

SAMPLE CONTENT

PERFECT

**ENGLISH
BALBHARATI**

STD. VIII
(Eng. Med.)



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M.Sc.

Target Publications[®] Pvt. Ltd.

PERFECT English Balbharati

STD. VIII (English Medium)

Salient Features

- ☞ In accordance with the Latest Board Paper Pattern
- ☞ Covers 'Warming Up!' Activities for chapters and poems
- ☞ Contains Glossary, Summaries and Paraphrases
- ☞ Includes Textual and In-text Questions (modified at places to suit the activity-based format)
- ☞ Contains Language Study (Vocabulary and Grammar) Questions
- ☞ Covers Activity-based (Speaking and Writing) Questions
- ☞ Includes Integrated Questions for better preparation and deeper understanding
- ☞ Covers activities under 'Word Play'
- ☞ Contains a separate section on Unseen Passages for Comprehension
- ☞ Includes separate sections on Grammar and Writing Skills with guidelines

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PREFACE

In the case of good books, the point is not how many of them you can get through, but rather how many can get through to you.

Target's 'Perfect English Balbharati: Std. VIII' is a complete and thorough guide critically analysed and extensively drafted to simplify learning and boost the student's confidence. This book facilitates learning by segregating each chapter into different extracts based upon the pattern followed by Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune.

Every chapter and poem includes a glossary containing meanings of all the difficult words and phrases at the beginning. Paraphrase of the poems and Summary of the lessons are provided for brief and quick understanding. Every chapter and poem has been segregated into Summative and Formative Assessment. Summative Assessment includes segregation of chapters and poems into extracts along-with answers to all the textual questions, in-text and additional questions. We've presented students with an exhaustive coverage of Grammar and Vocabulary in this book, which is present in every extract as well as under 'Word Play'. Additional practice has been provided under 'Language Study' which we're sure would enhance the language skills of the students manifold. It also includes 'Integrated Questions' (based on the entire text) for better understanding of the lesson and poem. Questions for Oral Test have been included for all lessons and poems.

The Formative Assessment includes Oral Work, Study Skills, Writing Activities along-with Project Work. All the chapters and poems have been covered extensively through the medium of wide variety of questions and activities.

The book also covers a separate section on Unseen Passages. A dedicated section on Grammar with explanation of concepts has been made available to build a strong language base for the students. A separate section on Writing Skills has been provided in addition to the Writing Activities covered in the chapters, so as to facilitate a thorough understanding of the topics.

We hope students find this book purposeful and enjoy using it as much as we enjoyed making it.

A book affects eternity; one can never tell where its influence stops.

- Publisher

Edition: Fifth

The journey to create a complete book is strewn with triumphs, failures, and near misses. If you think we've nearly missed something or want to applaud us for our triumphs, we'd love to hear from you.

Please write to us at: mail@targetpublications.org

Best of luck to all the aspirants!

Disclaimer

This reference book is transformative work based on 'Std. VIII English Balbharati; Fourth Reprint: 2022', published by the Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune. We the publishers are making this reference book which constitutes as fair use of textual contents which are transformed by adding and elaborating, with a view to simplify the same to enable the students to understand, memorize and reproduce the same in examinations.

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Summative and Formative Assessment: Activities in all chapters and poems have been segregated into summative and formative assessment.

Glossary: Glossary containing the meanings of all the difficult words and phrases from the chapter has been provided. For the convenience of the students these words have been arranged alphabetically.

Summary of Chapters: Summary of all chapters has been provided for quick understanding of the central idea of the chapter.

Paraphrase of Poems: For greater clarity and insights to the poem, paraphrase has been provided.

Segregation of chapters / poems into extracts: For better understanding, all the chapters and some poems have been segregated into extracts with ample activities based on them.

Integrated Questions: The textual questions requiring holistic answers have been covered in each chapter and poem.

Language Study: For ensuring ample practice, we have provided this special section at the end of each chapter, which extensively covers all the language study activities.

Activities / Projects: Answer of some activities / projects have been provided wherever needed.

Unseen Passage: For ensuring ample practice, we have provided separate section on unseen passages.

Grammar Section: For thorough understanding of grammar concepts, a dedicated section on grammar has been provided. This section covers explanation of the concepts and ample examples with practice questions.

Writing Skills: This section towards the end of the book includes all the writing skills activities prescribed for the students, with the explanation of concepts in lucid language.

CONTENTS

No.	TOPIC NAME	Page No.
Unit One		
1.1	A Time To Believe	1
1.2	Dick Whittington and his Cat	6
1.3	The Pilgrim	14
1.4	Revathi's Musical Plants	19
	Word Play I	25
Unit Two		
2.1	Vocation	28
2.2	Nature Created Man and Woman as Equals	34
2.3	The Worm	42
2.4	Three Visions for India	47
2.5	The Happy Prince	54
	Word Play II	62
Unit Three		
3.1	The Plate of Gold	64
3.2	The Kite Festival	73
3.3	The Last Leaf	80
3.4	Leisure	88
Unit Four		
4.1	The Vet	93
4.2	Revolutionary Steps in Surgery	101
4.3	The Bees	108
4.4	Ramanujan	114
4.5	A Battle to Baffle	121
	Unseen Passages	129
	Grammar	133
	Language Study	
	Language Study I	162
	Language Study II	164
	Writing Skills	
1	Expansion of Theme	166
2	Note-making	168
3	Summary and Paraphrase Writing	171
4	Paragraph Writing	174
5	Speech Writing	176
6	Letter Writing	178
7	Report Writing	182
8	Personal Diary and Biographical Experiences	185
9	Questionnaire for Interview	187
10	Book Review	189
11	Email and Message Writing	193
12	Creative Writing	195

- Note:**
- i. *Textual questions are represented by * mark.*
 - ii. *Intext questions are represented by # mark.*
 - iii. *Modified textual questions are represented by ♣ mark.*

Glossary

Word	Meaning
aging (<i>adj</i>)	growing old
cherish (<i>v</i>)	hold something as very dear and of great value
miracles (<i>n</i>)	amazing and extraordinary events
nurturing (<i>adj</i>)	providing nourishment, care and protection
stardust (<i>adj</i>)	having a magical quality

Phrase	Meaning
within reach	possible to achieve

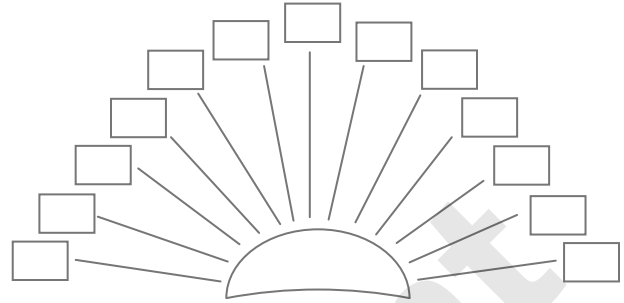
Paraphrase

The poem 'A Time to Believe' is a poem on courage and optimism that tells us about the power of self-belief in an appealing manner, so as to inspire and motivate us to realise our dreams and achieve our goals in life. The poet, B J Morbitzer, constantly asks us to take each day as a new day, which is full of promises as this would generate positive energy in us to begin life afresh. He tells us to believe that miracles do happen, that is, through the power of self-belief, even the impossible can be achieved and dreams do come true. The poet is of the view that nothing should prevent us from keeping faith in the positive designs of the Creator (God), which He has planned for us. Thus, the poet wants us to have a positive outlook in difficult times. To believe, he says, is to realise the value of a caring heart, the innocence of a child's eyes and the beauty of experience, as it is through these qualities of heart and mind that one learns to love others selflessly.

To believe also means having the realisation that there is a power of courage, which lies within each one of us. This power of courage must encourage us to pick up the fallen pieces of our life and rebuild them. The poet adds that life is a gift and we are never alone in our fight for attaining what we truly desire. The poet ends poem on a positive note, expressing strong hope that wonderful surprises await us, only if we learn to believe and develop a positive attitude towards life.

Warming Up!

- *1. **Think, choose and fill up the labels with what a 'sunrise' symbolises.**
(jewellery / art / hope / birth / anger / new opportunities / good manners / inspiration / new achievements / happiness / misery / bright moments / new aims / money / new surprises)



Ans: art / hope / birth / new opportunities / good manners / inspiration / new achievements / happiness / bright moments / new aims / money / new surprises

- *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.**

For example,

F aithful
R eliable
I nspiring
E ncouraging
N oble
D edicated

With your bench mate / group, complete the acrostic of BELIEVE and FAITH

(Please note that the words / phrases should be more or less related to the topic. You can use a *thesaurus*.)

B e certain of F _____
E _____ A _____
L _____ I _____
I _____ T _____
E _____ H _____
V _____
E _____

Ans: Be certain of

Energetic approach
Live every moment
Intelligent actions
Excellent performance
Value yourself
Endure trials

Fearlessly
Aiming
Improving
Thinking positively and
Hopefully



Summative Assessment

[Note: Some Wh-questions in the text have been modified to suit the activity based format and are marked with a ♣ symbol]

Extract I

A1. Simple Factual

1. Fill in the blanks with appropriate words from the extract.

- i. To believe means to know that every day is a new _____.
- ii. To believe is to trust that _____ really do come true.
- iii. To believe means to know the value of the _____ in a child's eyes.

Ans:

- i. beginning
- ii. dreams
- iii. innocence

Read the extract from line 1 to 12 on page 2 of your textbook and answer the following questions.

["To believe is
..... learn to love."]

A2. Complex Factual

1. Complete the following sentences based on the extract.

- i. To see angels in a cloud means to believe _____.
- ii. The man in the moon is the _____.
- iii. The aging hand is beautiful because _____.

Ans:

- i. that the impossible will happen
- ii. Creator
- iii. it teaches us to love through its teachings

#2. What should one know and trust every day?

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

#3. What are the two super-natural references in the 2nd stanza?

Ans: The two super-natural references are:

- i. Angels dancing in the clouds.
- ii. Man in the moon.

*4. Say WHY

i. The sky has magical quality.

Ans: The sky has magical quality because it is full of clouds, stars and super-natural beings like angels and the man in the moon.

ii. Even an aging hand has beauty.

Ans: Even an aging hand has beauty because through its teachings, we learn to love.

A3. Vocabulary / Poetic Devices

1. Write the antonyms for the following from the extract.

- | | |
|---------------|------------|
| i. disbelieve | ii. ending |
| iii. mistrust | iv. guilt |

Ans:

- | | |
|------------|---------------|
| i. believe | ii. beginning |
| iii. trust | iv. innocence |

2. Identify and explain the Figures of Speech in the following lines from the extract.

i. "To believe is to know that"

Ans:

- a. Alliteration – The sound of the letter 't' has been repeated for poetic effect.
- b. Repetition – The word 'to' has been repeated for poetic effect.

ii. "Is to trust that miracles happen,"

Ans:

- a. Alliteration – Here the sound of the letter 't' has been repeated for poetic effect.
- b. Consonance – The consonant sound of the letter 't' has been repeated in the line.
- c. Epigram – It is a brief, witty statement about the topic.

[Note: Epigram has been explained in 'Language Study' section.]

iii. "and dreams really do come true."

Ans:

- a. Alliteration – Here the sound of the letter 'd' has been repeated for poetic effect.
- b. Consonance – The consonant sound of the letter 'r' has been repeated in the line.

iv. "To believe is to see angels dancing among the clouds."

Ans:

- a. Personification – Here, 'angels' are given the human quality of 'dancing'.
- b. Repetition – The word 'to' has been repeated for poetic effect.

[Note: Personification has been explained in 'Language Study' section.]

v. "To know the wonder of the stardust sky"

Ans: Alliteration – Here the sound of the letter 's' has been repeated for poetic effect.

vi. "and the wisdom of the man in the moon."

Ans:

- a. Alliteration – The sound of the letter 'm' has been repeated for poetic effect.
- b. Repetition – The word 'the' has been repeated for poetic effect.



vii. **“To believe is to know the value of a nurturing heart,”**

Ans: Epigram – It is a brief, witty statement about the topic.

3. **Pick out the lines from the extract that contain Imagery.**

Ans: The poet uses descriptive imagery to make the poem appealing for the reader. The lines from the extract that contain Imagery are:

- i. “To believe is to see angels dancing among the clouds.”
- ii. “To know the wonder of the stardust sky”
- iii. “The innocence of a child’s eyes”
- iv. “and the beauty of an aging hand,”

Extract II

A1. Simple Factual

1. **Name the following.**

- #i. The two qualities that are required to recover after a shocking event.
- ii. The gift that must be cherished.
- iii. The requirement for making our dreams come true.

Ans:

- i. strength and courage ii. life
- iii. belief

Read the extract from line 13 to 25 on page 2 of your textbook and answer the following questions.

["To believe is
..... only we believe."]

A2. Complex Factual

#1. **What kind of attitude does the poet advise everybody to have?**

Ans: The poet advises the readers to have an attitude of being receptive to the unimaginable, to have faith and patience and to believe that one’s dreams will be realised.

*2. **Say WHY**

i. **We should believe that we are strong and courageous.**

Ans: We should believe that we are strong and courageous because we are the only ones who can lift ourselves up when we are faced with challenges.

3. **What does the line ‘we are never alone’ implies?**

Ans: The poet simply wants us to have faith in ourselves and feel strong instead of feeling helpless in the face of difficulties.

A3. Vocabulary / Poetic Devices

1. **Write the synonyms for the following from the extract.**

- i. power
- ii. bravery
- iii. start
- iv. lovely

Ans:

- i. strength
- ii. courage
- iii. begin
- iv. wonderful

2. **Identify and explain the Figures of Speech in the following lines from the extract.**

i. **“To believe is to find the strength and courage that lies within us”**

Ans: Epigram – It is a brief, witty statement about the topic.

ii. **“When it is time to pick up the pieces and begin again.”**

Ans: Alliteration – The sound of the letters ‘t’, and ‘p’ have been repeated for poetic effect.

iii. **“We are never alone,”**

Ans: Epigram – It is a brief, witty statement about the topic.

iv. **“that life is a gift”**

Ans: Metaphor – There is an indirect comparison between the ‘life’ and ‘gift’.

v. **“that wonderful surprises are just waiting to happen,”**

Ans:

- a. Alliteration – The sound of the letter ‘w’ has been repeated for poetic effect.
- b. Epigram – It is a brief, witty statement about the topic.

vi. **“And all our hopes and dreams are within reach.
If only we believe”**

Ans: Epigram – It is a brief, witty statement about the topic.

Appreciation of the Poem

1. **How to write ‘Appreciation of a Poem’.**

Poems are a form of literature that use elements such as language, rhythm to evoke and express complex feelings. To appreciate a poem, students must examine the poem with respect to the various elements that make up a poem i.e., its rhythm, sound, obvious meaning and implied meaning. Students must then be able to organise their views in the form of a point-wise brief summary. The appreciation of a poem is such an analytical examination of a poem in terms of its message, structure, style of language etc.



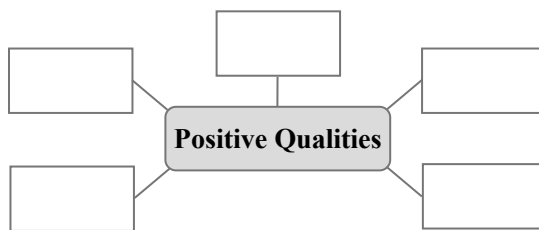
Students should first read the poem more than once to get a clear idea of what the poet is trying to convey. Students then need to analyse the poem with respect to the following points to write the appreciation of a poem.

- i. **Poem and poet:** Students are supposed to write down the title of the poem and the name of the poet.
 - ii. **Theme:** Students are supposed to write down a brief explanation of the main message / central idea conveyed in the poem.
 - iii. **Tone:** Tone is a literary device that conveys the poet's attitude towards the subject they are writing about. The tone of the poet can be pessimistic, optimistic, fearful, festive, mysterious, serious, reflective etc. Students are supposed to identify the appropriate tone of the poem and write it down.
 - iv. **Structure and Stanzas:** Students are supposed to identify and write down the no. of lines in each stanza and the no. of stanzas in the poem.
 - v. **Rhyme and Rhythm:** Rhyme is a literary device, in which identical or similar concluding syllables in different words are repeated. It determines the rhyme scheme of the poem. Rhythm is a literary device that demonstrates the long and short patterns through stressed and unstressed syllables, particularly in verse form. Students are supposed to identify and write down the rhyme scheme of the poem.
[Note: 'Rhyme Scheme' has been explained in chapter 1.3. 'Free verse' poems have been explained in chapter 2.1.]
 - vi. **Language and Imagery:** Language of a poem can be described as being simple, direct, complex, usage of figures of speech, usage of archaic words etc. Imagery is a literary device that refers to the use of figurative language to appeal to the reader's senses or create a picture with words for the reader. Students are supposed to identify and write down the language style of the poem and whether it contains imagery or not.
[Note: Archaic words have been explained in Chapter 2.3. Imagery has been explained in Chapter 3.4.]
 - vii. **Figures of Speech:** A figure of speech is a word or phrase that is used in a non-literal way to create an effect. Students are supposed to identify and write down all the figures of speech used in the poem.
[Note: Various figures of speech have been explained throughout the course of the book.]
2. **Write an appreciation of the poem 'A Time to Believe' in a paragraph format in about 12 to 15 sentences. You may use the following points to write the appreciation:**
- i. Poem and poet
 - ii. Theme / Central Idea
 - iii. Tone
 - iv. Structure and Stanzas

- v. Rhyme and Rhythm
 - vi. Language and Imagery
 - vii. Figures of Speech
- Ans: Appreciation of the poem 'A Time to Believe'**
- i. **Poem and poet:** The Title of the poem is 'A Time to Believe' and it is written by B J Morbitzer.
 - ii. **Theme:** The central idea of the poem is that one must believe sincerely, imagine that which has never been imagined before, trust in the Creator's plans and realise that one has immense potentials in order to achieve one's dreams.
 - iii. **Tone:** The poem has an optimistic tone as the poet tries to encourage people to have self-belief.
 - iv. **Structure and Stanza:** It consists of six stanzas of four lines each, except for the last stanza. The length of the lines in each stanza is different, which gives the poem a non-uniform structure.
 - v. **Rhyme and Rhythm:** The poem has been written in a free-verse format and therefore does not have a fixed rhyme scheme.
 - vi. **Language and Imagery:** The language used is simple and straight-forward. Examples of imagery used in the poem are 'angels dancing among the clouds' and 'stardust sky'.
 - vii. **Figures of Speech:** The figures of speech used in the poem are Alliteration, Consonance, Epigram, Personification, Metaphor and Repetition. The line "And all our hopes and dreams are within reach" is an example of Epigram.

**Integrated Questions
(based on the entire text)**

1. **Which line in the poem sums up the message of the poem?**
Ans: The last line in the poem "Only if we can believe" sums up the message of the poem.
2. **Suggest an alternative title for the poem.**
Ans: A Song of Hope and Courage
- *3. **Make a list of any six things that the poet wants us to accept as true.**
Ans:
 - i. Everyday brings new hopes and possibilities.
 - ii. Miracles do happen.
 - iii. Dreams come true.
 - iv. One must see wisdom in God's plans.
 - v. Courage and strength lie within us.
 - vi. Life is a gift.
- *4. **Find from the poem positive qualities to fill up the web.**



**Ans:**

- | | | |
|-------------|-------------|------------|
| i. belief | ii. hope | iii. trust |
| iv. courage | v. strength | |

Language Study

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

- | | | |
|---------------|--------------|--------------|
| i. clearmis | ii. sowmid | iii. gearuoc |
| iv. rissupser | v. tabyue | vi. madres |
| vii. laveu | viii. downre | |

Ans:

- | | | |
|---------------|--------------|--------------|
| i. miracles | ii. wisdom | iii. courage |
| iv. surprises | v. beauty | vi. dreams |
| vii. value | viii. wonder | |

*2. Write down words from the poem that describe the following.

- | | | |
|---------------|--------------|-----------|
| i. sky | ii. heart | iii. hand |
| iv. beginning | v. surprises | |

Ans:

- | | |
|--------------|---------------|
| i. stardust | ii. nurturing |
| iii. aging | iv. new |
| v. wonderful | |

*3. Read the lines below.

- i. 'To believe is to see angels dancing among the clouds.'

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

- ii. 'To believe is to know that Everyday is a new beginning.'

- iii. '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.

*4. Find from the poem three other examples of Epigram.

Ans:

- Trust that miracles happen.
- Strength and courage lie within us.
- All our hopes and dreams are within reach if only we believe.

Oral Test

- Why do you think it is important to believe in the things that the poet talks about?
- Do miracles really happen if you believe in something?
- Do you agree that life is a gift that we must cherish? Why?

Formative Assessment

Oral Work

- What do you believe in? Form a group with your classmates and discuss with your peers what each one of you believes in.

Study Skills

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

[Students are expected to attempt the above activity on their own.]

Activities

Writing

- Your cousin Suresh who lives in Jalgaon, is very depressed as he was not selected for the interstate Badminton tournament from his school. Write a letter as Suraj Balwani consoling him on the lines of the message conveyed in this poem.

Ans:

25 / 3B, Shrirang CHS Ltd.,
Worli (East),
Mumbai – 400056

5th March 2020

Dear Suresh,

I hope all is well at your end. Aunt Maya told me that you were heartbroken when you were not selected for the Interstate Badminton Championships from your school.

Suresh, none of us doubt your skills and your abilities. But there is a time for everything. Along with skills and techniques, we must possess certain qualities that will help us go a long way in life. We must certainly put in our best efforts, but we must have the patience and the ability to keep going despite facing failures. I am sure this situation will only strengthen your resolve to be the best in the game. Believe in yourself. Wonderful surprises await you and all your dreams will definitely come true. All you need to do is have faith.

I hope that you will take my advice and try to understand that everything happens for a reason. I would like to see a cheerful Suresh the next time we meet.

Give my regards to Uncle Pradip and Aunt Maya.

Your loving cousin,
Suraj



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NOTES

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- इतिहास व राज्यशास्त्र
- भूगोल
- गणित (भाग - I)
- गणित (भाग - II)
- विज्ञान आणि तंत्रज्ञान

WORKBOOK

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