errors in it which are underlined. Edit the passage.

How happy I am (a) when I got the red rose! With great excitement I rushed to my lady love. But .... I was in utter despair when she refused to dance with me. She frowned (b) at me when I offered her the red rose. Oh! God I loved her sincere! (c) How could she behaves (d) like that to me! What a (e) ungrateful girl!

### **ACTIVITY 14**

Imagine that the young Student meets one of his friends on the way from the Professor's home. Here is a piece of conversation between the Student and his friend. Complete it meaningfully.

Friend : You look so dull today, .....(a).....?

Young Student : Yes. The Professor's daughter cheated me.  
Friend : What happened?  
Young Student : She had promised me that if I gave her a red rose .....(b).....  
Friend : .....(c).....?  
Young Student : Yes, I gave her a red rose. But she didn't accept it.  
Friend : .....(d).....?  
Young Student : She said that the Chamberlain's nephew had sent her some  
real jewels.  
Friend : I guess she values jewels more than love. You had better  
..... (e).....  
Young Student : You are right. But I can't forget her as I loved her so much.