

Maharashtra Board Solutions for Class 8- English: Chapter 1.1- A Time To Believe

BOOK SOLUTIONS
CLASS 8
ENGLISH

CHAPTER 1
A Time To Believe



Maharashtra Board Solutions→

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Maharashtra Board Solutions for Class 8- English: Chapter 1.1- A Time To Believe

Class 8: English Chapter 1.1 solutions. Complete Class 8 English Chapter 1.1 Notes.

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Maharashtra Board 8th English Chapter 1.1, Class 8 English Chapter 1.1 solutions

Questions and Answers

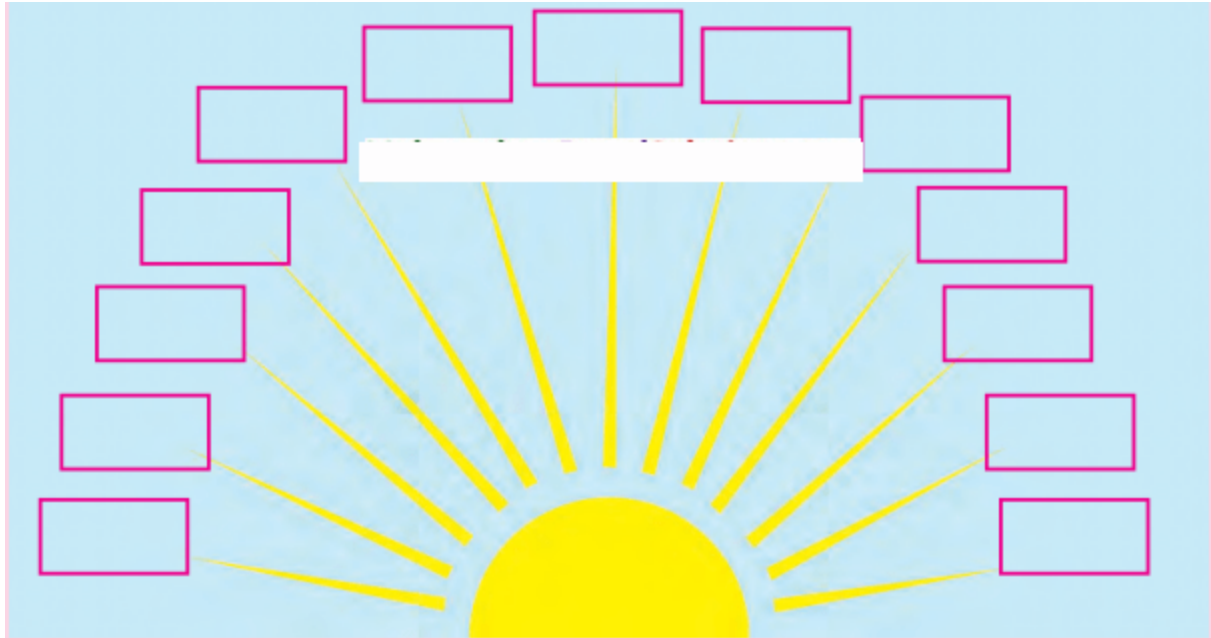
Warming Up:

Question 1.

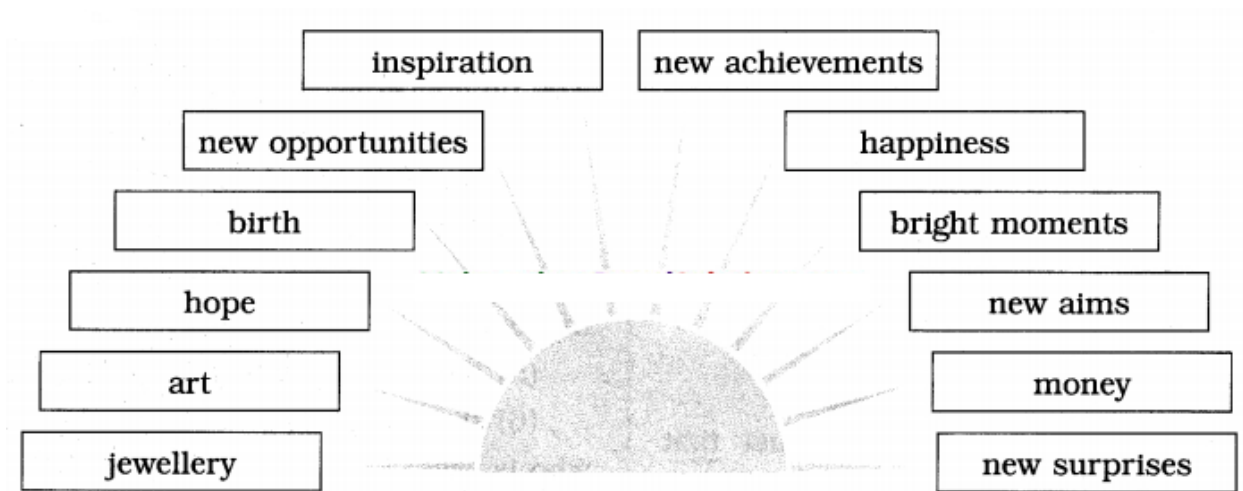
Think, choose and fill up the labels with what a 'sunrise' symbolizes.

(jewellery / art / hope / birth / anger / new opportunities / good manners / inspiration/ new achievements / happiness / misery / bright moments / new aims / money / newsurprises)

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Answer:



Question 2.

An acrostic is a poem or a write up in which the first letter of each line forms a word, when it is read vertically. Complete the acrostics of BELIEVE and FAITH.

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Be certain of	F
E	A
L	I
I	T
E	H
V	
E	

With your benchmate / group, complete the acrostic of BELIEVE and FAITH.

Answer:

Be certain of	Fidelity
Expect	Acceptance
Love	Ideology
Idealize	Trust
Endorse	Hope
Value	
Emerge strong	

1.A. Rearrange the letters to make meaningful words, occurring in the poem.

1. clearmis
2. sowmid
3. tabyue
4. madres
5. laveu
6. downre

Answer:

1. miracles
2. wisdom
3. beauty
4. dreams
5. value

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6. wonder

1.B. Write words from the poem that describe the following.

1. sky
2. heart
3. hand
4. beginning

Answer:

1. stardust sky
2. nurturing heart
3. aging hand
4. new beginning

2. Say WHY.

Question a.

_____ the sky has a magical quality.

Answer:

The sky has a magical quality because it has scurrying clouds, twinkling stars and a beautiful moon.

Question b.

_____ even an aging hand has beauty.

Answer:

because it can teach us how to love.

Question c.

_____ we should believe that we are strong and courageous.

Answer:

We should believe that we are | strong and courageous so that we can recover after we have gone through difficulties and shocks, and return to our normal lives again.

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3. Make a list of any six things that the poet wants us to accept as true.

Answer:

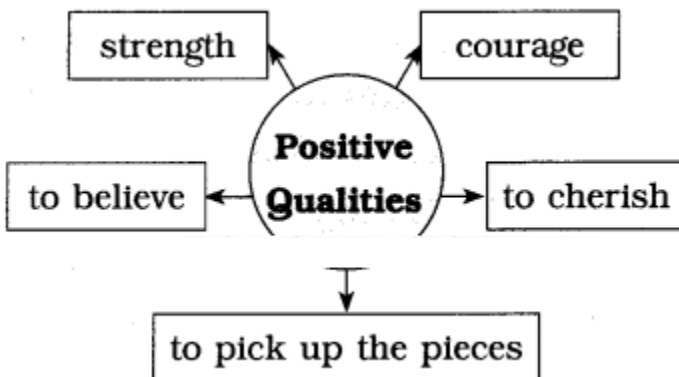
The poet wants us to accept as true the following things :

- that we have the strength and (courage to get back to normal after a setback
- that we are never alone
- that life is a gift we must cherish
- that there are wonderful surprises in store for us
- that all our hopes and dreams are within reach
- that great things will happen if we have belief in life and in ourselves

4. Find from the poem, positive qualities to fill up the web.



Answer:



5. Read the lines below.

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(A) 'To believe is to see angels dancing among the clouds'.

The above line contain a human characteristic 'dancing' given to something non – human, 'angels'. The Figure of Speech used in the line is called 'Personification'.

(B) 'To believe is to know that
Everyday is a new beginning'.

(C) To believe is to know life is a gift

Lines in poetry, such as the above, state a general truth and can be used as sayings or quotes etc. They contain the Figure of Speech called Epigram.

Epigram closely resembles a proverb.

Find from the poem three other examples of Epigram.

Answer:

(i) 'To believe is to find the strength and courage that lies within us.'

(ii) 'To believe is to know we are never alone, that life is a gift.'

(iii) 'To believe is to know that wonderful surprises are just waiting to happen.'

(These lines state a general truth.)

6. Divide the class into 5 groups. Each group can prepare a decorative chart / poster using an epigrammatic lines from the poem. You may use calligraphy / painting / or Paint programme on a computer. (With permission, put up these charts in your school.)

Additional Important Questions and Answers

Complete the following:

Question 1.

One should know and trust _____.

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Answer:

One should know and trust that every day is a new beginning, that miracles happen and dreams really do come true.

Question 2.

The two supernatural references in the second stanza _____.

Answer:

The two supernatural references in the second stanza are to angels and to the man in the moon.

Activities based on Poetic Devices/Vocabulary:**Question 1.**

Find out an example of Personification from the extract.

Answer:

‘To believe is to see angels dancing among the clouds.’ (Here, the angels have been given the human quality of ‘dancing’.)

Question 2.

Pick out examples of Alliteration from the extract.

Answer:

(i) and the wisdom of the man in the moon’. (Repetition of the sound of the letter ‘m’.)

(ii) For it is through their teachings, we learn to love. (Repetition of the sound of the letters ‘t’ and T.)

Question 3.

Pick out an example of Repetition from the extract.

Answer:

The words ‘To believe is to’ are repeated at the beginning of each stanza. This provides emphasis to the message in the poem and gives rhythm to the stanzas.

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Complete the following:

Question 1.

The two qualities that are needed to recover after a shocking event are _____.

Answer:

strength and courage.

Question 2.

The poet advises everybody to _____.

Answer:

have a positive attitude.

Complex Factual Activities:

Question 1.

Explain why

.... we should believe that we are strong and courageous,

Answer:

We should believe that we are strong and courageous so that we can recover after we have gone through difficulties and shocks, and return to our normal lives again.

Activities based on Poetic Devices/Vocabulary :

Question 1.

Rearrange the letters to form meaningful words occurring in the extract.

1. gearuoc
2. rissupser
3. gnehtrts
4. irehchs

Answer:

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1. courage
2. surprises
3. strength
4. cherish

Question 2.

Write word from the extract that describe the following :

surprises

Answer:

wonderful surprises

Question 3.

Pick out an example of Metaphor from the extract.

Answer:

‘That life is a gift.’ Life is implicitly compared to a gift.

Question 4.

Pick out an example of Repetition from the extract.

Answer:

The words ‘To believe is to’ are repeated at the beginning of each stanza. This provides emphasis to the message in the poem and gives rhythm to the stanzas.

Question 5.

Analysis/Appreciation Of The Poem ‘A Time To Believe’

Answer:

Poem and poet: ‘A Time to Believe’ by B.J. Morbitzer.

Theme: To believe in ourselves and to have a positive and optimistic attitude towards life.

Tone: Serious and inspirational.

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Structure and stanzas: 4 lines in each stanza, except in the last stanza, which has 5 lines.

Rhyme and Rhythm: No rhyme scheme; the poem is written in free verse.

Language and Imagery: The language is simple and direct. The only instances of Imagery are of 'angels dancing among the clouds' and the 'stardust sky'.

Figures of Speech: Personification, Epigram, Repetition, Metaphor.



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Class 8 English

Unit 1

- Chapter 1.1- A Time To Believe
- Chapter 1.2- Dick Whittington and his Cat
- Chapter 1.3- The Pilgrim
- Chapter 1.4- Revathi's Musical Plants

Unit 2

- Chapter 2.1- Vocation
- Chapter 2.2- Nature Created Man and Woman as Equals
- Chapter 2.3- The Worm
- Chapter 2.4- Three Visions for India

- Chapter 2.5- The Happy Prince

Unit 3

- Chapter 3.1- The Plate of Gold
- Chapter 3.2- The Kite Festival
- Chapter 3.3- The Last Leaf
- Chapter 3.4- Leisure

Unit 4

- Chapter 4.1- The Vet
- Chapter 4.2- Revolutionary Steps in Surgery
- Chapter 4.3- The Bees
- Chapter 4.4- Ramanujan
- Chapter 4.5- A Battle to Baffle

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The Maharashtra State Board of Secondary and Higher Secondary Education or MSBSHSE (Marathi: महाराष्ट्र राज्य माध्यमिक आणि उच्च माध्यमिक शिक्षण मंडळ), is an **autonomous and statutory body established in 1965**. The board was amended in the year 1977 under the provisions of the Maharashtra Act No. 41 of 1965.

The Maharashtra State Board of Secondary & Higher Secondary Education (MSBSHSE), Pune is an independent body of the Maharashtra Government. There are more than 1.4 million students that appear in the examination every year. The Maha State Board conducts the board examination twice a year. This board conducts the examination for SSC and HSC.

The Maharashtra government established the Maharashtra State Bureau of Textbook Production and Curriculum Research, also commonly referred to as Ebalbharati, in 1967 to take up the responsibility of providing quality textbooks to students from all classes studying under the Maharashtra State Board. MSBHSE prepares and updates the curriculum to provide holistic development for students. It is designed to tackle the difficulty in understanding the concepts with simple language with simple illustrations. Every year around 10 lakh students are enrolled in schools that are affiliated with the Maharashtra State Board.

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FAQs

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As of now, the MSCERT and Balbharti are responsible for the syllabus and textbooks of Classes 1 to 8, while Classes 9 and 10 are under the Maharashtra State Board of Secondary and Higher Secondary Education (MSBSHSE).

How many state boards are there in Maharashtra?

The Maharashtra State Board of Secondary & Higher Secondary Education, conducts the HSC and SSC Examinations in the state of Maharashtra through its nine Divisional Boards located at Pune, Mumbai, Aurangabad, Nasik, Kolhapur, Amravati, Latur, Nagpur and Ratnagiri.

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