

Reading Literacy

Class VIII



Under the aegis of
Department of Education
U.T. Chandigarh

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Honeydew

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MODULE 1

Class VIII

1.1 The Best Christmas Gift

LEARNING COMPETENCIES

- Critical Thinking
- Creative Thinking
- Managing/Retrieving Information
- Problem solving

I spotted it in a junk shop in Bridport, a roll-top desk. The man said it was early nineteenth century, and oak. I had wanted one, but they were far too expensive. This one was in a bad condition, the roll-top in several pieces, one leg clumsily mended, and scorch marks all down one side. It was going for very little money. I thought I could restore it. It would be a risk, a challenge, but I had to have it. I paid the man and brought it back to my workroom at the back of the garage. I began work on it on Christmas Eve.

1. In what condition was the Roll-top desk?

- It was in good condition
- It was in fine condition
- It was in bad condition
- Neither in bad nor in a good condition

(LO- reads textual/non-textual materials in English/Braille with comprehension.)

2. In the given years which one is correctly referred to 21st century?

- 1787
- 2021
- 1857
- 1990

(LO- reads, compares, contrasts, thinks critically and relates ideas to life)

3. "It was going for very little money" means

- the desk had little money
- the desk was cheap
- the desk was expensive
- none of the above

(LO: - infers the meaning of unfamiliar words by reading them in context)

4. When is a thing considered to be 'junk'?

- a. It costs much
- b. it develops rust
- c. It becomes useless
- d. both b and c

(LO: - refers dictionary,thesaurus and encyclopedia to find meanings/ spelling of words while reading and writing.)

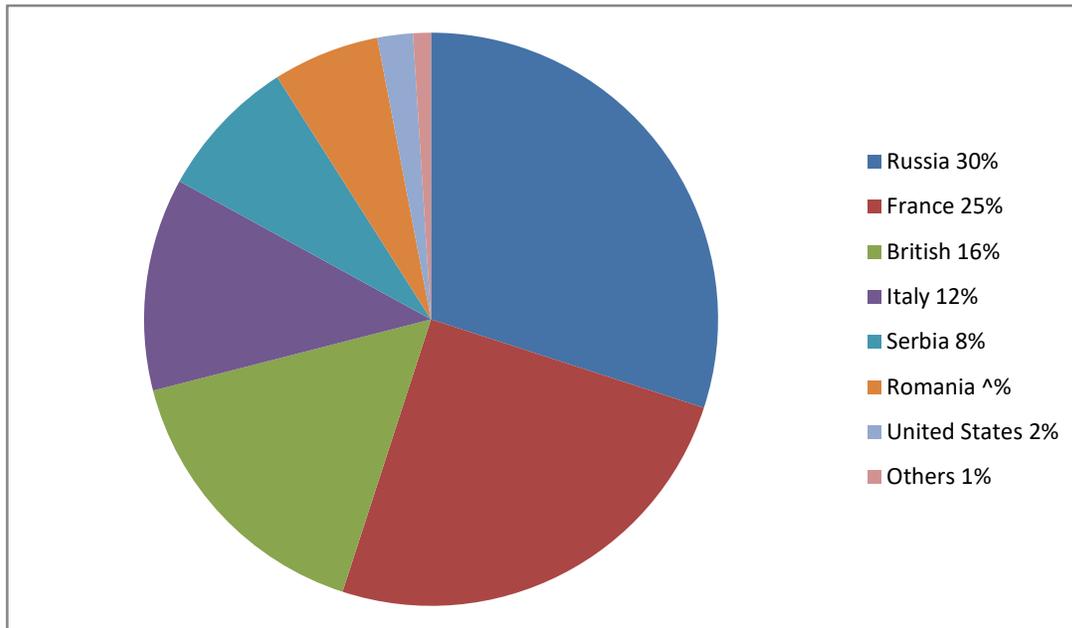
Q.5. The desk referred to in the paragraph is made of

- a. iron
- b. wood
- c. metal
- d. glass

(LO- reads textual/non-textual materials in English/Braille with comprehension.)

1.1 (i)

Study the Pie chart given below showing the percentage of casualties during the First World War.



Answer the following questions on the basis of given Pie chart:-

1. How many countries name are shown in the pie chart?

- a. 5
- b. 6
- c. 4
- d. 7

(LO- reads textual/non-textual materials in English/Braille with comprehension.)

2. Which country suffered the most number of casualties during the World WarI?

- a. France
- b. British Empire
- c. Russia
- d. Italy

(LO- reads textual/non-textual materials in English/Braille with comprehension.)

3. Which country suffered the least number of casualties during the World War I?

- a. United States
- b. Romania
- c. Italy
- d. France

(LO- reads,compares,contrasts, thinks critically and relates ideas to life)

4. Find the odd one out:-

- a. France
- b. Italy
- c. United States
- d. Brazil

(LO- reads textual/non-textual materials in English/Braille with comprehension.)

5. In today's world which country is the most powerful at International level?

(LO- reads, compares,contrasts, thinks critically and relates ideas to life)

1.2 (I) The Ant and the Cricket(Continuous passage)

LEARNING COMPETENCIES

- Critical Thinking
- Creative Thinking
- Managing/Retrieving Information
- Problem solving

My heart was so light
That I sang day and night,
For all nature looked gay.
"You sang, Sir, you say?
Go then," says the ant, "and dance the winter away,"

Answer the questions after reading the stanza of the poem:-

1. "My heart was so light," means
 - a. heart with less weight
 - b. happy and carefree heart
 - c. light-colored heart
 - d. sad heart

(LO- reads textual/non-textual materials in English/Braille with comprehension.)

2. Find the word in the stanza which means same as 'happy'.
 - a. light
 - b. sang
 - c. gay
 - d. dance

(LO: - infers the meaning of unfamiliar words by reading them in context)

3. What characteristic of 'cricket' is depicted in the stanza?

- a) Responsible
- b) Fun loving
- c) Hard working
- d) Active

(LO- identifies details, characters, main idea and sequence of ideas and events while reading)

4. Why is the 'Ant' asking 'Cricket' to dance in winter?

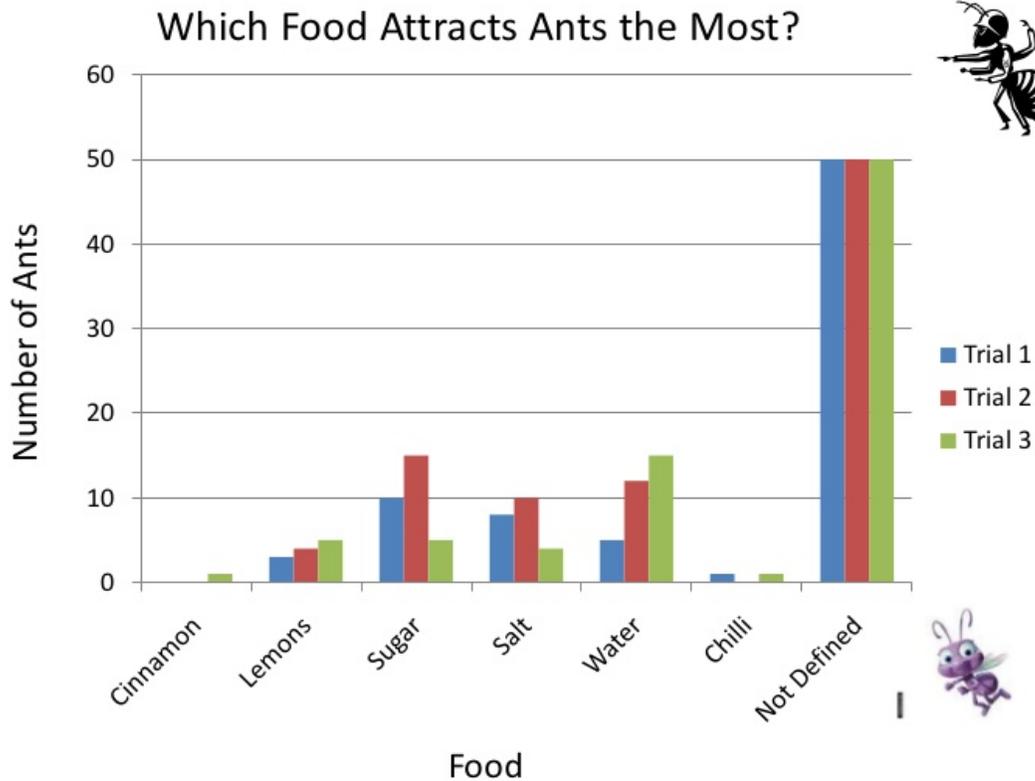
(LO:-interprets quotations, sayings and proverbs and reads textual/non textual materials in English/ Braille with comprehension.)

5. Suggest a suitable moral of the fable behind this poem?

- a. Honesty is the best policy
- b. Health is wealth
- c. One good turn deserves another
- d. A stitch in time saves nine

(LO: - identifies details, characters, main idea and sequence of ideas and events while reading)

1.2(i)(Non- continuous passage)



1. Which food is the most favorite of the ants?

- a. lemon
- b. sugar
- c. salt
- d. chilly

(LO: -reads textual or non-textual material in English with comprehension)

2. Which food is least liked by the ants?

- a. cinnamon
- b. lemon
- c. sugar
- d. salt

(LO:-reads textual or non-textual material in English with comprehension)

3. How many ants eat salt?

- a. 15
- b. 5
- c. 10
- d. 25

(LO- reads textual or non-textual material in English with comprehension)

4. Which food item will come in the category of spices from the above mentioned list?

- a. lemon
- b. water
- c. chilly
- d. cinnamon

(LO-thinks critically, compares and contrasts characters, events and ideas, themes and relates them with real life situations)

5. Which food items are used in ORS?

(LO-thinks critically, compares and contrasts characters, events and ideas, themes and relates them with real life situations)

MODULE - 2

CLASS VIII

2.1 (i) THE TSUNAMI (Continuous passage)

LEARNING COMPETENCIES

- Creative thinking
- Critical thinking
- Retrieving information
- Problem solving/analytical skills

Read the passage given below and answer the questions that follow:

Tilly Smith (a British school girl) was able to save many lives when the tsunami struck Phuket beach in Thailand. Though she has won a number of awards, her parents have not allowed their daughter to be interviewed on television and made into a heroine. Why do you think they took that decision?

Now here is a story from Thailand.

The Smith family from South-East England were celebrating Christmas at a beach resort in southern Thailand. Tilly Smith was a ten-year-old schoolgirl; her sister was seven years old. Their parents were Penny and Colin Smith.

It was 26 December 2004. Deadly tsunami waves were already on their way. They had been triggered by a massive earthquake off northern Sumatra earlier that morning.

“The water was swelling and kept coming in,” Penny Smith remembered. “The beach was getting smaller and smaller. I didn’t know what was happening.”

But Tilly Smith sensed that something was wrong. Her mind kept going back to a geography lesson she had taken in England just two weeks before she flew out to Thailand with her family.

Tilly saw the sea slowly rise, and start to foam, bubble and form whirlpools. She remembered that she had seen this in class in a video of a tsunami that had hit the Hawaiian islands in 1946. Her geography teacher had shown her class the video, and told them that tsunamis can be caused by earthquakes, volcanoes and landslides.

Tilly started to scream at her family to get off the beach. "She talked about an earthquake under the sea. She got more and more hysterical," said her mother Penny. "I didn't know what a tsunami was. But seeing my daughter so frightened, I thought something serious must be going on."

1. Tilly Smith was a _____ school girl.

- a. French
- b. Thai
- c. Lankan
- d. British

(LO- reads, compares, contrasts, thinks critically and relates ideas to life)

2. What reaction of sea Tilly notice?

- a. the sea slowly rise.
- b. start to foam.
- c. form whirlpools
- d. all of the above

(LO- Identifies, sequence of events while reading)

3.The water referred to in the above list is:

- a. the boiling water in a pot.
- b. the water of a river.
- c. the sea water.
- d. none of the above.

(LO-writes answers to the textual questions and attempts extrapolative writing)

4.In which year was Tilly born?

- a. 1996
- b. 1994
- c. 2004
- d. 1990

(LO- infers unstated texts)

5.What does Tilly's reaction tell us about her?

- a. Tilly'sbehaviour is strange
- b. Tilly is an intelligent girl with good observation who reads,understands and applies what she learns in classroom.
- c. Tilly is an average girl.
- d. Tilly screams whenever she sees tides rising.

(LO-predicts what will happen)

2.1 (i) (Non- continuous passage)

Pasta with Broccoli and Tomato sauce

Read the recipe joyfully!



INGREDIENTS

- 1) Red onion
- 2) Red peppers
- 3) 20 gram broccoli
- 4) One can(450 gm approx.) tomato puree
- 5) One cup water
- 6) Olive oil
- 7) Garlic
- 8) Oregano
- 9) 50 gram pasta per person.

METHOD

- a) Cut the onion,red peppers and broccoli into small pieces.
- b) Heat some olive oil in a pan and sauté the onions,red peppers and broccoli.
- c) Add oregano, tomato ketchup, garlic and a bit of water.
- d) Let it simmer on low flame for 5 minutes.
- e) Boil pasta in a big pot of water mixed with salt.
- f) Mix the boiled pasta with the other ingredients.
- g) Serve hot with garlic bread.

Answer the following questions carefully

1. One of the following ingredients is not a vegetable?

- a. Red onion
- b. Red pepper
- c. Broccoli
- d. Oreganos

(LO- reads various text types with comprehension)

2. Pasta falls into which category of food items?

- a. Healthy food
- b. Grains
- c. Junk food
- d. Cereals

(LO- details while reading)

3. Which other oil can substituted with olive oil in the recipe?

(LO- reads compares, contrasts, thinks critically and relates ideas to life)

4. Which spices are required to make pasta?

(LO-reads textual material in English)

5. Why is pasta cooked separately from vegetables?

(LO- reads, compares, contrasts, thinks critically)

2.2 (i) GEOGRAPHY LESSON

Learning Competencies-

- Critical Thinking
- Creative Thinking
- Managing/Retrieving information
- Problem Solving/Analytical Skills

Read the given stanza and answer the questions that follow:

*When the jet reached ten thousand feet,
and why the valleys were populated.
the logic of geography –
that land and water attracted man –
was clearly delineated
When the jet reached ten thousand feet.
When the jet rose six miles high,
it was clear the earth was round
and that it had more sea than land.*

1. Why had the city developed the way it has in the poem?

- a. The city is not planned
- b. The city is in a desert
- c. The city has been developed as per necessity
- d. The city is very old

[LO: Reads textual non-textual material thinks critically and makes inferences]

2. Infer the meaning of 'delineated' from the extract:

- a. dispatched
- b. dismissed
- c. shown
- d. shoddy

(LO: Infers the meaning of unfamiliar words by reading them in context)

3. Which poetic device has been used in?

- a. 'The country had cities where the rivers ran'
- b. 'When the jet reached ten thousand feet'

(LO: reads and tries to seek information from other sources)

4. Arrange the following according to the sequence in the poem:

- a. the jet rose six miles high
- b. the jet reached ten thousand feet
- c. it had more sea than land
- d. it was clear the earth was round

[LO: learner identifies details and proper sequence of events]

5. A poem is lyrical due to its rhyme scheme. The rhyme scheme of the first six lines of this extract is:

- a. ababab
- b. abcabc
- c. aabbcc
- d. abcdab

(LO: the learner recites, thinks critically, analyses and comprehends)

2.2 (ii)(Non- continuous passage)

The French inventor Franky Zapata on Sunday during his second attempt to fly from France to England. “I followed my dream and that’s huge,” he said after landing successfully.

French “Flying Man” Franky Zapata crosses Channel on jet-powered hoverboard



French inventor Franky Zapata takes off on a Flyboard for a second attempt to cross the English channel from Sangatte to Dover, in Sangatte, France.

Aug. 4, 2019

PARIS — Franky Zapata, the hoverboarding Frenchman who [wowed Bastille Day crowds](#) last month with a jet-powered hoverboard, successfully crossed the English Channel on his second attempt Sunday on the device he invented.

An attempt 10 days ago [failed after Mr. Zapata fell into the water](#) midway through the crossing when he tried to land on a boat-mounted platform to refuel. On Sunday, the midway refueling — Mr. Zapata’s machine

Gliding above the water on what he calls a Flyboard Air, Mr. Zapata took about 22 minutes to cover the roughly 20 miles that separate Sangatte, in northern France, from St. Margaret’s Bay, just east of Dover, in southern England.

“At one point, we thought to ourselves, ‘We are crazy,’ it won’t work,” a visibly elated Mr. Zapata [told reporters after landing](#). “And when it does work, it’s just a magical moment.”

“I could see England getting closer, and I tried to enjoy it to avoid thinking about the pain,” Mr. Zapata added, noting that his legs had started to hurt from the flight.

Asked if he thought he had accomplished a historical feat, Mr. Zapata said it was not up to him to decide.

Read the above article and answer the questions given below:

1. Franky Zapata crossed the English Channel on 4 August, 2019, with a jet – powered hover board. According to the above given text, The English Channel is

- a. a television channel
- b. a radio channel
- c. sea between England and France
- d. sea between Australia and New Zealand

[LO – Learner reads, thinks critically and identifies details]

2. Franky Zapata had to land mid-way on a boat mounted platform to refuel

- a. True
- b. False

[LO – Reads textual / non – textual with comprehension]

3. Another name that Franky has given to his flying hoverboard is

- a. Air British
- b. Air France
- c. Fly board Air
- d. French Air

[LO – Learner reads the text, comprehends it and identifies details]

4. Franky Zapata has received sponsorship regarding a project for invention of flying cars, by the businessman, Richard Branson [the rocket man]. Imagine, being a proud owner of a flying car, write two advantages of commuting in such vehicles.

[LO – reads, compares, contrasts, thinks critically and relates ideas to life]

5. Which of the following set of words are synonymous with 'elated'

- a. rapturous, euphoric
- b. incredible, unbelievable
- c. dejected, depressed
- d. formidable, forbidding

[LO – understands words for eliciting their meanings from context]

MODULE3

CLASS VIII

3.1 (i) - GLIMPSES OF THE PAST(Continuous passage)

Learning Competencies-

- Critical Thinking
- Creative Thinking
- Managing/Retrieving information
- Problem Solving/Analytical Skills

Read the given extract and answer the questions that follow:

Revolt of 1857 - First War of Independence against British

Causes of Revolt of 1857

The revolt of 1857 was initiated due to various factors which are stated below:

- Religious & Social Causes – racism or racial discrimination was believed to be a major reason for the revolt of 1857 wherein Indians were exploited and were kept away from mixing with Europeans. The whites also started interfering in the religious and cultural affairs of Indians and tortured them as well. This enraged Indians and led to the revolt of 1857.
- Political Causes – The British expansion had unjust policies that led to the loss of power from the Nawabs and Zamindars residing at various places of India. The introduction of unfair policies like the policy of Trade and Commerce, the policy of indirect subordination (subsidiary alliance), the policy of war and annexation, policy of direct subordination (doctrine of lapse), policy of misgovernance (in which Awadh was annexed) greatly hampered the interests of the rulers of the native states, and they one by one became victims of British expansionism. Therefore, those rulers, who lost their states to the British, were naturally against the British and took sides against them during the revolt.

- Economic Factors -There were various reforms in the taxation and revenue system that affected the peasants' heavily. British Government had imposed and introduced various administrative policies to expand their territory.

The major policies are listed below:

- Permanent Settlement in Bengal
- Mahalwari settlement in Central India & Ryotwari settlement in southern India

These three settlements were highly exploitative, and in particular, the Permanent settlement had created a devastating impact. Thus the peasants were greatly encouraged to overthrow the British Government from India and led to their active participation in the revolt of 1857.

Military Factors – The Indian soldiers went through a lot of torture by the British officials with respect to their salaries, pensions, promotions. Indians were subjugated in the military while their European counterparts faced no such discrimination. This arose discontent and was a major military factor that resulted in the revolt of 1857.

List of Important Leaders associated with the revolt of 1857

Place	Revolt of 1857 -Important Leaders
Delhi	Bahadur Shah II, General Bakht Khan
Lucknow	Begum Hazrat Mahal, Birjis Qadir, Ahmadullah
Kanpur	Nana Sahib, Rao Sahib, Tantia Tope, Azimullah Khan
Jhansi	Rani Laxmibai
Bihar	Kunwar Singh, Amar Singh
Rajasthan	Jaidayal Singh and Hardayal Singh
Farrukhabad	Tufzal Hasan Khan
Assam	Kandapareshwar Singh, Maniram Dutta Baruah
Orissa	SurendraShahi, UjjwalShahi

1. Who was the governor general during the revolt of 1857?

- a. Lord Canning
- b. Lord Irwin
- c. Lord Lytton
- d. d] Lord Willington

[LO - learner reads textual/ non-textual text for comprehension]

2. Consider the following statements related to the cause of 1857 revolt and select the right one:

- a. There was a great disparity in salaries between the Indian and European soldiers.
- b. The Indian sepoys were treated with great contempt by their European officers.
- c. The sepoys were sent to distant parts of the empire but were not paid any extra allowance.
- d. All the above

[LO- learner reads, comprehends, compares, contrasts, thinks critically to make inference]

3. Which of the following is one of the social reasons for 1857 revolt?

- a. The English could not establish any social relationship with the Indians.
- b. The racial arrogance of the British created gap between the rulers and the ruled.
- c. The company's trade policy destroyed the Indian handicrafts.
- d. Both a and b.

[LO-learner reads, compares, contrasts, thinks critically to make inference]

4. Consider the following statements related to the failure of 1857 revolt.

A] lack of unity and coordination

B] lack of military strategy.

- a. only A
- b. only B
- c. both A and B
- d. neither A nor B

[LO- Identifies details, characters, main idea, sequence of ideas and events in textual/non textual material]

5. Which of the following pair is not correctly matched-

- a. Delhi – Bahadur Shah 11
- b. Rajasthan – Hardayal Singh
- c. Orissa – Nana Sahib
- d. Kanpur – Tantia Tope

[LO- learner engages in joyful learning through quiz like task]

3.1(ii) Non-continuous passage

Reading Literacy
Based on the Chapter: From the Diary of Anne Frank

Nine Hundred Terrible Days in the Life of Leningrad

On January 27, 1944, Soviet troops completely lifted the German blockade of the city

When the blockade started

- The city's population was 2,544,000 (including 400,000 children)
- The population in the suburbs was 343,000 people

Availability of basic goods in Leningrad as of September 12, 1941:

- Bread grains and flour for 35 days
- Grains and pasta for 30 days
- Meat and meat products for 33 days
- Oil for 45 days
- Sugar and confectionery products for 60 days

With the onset of winter in 1941

- Electric power generation was at 15% of pre-war levels
- Central heating ceased to function
- Plumbing and sewage were disconnected
- All factories (except military factories) shut down

Close to 1 million people died during the blockade



Rationing (specifications for foodstuffs distribution as of November 20, 1941)

- Workers – 250g of bread per day
- Employees, dependents and children up to 12 years old – 125g
- Personnel of paramilitary patrol, fire-fighting crews, clean-up detachments, students – 300g
- Front-line forces – 500g

The Road of Life

Food provisions were only possible via Lake Ladoga – by boat in the summer and by driving across the ice in winter ("The Road of Life")

- 1941-1942 – the ice road was open 152 days (Over 550,000 people from Leningrad were evacuated during this time)
- 1942 – boat crossings evacuated 540,000 people
- 1942-1943 – the ice road was open 101 days (89,000 people left)



Military operations

08.09.1941 – German forces reach Lake Ladoga, capture Shlisselburg and block Leningrad by land



Lifting the blockade

27.01.1944 – the armies of the Leningrad and Volkhov fronts penetrated the defenses of the 18th German Army. Soviet forces gained a 60-kilometer spearhead. Germans retreated. After Pushkin, Gatchina and Chudovo were freed, the blockade of Leningrad was completely lifted



Answer the following questions based on the information given in the above given chart.

1. State whether it is true or false:

- a) The siege of Leningrad is one of the most horrifying episodes of World War II. T/F
- b) During the siege Lake Ladoga was known as the 'Road of Life'. T/F
- c) Maximum people died due to bombing and shelling. T/F
- d) In September 1941, the Russians were able to block all land routes to Leningrad. T/F
- e) St. Petersburg was another name of Leningrad. T/F
- f) The siege ended in 1944 when Pushkin, Gatchina and Chudovo were freed from the German forces. T/F

[LO- Learner comprehends the textual/non-textual material in minute detail]

2. Name the two utility services that were stopped in 1941 winter.

[LO – Learner reads, observes and comprehends the factual details]

3. What was the total population of Leningrad and its suburbs when the blockade started?

[LO- learner reads, compares, contrasts and thinks critically]

4. If an estimated 1 million people were killed during the blockade and a big number of people were evacuated. Calculate the total local population left when the blockade was finally lifted in 1944.

[LO- learner comprehends, thinks critically, makes observations and calculates]

5. Fill in the blanks

- a) During the siege _____ was the only reliable way of bringing supplies into Leningrad.
- b) Except _____, all other factories were shut down.
- c) The Germans captured the town of _____ and cut off the last open roadway to Leningrad.
- d) The _____ army unit had laid siege to the city of Leningrad.
- e) About _____ people died in one single month in 1942.

[LO- Learner retrieves and interprets the information from the textual/non textual material]

3.2 (i) MACAVITY: THE MYSTERY CAT

Learning competencies

- Creative thinking
- Critical thinking
- Retrieving information
- Problem solving/analytical skills

Read the stanza given below and answer the questions that follow:

Macavity is a Mystery cat- he's called the Hidden Paw-
For he's the master criminal who can defy the Law.
He's the bafflement of Scotland Yard, the Flying Squad despair:
For when they reach the scene of crime – Macavity not there!
Macavity, Macavity, there's no one like Macavity,
He's broken every human law, he breaks the law of gravity.
His powers of levitation would make a fake stare ,
And when you reach the scene of crime – Macavity's not there!

1. How is Macavity a master criminal?

- a) It has murdered a no. of people.
- b) It has broken all the laws of the human as well as nature.
- c) It has spread panic among people.
- d) No one can dare to bring it to grip.

(LO- reads, compares, contrasts, thinks critically and related ideas to life)

2. Write a few lines about Macavity.

3. Macavity can defy law because

- a. he is above the law of the country.
- b. he is very strong.
- c. he is not afraid of law of the police.
- d. he gives money to the police.

(LO- reads and comprehends various textual materials in English.)

4. Which investigation agencies are mentioned in the poem?

(LO- identifies details in the text)

5. The word bafflement in the poem means the same as

- a. Fusion
- b. Confusion
- c. Decision
- d. Criminal

(LO- infuses the meaning of unfamiliar words by reading them in the context)

Cat Tail Speak



I'm scared



*I'm happy
to see you*



*I'm getting
upset*



Let's be friends



*Hmmm. I'm
interested*



*I'm crazy
about you*



I feel loving



I'm worried



I'm mad

3.2 (ii) (Non- continuous passage)

See the picture carefully and answer the questions that follow:-

1 What does the standing tail of cat tell us?

(LO- reads textual or non-textual material in English with comprehension)

2. Which position of tail show us that the cat is worried?

(LO- reads textual or non-textual material in English with comprehension)

3. What does shaking tail tell us?

(LO- thinks critically compares and contrasts characters, events, ideas, themes and relates them to life.)

4. In the last pic it is written, "I'm Mad". What does mad mean?

(LO-infers the meaning of unfamiliar words by reading them in context)

5. Which animal belongs to the cat family?

- a. bear
- b. goat
- c. tiger
- d. all the above

(LO- thinks critically compares and contrasts characters, events, ideas, themes and relates them to life.)

Module 4

Class VIII

4.1 (i):Bepin Choudhury's Lapse of Memory

Learning Competencies:

- Critical Thinking
- Creative Thinking
- Managing / Retrieving information
- Problem Solving/ Analytical skills

Read the given text and answer the questions that follow:

Doubtless it was Bepin's condition which made Chunilal leave without mentioning anything about a job. PareshChanda was a young physician with a pair of bright eyes and a sharp nose. He became thoughtful when he heard about BepinBabu's symptoms. "Look, DrChanda," said BepinBabu desperately, "You must cure me of this horrible illness. I can't tell you how it's affecting my work."

DrChanda shook his head. "You know what, Mr Choudhury," he said. "I've never had to deal with a case such as yours. Frankly, this is quite outside my field of experience. But I have one suggestion. I don't know if it'll work, but it's worth a try. It can do no harm." BepinBabu leaned forward anxiously.

1. What did Chunilal come for?
 - a. To meet his friend
 - b. To find a suitable job
 - c. To ask for monetary help
 - d. none of the above

(LO: read textual / non-textual materials in English with comprehension)

2. What horrible illness was BepinBabu suffering from?

(LO: identifies details, characters, main idea and sequence of ideas and events in textual /non-textual material)

3. What suggestion was given by Dr. Chanda to BepinBabu?

(LO: identifies details, main idea and sequence of ideas and events while reading.)

4. Which of these is not associated with the word anxious?

- a. Worried
- b. Eager
- c. nervousness
- d. bold

(LO: infers the meaning of unfamiliar words by reading them in context)

5. What is the disease of forgetting termed as?

- a. Alzheimer's
- b. Insomnia
- c. Depression
- d. hypersomnia

(LO: compares, contrasts, thinks critically and relates ideas to life.)

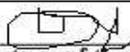
4.1 (ii) (Non-continuous passage)

Venu, his sisters and his parents have planned a trip to Goa during the autumn break. As a part of the preparations, Venu and his father go to the railway station to buy the tickets and reserve seats a month in advance.

To reach Goa, The train departs at 11:25:00 am from New Delhi NDLS and arrives in Goa MAO at 12:50:00.pm

This given below is the reservation form that they have filled.

Read it carefully and answer the question that follows:

RAILWAY		CM257			
RESERVATION / CANCELLATION REQUISITION FORM					
If you are a Medical Practitioner Please tick () in Box (You could be of help in an emergency)					
		Dr. <input type="checkbox"/>			
Train No. & Name	124, GOA RAJDHANI	Date of journey	12 AUG, 2019		
Class	2nd AC	No of Berth/Seat	4		
Station from	New Delhi	To	GOA		
Boarding at	New Delhi	Reservation upto	GOA		
S.No.	Name in Block letter(not more than 15 char s)	Sex (M/F)	Age	Concession/Travel Authority No.	Choice if any
1	DR N.P. RAO	M	38		Lower/Upper berth
2	P. SUMITHA RAO	F	36		
3	P. VENU RAO	M	12		✓ Veg./Non-veg. Meal for Rajdhani/ Shatabdi
4	P. JAYA RAO	F	8		
5					
6					
CHILDREN BELOW 5 YEARS (FOR WHOM TICKET IS NOT TO BE ISSUED)					
S.No.	Name in Block Letters	Sex	Age		
1	P. LEELA RAO	F	3		
2					
ONWARD/RETURN JOURNEY DETAILS					
Train No. & Name	125, GOA RAJDHANI	Date	20 AUG, 2019		
Class	2nd AC	Station from:	GOA	To	NEW DELHI
Name of applicant	DR. N. P. RAO				
Full Address	6-540, D N NAGAR, DELHI				
Telephone No.,	9123456789	Date	12 JULY, 2019	Time	10:15 PM
 Signature of the Applicant/Representative					
FOR OFFICE USE ONLY					
S.No. of Requisition		PNR No.			
Berth/Seat No.		Amount collected			
Signature of Reservation Clerk					
Note :	1. Maximum permissible passengers is 6 per requisition. 2. One person can give one requisition form at a time. 3. Please check your ticket and balance amount before leaving the window. 4. Forms not properly filled or in illegible forms shall not be entertained. 5. Choice is subject to availability.				

According to the above reservation how many children are travelling?

1. If tickets were booked a month before on what date was it booked?
 - a. 12 July
 - b. 12 August
 - c. 20 August

(LO: reads with understanding information as in hoardings, advertisements, product labels, visiting market place, etc.)

2. How many nights will the Rao family spend in Goa?
 - a. 6
 - b. 7
 - c. 8

(LO: reads, compares, contrasts, thinks critically and relates ideas to life)

3. How much time does the train to take to reach Goa?
 - a. 25hr 25min
 - b. 24hr 25 min
 - c. 12hr 50 min

(LO: reads, compares, contrasts, thinks critically and relates ideas to life)

4. Why do you think DR. N.P. Rao did not tick () in the box of medical practitioner even though he writes the designation as 'doctor'?

(LO: reads, compares, contrasts, thinks critically and relates ideas to life)

4.2 (i) The Last Bargain

LEARNING COMPETENCIES

- Communication.
- Creative Thinking.
- Critical Thinking.
- Managing / Retrieving information.
- Problem Solving.

Read the given stanza and answer the questions that follow:

In the heat of the mid-day the houses stood with shut doors.
I wandered along the crooked lane.
An old man came out with his bag of gold.
He pondered and said, "I will hire you with my money."
He weighed his coins one by one, but I turned away.

1.) Why was the speaker wandering along the lanes?

- a) To find food
- b) To find shelter
- c) To save himself from sun
- d) To search for job

(LO: identifies details, main idea and sequence of ideas and events while reading.)

2.) What offer did the old man make to the person?

(LO: read textual/non-textual materials in English with comprehension.)

3.) What is the meaning of the word 'Ponder'?

(LO: infers the meaning of unfamiliar words by reading them in context)

4.) The poet rejected the offer, what is he looking for?

- a) Lot of money
- b) Everlasting happiness
- c) a friend
- d) power

(LO: identifies details, main idea and sequence of ideas and events while reading.)

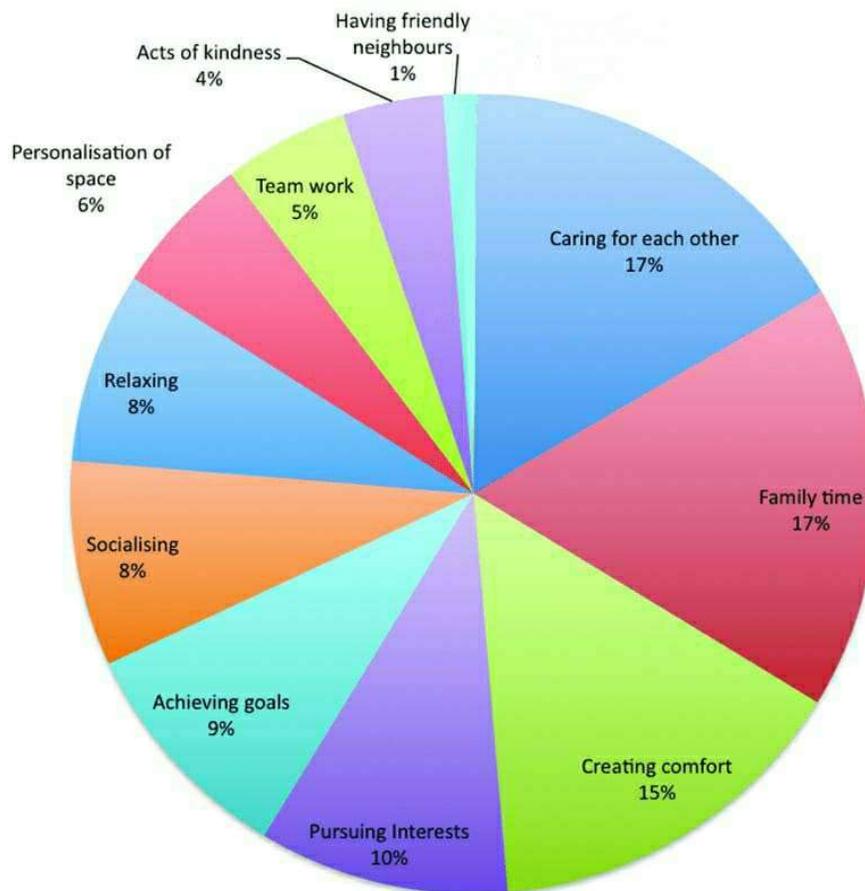
5.) What message does the poem give?

(LO: compares, contrasts, thinks critically and relates ideas to life.)

4.2 (ii) (Non-continuous passage)

A survey was conducted and a chart was prepared based on the various activities that gives different amount of satisfaction and happiness in life of an individual

Read the Pie chart and answer the questions:



1.) Divide the Activities of the chart as Individual and social

(LO- reads to seek information from notice board, newspaper, Internet, tables, charts, diagrams and maps etc.)

2.) What is the total percentage of Individual activity?

- a) 48
- b) 52
- c) 49

(LO- reads to seek information in print / online, notice board, signboards in public places, newspaper, hoardings etc.)

3.) Which group of activities bring more happiness?

(LO-reads to seek information from notice board, newspaper, Internet, tables, charts, diagrams and maps etc.)

4.) Which of the above affects the most in personal satisfaction? (Give a reason)

(LO- reads, compares, contrasts, thinks critically and relates ideas to life.)

5.) Why do you think maximum people have chosen family time as most satisfying?
(give two reasons)

(LO- reads, compares, contrasts, thinks critically and relates ideas to life.)

Module 5

Class VIII

5.1 (i) The Summit Within (Continuous passage)

Learning Competencies:

- Critical Thinking
- Creative Thinking
- Managing / Retrieving information
- Problem Solving/ Analytical skills

Read the given text and answer the questions that follow:

Of all the emotions which surged through me as I stood on the summit of Everest, looking over miles of panorama below us, the dominant one I think was humility. The physical in me seemed to say, 'Thank God, it's all over!' However, instead of being jubilant, there was a tinge of sadness. Was it because I had already done the 'ultimate' in climbing and there would be nothing higher to climb and all roads hereafter would lead down? By climbing the summit of Everest you are overwhelmed by a deep sense of joy and thankfulness. It is a joy which lasts a lifetime. The experience changes you completely. The man who has been to the mountains is never the same again

1. What emotions took over Major Ahluwalia when he reached the summit?
 - a) Humility
 - b) Sadness
 - c) Happiness
 - d) Surprise

(LO: reads textual / non-textual materials in English with comprehension)

2. Why was Major not happy after conquering the highest mountain?

(LO: identifies details, main idea and sequence of ideas and events while reading.)

3. Why was he Thankful?

(LO: identifies details, main idea and sequence of ideas and events while reading.)

4. What is the meaning of the word Panorama?

- a) Beautiful
- b) Picturesque
- c) complete view
- d) Charming

(LO: infers the meaning of unfamiliar words by reading them in context)

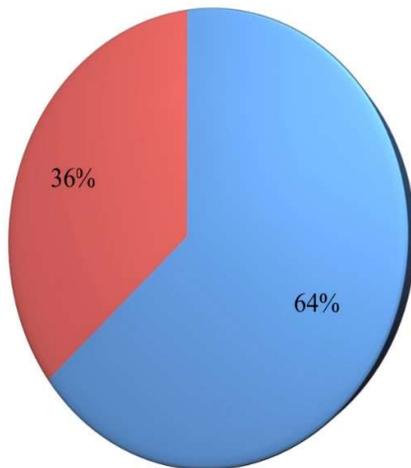
5. In what context do you usually see or hear the word Panorama?

(LO: compares, contrasts, thinks critically and relates ideas to life.)

5.1 (ii) (Non-continuous passage)

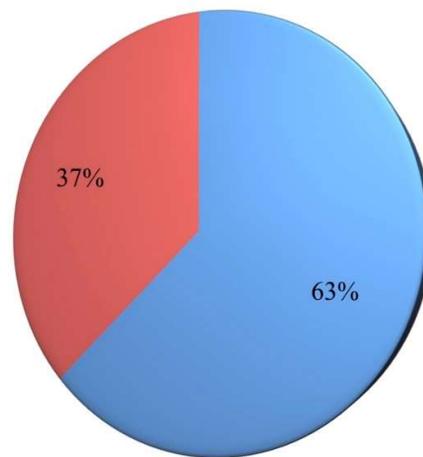
Read pie charts and answer the questions that follow:

8,306 Total Everest Summits



● Nepal (5,280) ● Tibet (3,026)

288 Total Everest Deaths

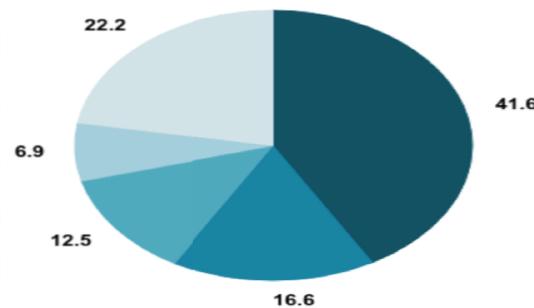


● Nepal (181) ● Tibet (107)

Cause of death on Mount Everest

Percentage of deaths by cause, 2010-18

■ Avalanche ■ Acute Mountain Sickness
■ Exhaustion ■ Fall
■ Other



Source: The Himalayan Database



1. Based on the data of the pie chart, climbing from which side is more popular?
 - a) Nepal
 - b) Tibet

(LO: reads with understanding information as in hoardings, advertisements, product labels, visiting market place, etc.)

2. Which side has higher death rate and how much?

(LO: reads with understanding information as in hoardings, advertisements, product labels, visiting market place, etc.)

3. What is the major reason for the cause of death?

(LO: reads to seek information in print / online, notice board, signboards in public places, newspaper, hoardings etc.)

4. The above data base is for how many years?

- a) 10
- b) 18
- c) 8
- d) 5

(LO: reads, compares, contrasts, thinks critically and relates ideas to life)

5. What is the least cause of death while climbing Everest and why?

(LO: reads, compares, contrasts, thinks critically and relates ideas to life)

5.2(i)The School Boy (Continuous passage)

LEARNING COMPETENCIES

- Creative thinking
- Critical thinking
- Interpreting texts and retrieving information Interpersonal skills

Read the following extract from the poem and answer the questions carefully:

*I love to rise in a summer morn
When the birds sing on every
tree The distant Huntsman
Winds
his horn
and the skylark sings with
me oh what sweet
company
but to go to school in a summer
Morn Edit drives all joy away;
Under a cruel eye
outworn, The little ones
spend the day, In sighing
and dismay.*

Q1. What is a skylark?

- snake
- an insect
- a bird
- a beast

(LO-reads,compares, contrasts and related ideas to life.)

2. The school boy finds the company of birds

- a. interesting
- b. boring
- c. time passing
- d. none of the above

(LO- reads, compares, contrasts and related ideas to life.)

3. He is unwilling to go to the school because

- a. he will miss the joys of summer mornings.
- b. he will miss the delicious dishes prepared by his mother.
- c. his classmates will tease him.

(LO- Identifies details,characters while reading.)

4.Whose eyes are cruel?

- a. headmaster's
- b. teacher's
- c. school children's
- d. mother's

(LO- Infers unstated facts.)

5.Which word in the above stanza means 'disappointed '?

- a. drive
- b. outworn
- c. dismay
- d. sighing

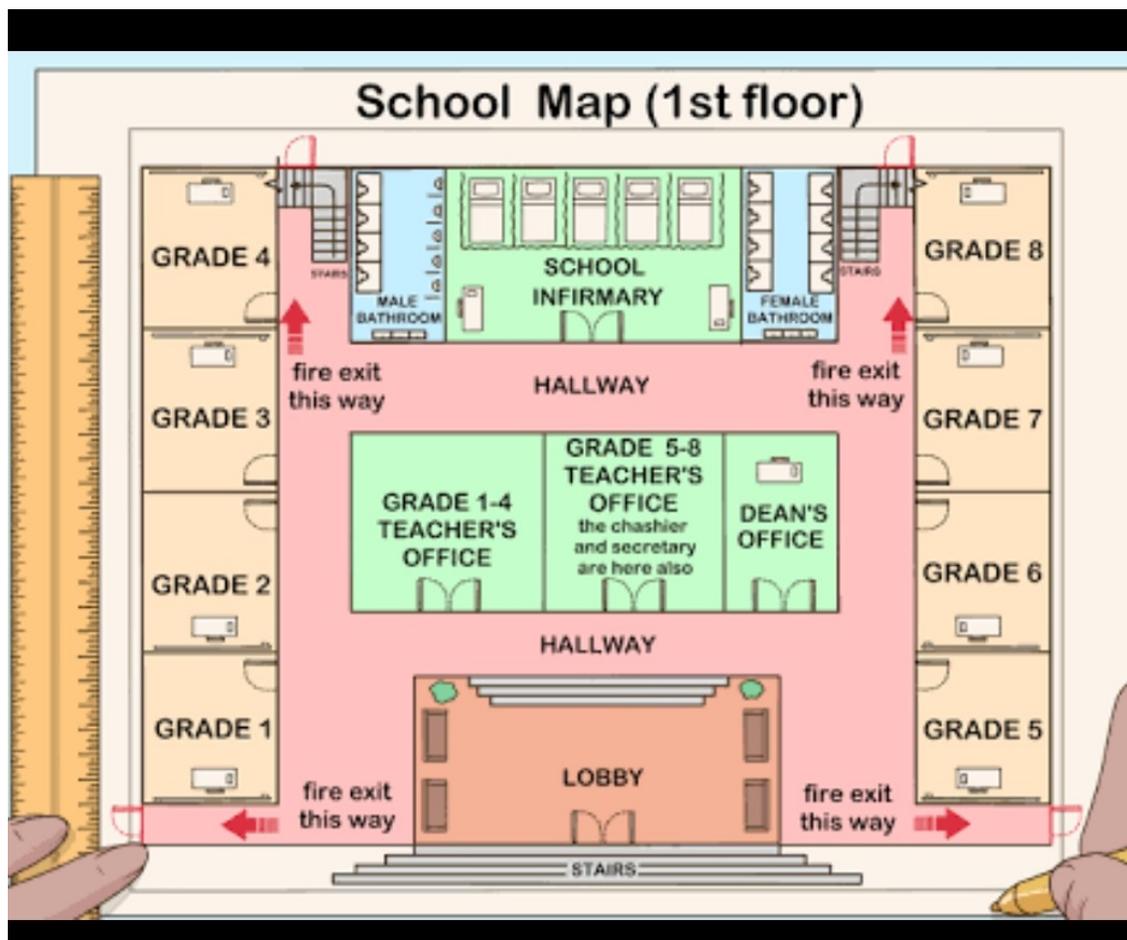
(LO- 'infers the meanings of words by reading them in context.)

5.2 (ii) (Non-continuous passage)

LEARNING COMPETENCES

- Creative thinking
- Critical thinking
- Interpreting text & graphics
- Interpersonal skills

Look at the school map carefully and answer the questions:



1. What does this map intend to show?

- a. location of all classrooms on the first floor.
- b. It shows the fire exit plan.
- c. It shows the location of school hospital, Dean's office, teacher's office.
- d. All of the above.

(LO- identifies and locates details)

2. A parent visits school to pay the fee of his ward, in which room will he go?

- a. Dean's office
- b. Classroom
- c. Lobby
- d. Cashier's room

(LO- predicts what will happen)

3. Which three rooms are in front of lobby?

(LO- compares, contrasts, thinks critically and relates ideas to life)

4. Complete the following:-

The smallest room area wise on the first floor is _____

(LO- compares, contrasts, thinks critically and relates ideas to life)

5. What step has been taken for the needs of the sick?

(LO- writes answers to non-textual questions after comprehension/inference/attempts extra putative writing)

Module 6

Class VIII

6.1 (i) This is Jody's Fawn (Continuous passage)

LEARNING COMPETENCIES

- Critical Thinking
- Creative Thinking
- Managing/Retrieving Information
- Problem solving

Read the given text and answer the questions that follow:

"I can never forget them. The poor doe saved me, that's certain."

"Pa, the fawn may be out there yet. It might be hungry and very scared."

"I suppose so."

"Pa, I'm a big boy now and don't need to drink milk. Why don't I go and see if I can find the fawn?"

"And bring it here?"

"And raise it."

Penny lay quiet, staring at the ceiling.

1. Who said, I can never forget them."

- a) Jody
- b) Penny
- c) Mother of Jody
- d) Mother of Penny

(LO-reads textual/ non-textual text for comprehension)

2. What does Jody ask his father?

- a) About his health
- b) About his job
- c) About the fawn
- d) About the doctor

(LO- reads textual/ non-textual text for comprehension)

3. What were the main concerns of Jody about the fawn?

(LO- reads, comprehends, compares, contrasts, and thinks critically to make inference)

4. Why did Jody not need to drink milk?

- a) Jody is a big boy now.
- b) Jody did not like milk
- c) Jody wanted to give his share to fawn
- d) Jody's father needed milk

(LO- reads, comprehends, compares, contrasts, and thinks critically to make inference)

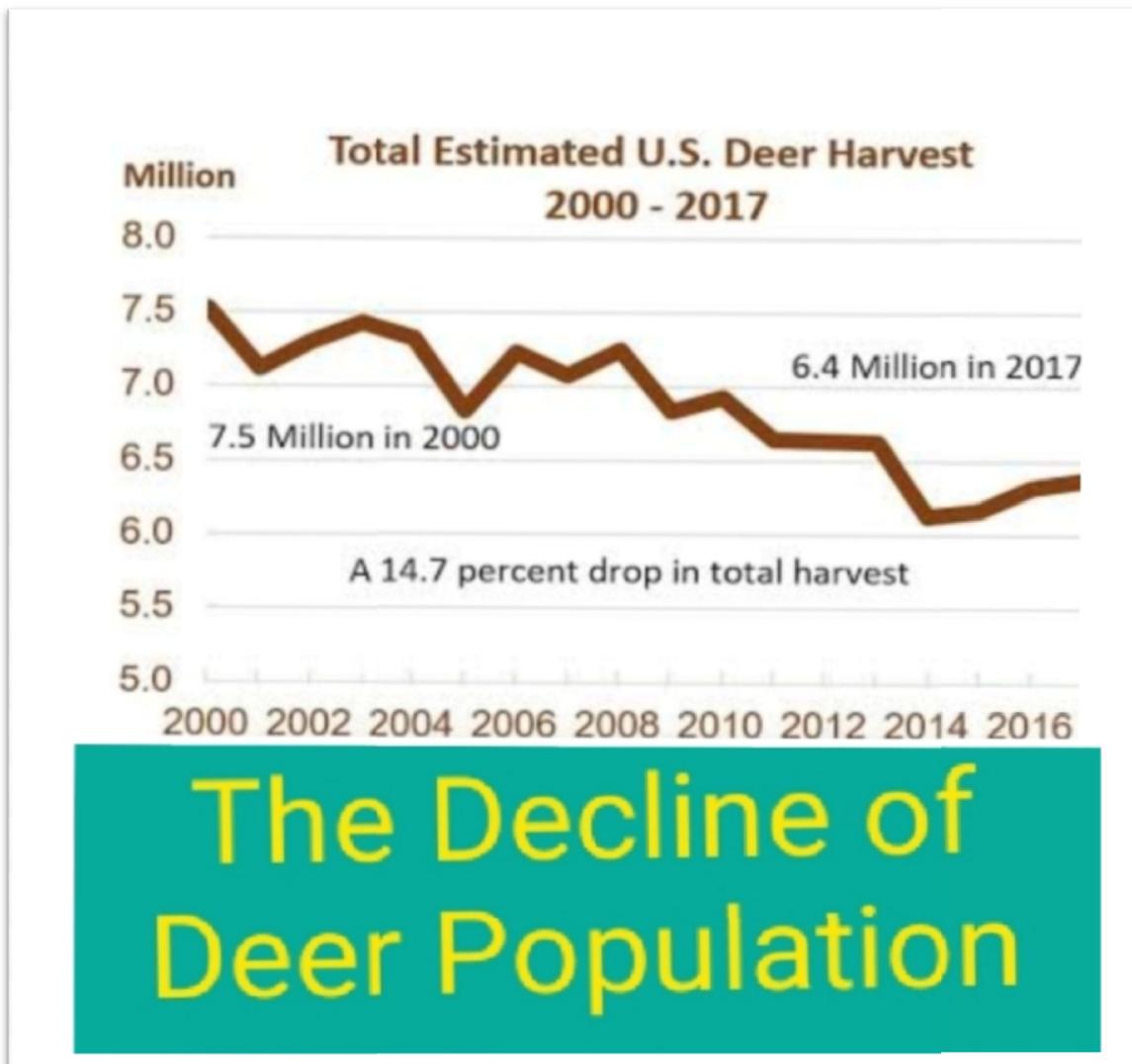
5. Write the word from the paragraph which means same as 'sure'.

- a) suppose
- b) certain
- c) staring
- d) saved

(LO- infers the meaning of unfamiliar words by reading them in context)

6.1 (ii) (Non- continuous passage)

Read the bar graph and answer the questions:



1. Which country's data is shown in this bar chart?

- a) England
- b) United States of America
- c) France
- d) Germany

(LO- reads, observes and comprehends the factual details)

2. What is the highest data of deer harvest?

- a) 6.5 million
- b) 8.0 million
- c) 7.5 million
- d) 6.0 million

(LO- reads, observes and comprehends the factual details)

3. How many years' data is shown in this bar chart?

- a) 13
- b) 15
- c) 16
- d) 17

(LO- comprehends, thinks critically, makes observations and calculates)

4. What was the estimated data of deer harvest in 2017?

- a) 6.5 million
- b) 6.3 million
- c) 6.4 million
- d) 6.2 million

(LO- reads, observes and comprehends the factual details)

5. What is the difference of data between 2000 and 2017?

- a) 1.3
- b) 1.2
- a) c)1.0
- c) 1.1

(LO- learner reads, compares, contrasts and thinks critically)

Module 7

Class VIII

7.1 (I)A Visit to Cambridge (Continuous passage)

LEARNING COMPETENCIES

- Critical Thinking
- Creative Thinking
- Managing/Retrieving Information
- Problem solving
- Communication

Read the given text and answer the questions that follow:

"Is there any advice you can give disabled people, something that might help make life better?"

"They should concentrate on what they are good at; I think things like the disabled Olympics are a waste of time and I know what you mean." I remembered the years I had spent trying to play a Spanish guitar considerably larger than I was and how gleefully I had unstrung it one night.

The half hour was up." I think I have annoyed you enough," I said, grinning. Thank you for...."

" stay." I waited." Have some tea. I can show you the garden."The garden was as big as a park but Stephen Hawking covered every inch rumbling along in his motorized wheelchair while I dodged to keep out of the way .we couldn't talk very much ;the sun made him silent ,the letters on his screen disappearing in the glare.

An hour later we were ready to leave. I didn't know what to do. I could not kiss him or cry. I touched his shoulder and wheeled out into the summer evening .I looked back; and I knew he was waving, though he wasn't .watching him, an embodiment of my bravest self, the one I was moving towards ,the one I had believed in for so many years ,alone ,I knew that my journey was over. For now.

1. Stephen Hawking's advice to disabled people to 'concentrate on what they are good at 'shows his:

- a. Pessimism
- b. Optimism
- c. Good behaviour
- d. Kindness

(LO- compares, contrasts, thinks critically and relates ideas to life.)

2. How can disabled Olympics be a waste of time?

(L.O. identifies details from the text.)

3. The writer says, " I remembered the years I had spent trying to play a Spanish guitar considerably larger than I was; and how gleefully I had un-stringed it one night." which idea does it support?

- a) Stephen Hawking sports disabled Olympics.
- b) The bigger guitars are difficult to be played upon.
- c) Stephen Hawking's opinion that disabled Olympics are ridiculous.
- d) In spite of spending a lot of time the writer failed to learn to play guitar.

(LO- infers unstated facts.)

4. Why did they not talk in the garden?

- a) They had nothing to talk about.
- b) The letters on his screen disappeared in the glare.
- c) They were enjoying tea.
- d) They were enjoying coffee.

(LO-reads and compares various textual materials in English.

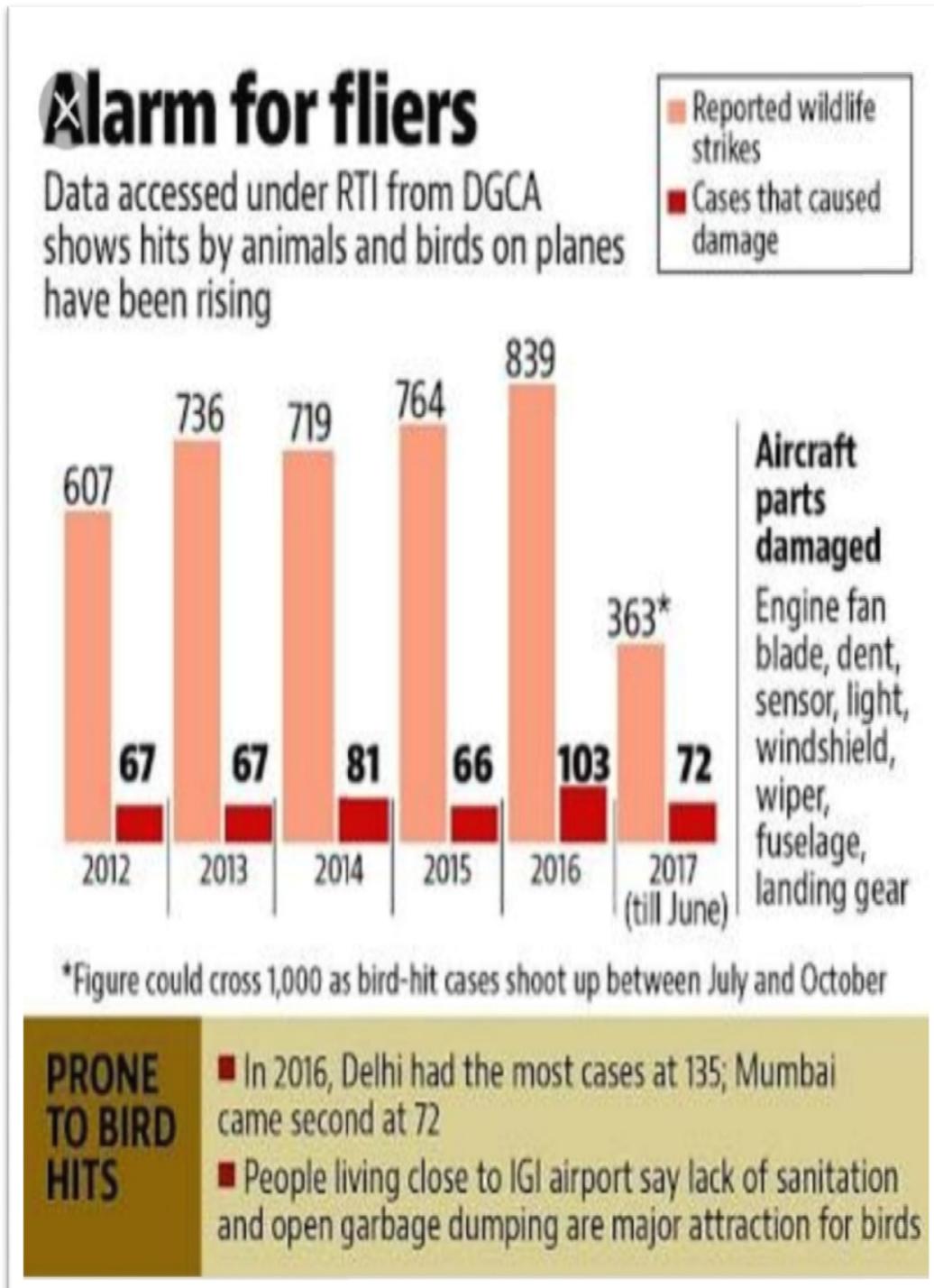
5. What did the writer do as a good by gesture?

- a) Kiss
- b) Cry
- c) Touch his shoulder
- a) d)All of the above

(LO- Reads the text with comprehension.)

7.1 (b) (Non-continuous passage)

Look at the graph carefully and answer the questions given below-



1. Why is there a reference to cases of Delhi and Mumbai?

(L.O- reads, compares, contrasts and thinks critically)

2. The data states that "BIRD-HIT CASES SHOT UP BETWEEN JULY AND OCTOBER". What can be the probable reason of increase in these knots only?

(L.O- writes answers to textual /non textual questions after comprehension/inference)

3. It is stated that "LACK OF SANITATION AND OPEN GARBAGE DUMPING ARE MAJOR ATTRACTION FOR BIRDS". What else can you think be the reason for bird attraction?

(L.O- writes answers to textual/non textual questions after comprehension/inference)

Q4. The red colour bar shows "CASES THAT CAUSED DAMAGE". What does it imply?

(L.O- reads, compares, contrasts and thinks critically.)

Q5. What is the full form of IGI AIRPORT?

(L.O- identifies and locates details)

7.2 (i) When I set out for Lyonesse (Continuous Passage)

LEARNING COMPETENCIES

- Communication
- Critical thinking
- Creative thinking
- Managing/retrieving information
- Problem Solving

Read the given text and answer the questions that follow:

What would bechance at Lyonesse
while I should sojourn there
No prophet durst declare;
Nor did the wisest wizard guess what would bechance at Lyonesse
While I should sojourn there.
When I returned from Lyonesse with magic in my eyes,
All marked with mute surmise –
My radiance rare and fathomless, When I returned from Lyonesse with magic in my eyes.

1. What was the poet uncertain about?

- a) how the church people would treat him
 - b) whether he would compose a poem
 - b) c) whether he would return home safely
 - c) what situation he would have to face there during his stay at Lyonesse
- (L.O- reads various text types with comprehension.)

2. What does the word sojourn in the above stanza mean?

- a) rest
- b) achievement
- c) short stay
- d) happiness

(LO- infers meanings of unfamiliar words by reading them in context.)

3. The poet visited Lyonesse which is a/an.....

- a) industrial city
- b) sacred city
- c) Hill station
- d) rural

(L.O. enforce the meanings unstated facts from the passage)

4. What brought real glow on his face when he returned?

- a) The poem that he had composed
- b) The success that he achieved
- c) The love and affection that he got from the church people
- d) The money that he earned

(L.O- identifies details, characters while reading.)

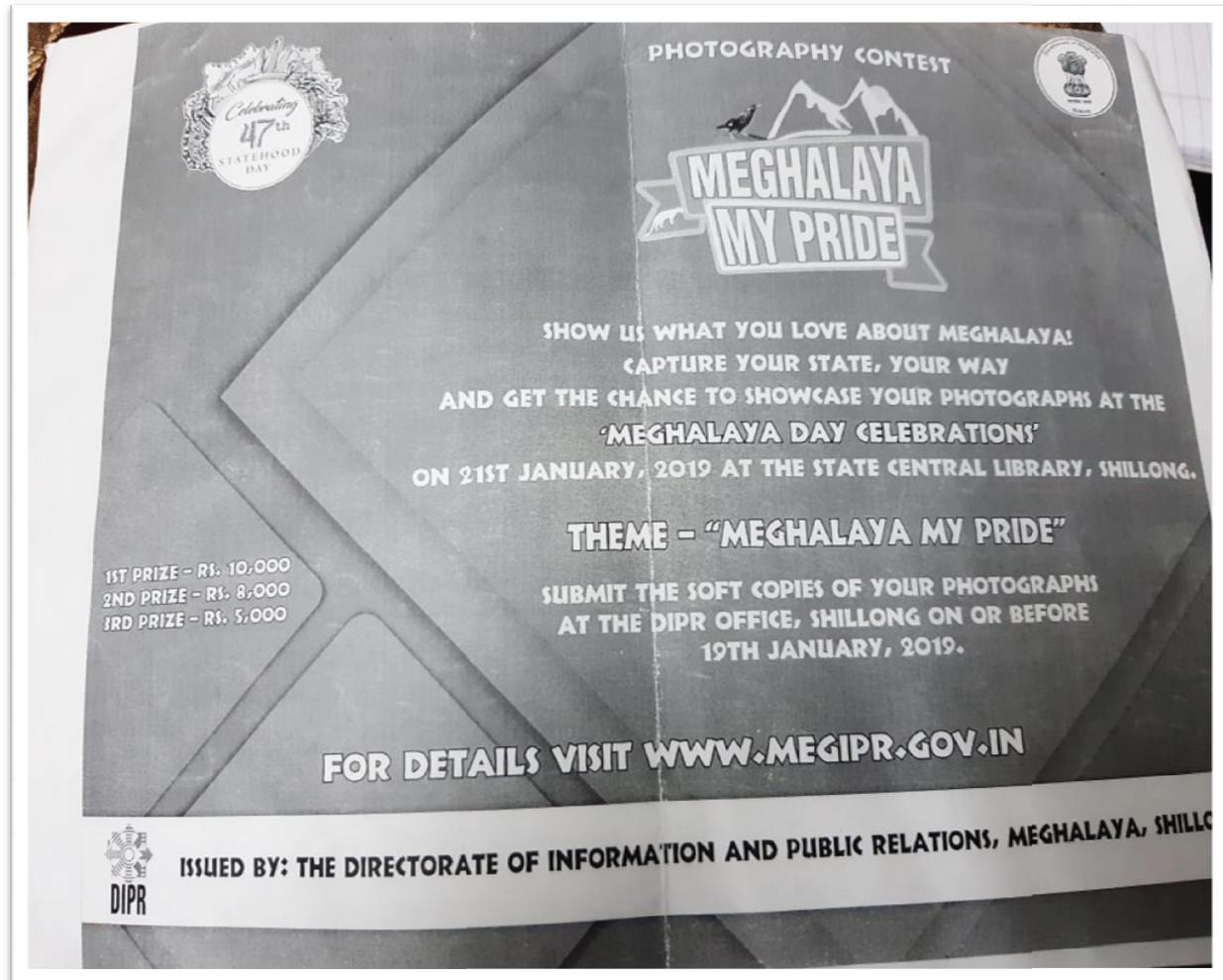
Q5. What does the word fathomless mean?

- a) not very deep
- b) successful
- c) great
- d) very deep

(LO- infers the meanings of difficult words)

Module 7.2 (ii)

Read the given poster and answer the questions that follow:-



1. The state of Meghalaya was established in_____.

- 1972
- 21 Jan
- the copies which are sent via mail.

(L.O- writes answers to textual/non -textual questions after comprehension/inference.)

2. When is Meghalaya Day celebrated?

- a. 21 Jan
- b. 19 Jan
- c. 20 Jan
- d. 26 Jan

(L.O. - writes answers to textual/non-textual questions after comprehension/inference.)

3. What is the full form of DIPR?

- a. director of instruction in public relations
- b. department of instruction and Public Relations
- c. Directorate of Information and public relation
- d. department of information and Public Relations

(L.O- writes answers to textual/non-textual questions after comprehension/inference.)

4. What do you think Shillong is selected as the venue of all the celebrations of statehood day?

(L.O- reads, compares, contrasts and thinks critically.)

5. Why are the entries to be submitted on 19 Jan 2019 while the statehood day is 21st Jan 2019?

(L.O- identifies and locates details.)

Module 8

Class: VIII

8.1(ii) A Short Monsoon Diary (Continuous passage)

LEARNING COMPETENCIES

- Communication.
- Creative Thinking.
- Critical Thinking.
- Managing / Retrieving information.
- Problem Solving.

Read the given text and answer the questions that follow:

The rains have heralded the arrival of some seasonal visitors—a leopard and several thousand leeches. Yesterday afternoon the leopard lifted a dog from near the servants' quarter below the school. In the evening it attacked one of Bijju's cows but fled at the approach of Bijju's mother, who came screaming imprecations. As for the leeches, I shall soon get used to a little bloodletting every day.

Other new arrivals are the scarlet minivets (the females are yellow), flitting silently among the leaves like brilliant jewels. No matter how leafy the trees, these brightly coloured birds cannot conceal themselves, although, by remaining absolutely silent, they sometimes contrive to go unnoticed. Along come a pair of drongos, unnecessarily aggressive, chasing the minivets away.

1. Whom did the writer call some seasonal visitors?

- a. A leopard and leeches
- b. B drongos
- c. C scarlet minivets
- d. D new plants

(LO-identifies details, main idea and sequence of ideas and events while reading.)

2. How did Bijju's mother manage to save the cow?

(LO: reads textual/non-textual materials in English with comprehension)

3. What is being compared to brilliant jewels?

(LO: identifies details, main idea and sequence of ideas and events while reading.)

4. What is the meaning of the word 'imprecation'?

- a. to scream
- b. to argue
- c. to curse
- d. to threaten

(LO- infers the meaning of unfamiliar words by reading them in context)

5. Name 4 activities associated with monsoon?

(LO- compares, contrasts, thinks critically and relates ideas to life.)

8.1 (ii) (Non-continuous passage)

Read the given chart and answer the questions that follow:

TEMPERATURE AND RAINFALL DATA OF FEW STATIONS IN INDIA:-

STATION		Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
A	Temp (*C)	14.4	16.7	23.3	30.0	33.3	33.3	30.0	29.4	28.9	25.6	19.4	15.6
	Rainfall (cm)	2.5	1.5	1.3	1.0	1.8	7.4	19.3	17.8	11.9	1.3	0.2	1
B	Temp (*C)	24.5	25.7	27.7	30.4	33.0	32.5	31.0	30.2	29.8	28.0	25.9	24.8
	Rainfall (cm)	4.6	1.3	1.3	1.8	3.8	4.5	8.7	11.3	11.9	30.6	35.0	13.9

**1. The two rainiest months of Station A are
and.....**

(LO:reads to seek information from notice board, newspaper, Internet, tables, charts, diagrams and maps etc.)

2. Difference between highest and the lowest temperature of station A is

- a. 18.9
- b. 08.9
- c. 80.9
- d. 00.8

(LO:reads to seek information from notice board, newspaper, Internet, tables, charts, diagrams and maps etc.)

Q3. In the months of May and August in Station A, the difference of temperature is

- a. 2.9
- b. 3.9
- c. 4.9
- d. 5.9

(LO-reads to seek information from notice board, newspaper, Internet, tables, charts, diagrams and maps etc.)

Q4. What is the difference of lowest rainfall in both the station?

(LO- reads, compares, contrasts, thinks critically and relates ideas to life)

Q5. What are the unit of measurement of temperature?

(LO- reads, compares, contrasts, thinks critically and relates ideas to life)

Q6. Name the device used to measure temperature?

(LO- reads, compares, contrasts, thinks critically and relates ideas to life)

Module 8.2 (I) On the Grasshopper and Cricket

LEARNING COMPETENCIES –

- Communication.
- Creative Thinking.
- Critical Thinking.
- Managing / Retrieving information.
- Problem Solving.

Read the given stanza and answer the questions that follow:

The poetry of earth is never dead:
When all the birds are faint with the hot sun,
And hide in cooling trees, a voice will run
From hedge to hedge about the new-mown mead,
That is the grasshopper's — he takes the lead
In summer luxury — he has never done
With his delights, for when tired out with fun
He rests at ease beneath some pleasant weed.

1. What is meant by the phrase poetry of earth?

- a. A poem written on mother earth
- b. Never ending music which goes through summer and winter
- c. Different seasons
- d. Sounds of different animals

(LO: identifies details, main idea and sequence of ideas and events while reading.)

2. Which insect is the prime singer in summer?

(LO: read textual/non-textual materials in English with comprehension.)

3. Name the figure of speech in the above stanza?

- a. A Simile
- b. B Metaphor
- c. C Alliteration
- d. D Hyperbole

(LO- compares, contrasts, thinks critically and relates ideas to life.)

4. What is the rhyming scheme of the above stanza?

(LO: identifies details, main idea and sequence of ideas and events while reading.)

5. Can you name 2 insects (other than cricket and grasshopper) that produces sounds in summer or winter?

(LO- thinks critically, compares and contrasts, characters, events, ideas, themes and relates them to life.)

8.2 (ii) (Non-continuous passage)

Read the given information carefully and answer the questions accordingly:

SOUNDS OF SUMMER: BUG EDITION

Peaceful summer evenings are often spent sitting on the front porch, enjoying a symphony of sounds produced by nature. The season certainly has its own music — and much of it is made by bugs! In fact, you might be surprised to learn exactly how bugs play a part in summer's orchestra.

CICADAS



Male cicadas have two special membranes, called tymbals, located on their abdomen. Much of the rest of the abdomen is hollow and serves as a natural amplifier for the clicks produced as cicadas vibrate these organs.

BEES



Almost everyone is familiar with the buzzing of a bumblebee. What you're hearing is an actual disturbance in the air created by the beating of the bee's wings. The larger the bee — or wasp, or hornet — the slower its wings beat and the lower the pitch of the resulting sound.

BESS BEETLES



Bess beetles are capable of producing upwards of 14 different sounds. Not all of these sounds are audible to human beings, but, once you've heard a bess beetle hiss or squeak, you aren't likely to forget it.

MOSQUITOES



The high whine of a mosquito flying close to your ear may be one of the most annoying sounds associated with summer. It's believed this sound may serve some purpose in attracting a mate. Either way, mosquitoes are able to control the rate of their wing beats and serenade each other at very specific frequencies.

CRICKETS & KATYDIDS



Crickets make a chirping sound by running the top of one wing along the other in a process known as stridulation. Katydid's also stridulate, but, rather than trilling, they often strike a buzzing, drawn-out and softer note.

Like what you hear?
Visit Terminix.com/blog to learn more.

TERMINIX

1. Match the sounds with the insects:

INSECT	SOUNDS
Bess Beetles	Chirping
Cicadas	Buzzing
Bees	Squeaking
Cricket	Clicking

(LO: identifies details, main idea and sequence of ideas and events while reading.)

2. Name two bugs which produce sounds by beating of their wings?

(LO: read textual/non-textual materials in English with comprehension.)

3. Fill in the blanks:

Smaller the bee (a) _____ the pitch, and larger the bee (b) _____ the pitch.

- a. Larger
- b. Smaller
- c. Lower
- d. Higher

(LO: reads to seek information in print / online, notice board, newspaper, hoardings etc.)

4. Which insect produces sound by vibrating its abdomen?

(LO: read textual/non-textual materials in English with comprehension.)

5. What do you understand by the phrase "the whine of mosquito"?

- a. To move around
- b. To produce unpleasant sound
- c. To squeal
- d. To produce delightful sound

(LO: infers the meaning of unfamiliar words by reading them in context)

Module 9

Class VIII

9.1[i]The Great Stone Face -1

LEARNING COMPETENCIES

- Communication
- Creative Thinking
- Critical Thinking
- Managing /Retrieving information
- Problem Solving

Read the given text and answer the questions that follow:

It seems that, many years before, a young man had left the valley and settled at a distant seaport. Gathergold, which was his name, had set up as a shopkeeper and, being sharp in business matters, had become so very rich that it would have taken him a hundred years only to count his wealth. In time he thought of his native valley, and decided to go back there, and end his days where he had been born. A carriage, drawn by four horses, dashed round the turn of the road. Within it thrust partly out of the window appeared the face of an old man with yellow skin. "The very image of the Great Stone Face!" shouted the people. "Sure enough, the old prophecy is true. Here we have the great man, at last!" And, what greatly puzzled Ernest, they seemed actually to believe that here was a likeness which they spoke of. He turned away sadly from the wrinkled shrewdness of that unpleasant face, and gazed up the valley, where the Stone Face seemed to say: He will come! Fear not, Ernest; the man will come.

1. Given below are the names of immortal personalities. Read about them and match column A with column B.

A	B
1. Ernest Hemingway	a] Sri Lankan philanthropist
2. Ernest Walton	b] Russian mathematician
3. Ernest de Silva	c] American writer
4. Ernest Vinberg	d] Irish physicist & Nobel Laureate

[LO – learner writes answers to textual/ non – textual questions after comprehension/ inference]

2. Who originally established the prophecy about the Great Stone Face?

- a. English settlers
- b. Ernest's grandfather
- c. German pioneers
- d. Native Americans

(LO – learner answers to textual/non-textual questions after comprehension & critical thinking)

3. The inference from the passage is that there was no similarity between

- a. Gathergold and Ernest
- b. Gathergold and the Great Stone Face
- c. Ernest and Blood-and-Thunder
- d. Ernest and the poet

(LO – Identifies details, characters, main idea & sequence of events while reading)

4. Proclaiming that Gathergold, an old man with yellow skin, was “the very image of the Great Stone Face” shows that the people are

- a. hypocrite & charlatan
- b. diplomatic & astute
- c. manipulative & cunning
- d. polite & humble

Put a cross on the incorrect one.

(LO – Learner thinks critically, compare & contrast characters, events, ideas, themes & form opinion)

5. The Great Stone Face seemed alive

- a. When seen from all sides
- b. When seen from a distance
- c. When spectators approached too near
- d. When clouds clustered around it

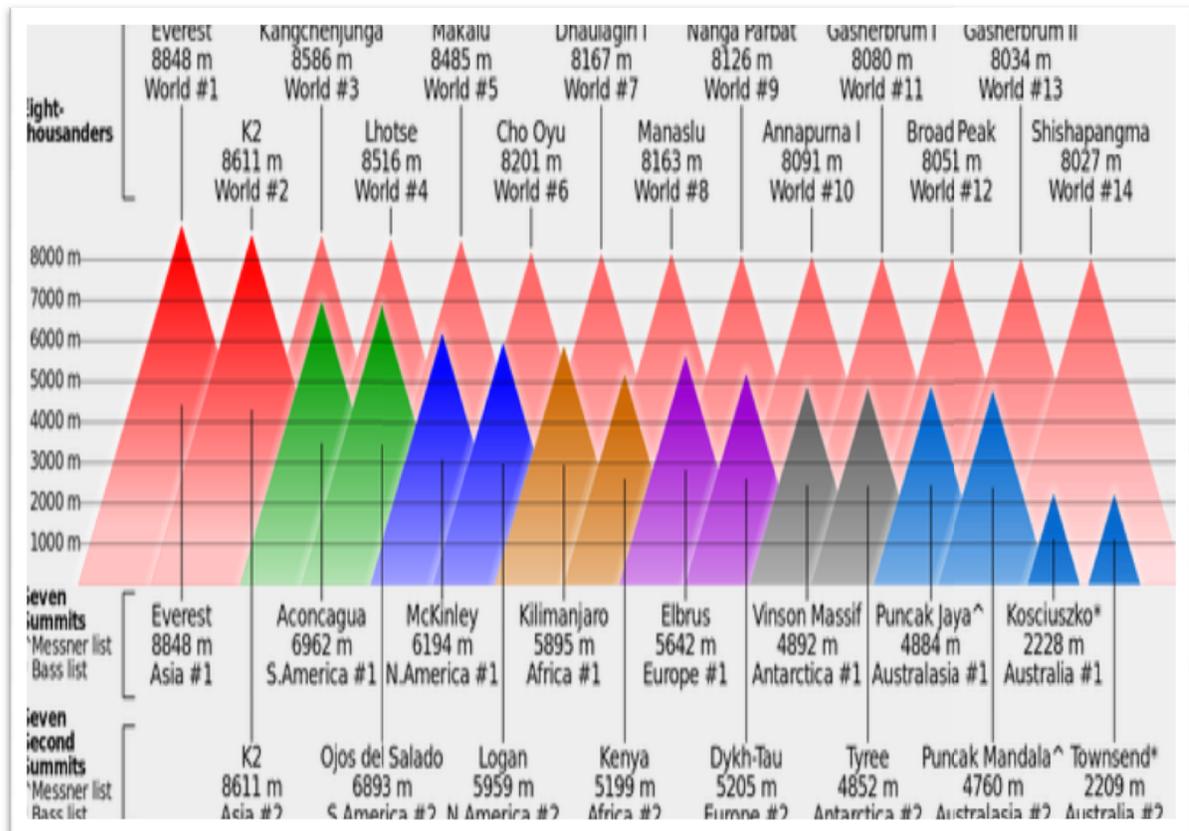
[LO – Learner reads textual/ non-textual material for comprehension, critical thinking & inference]

9.1 (ii)(Continuous passage)

LEARNING COMPETENCIES

- Communication
- Creative Thinking
- Critical Thinking
- Managing /Retrieving information
- Problem Solving

Study the picture given below and answer the following questions.



1. Which of the following mountain peaks is known as the “highest garbage dump of the world”?

- a. Mt. Elbrus
- b. Mt. Everest
- c. Mt. Kenya
- d. Mt. Broad Peak

[LO – learner writes answers to textual/ non – textual questions after comprehension / inference]

2. Which Greek mountain was considered to be the abode of the Gods in the ancient times?

- a. Mt. Meru
- b. Mt. Olympus
- c. Mt. Voras
- d. Mt. Smolikas

[LO – learner refers dictionary, thesaurus and encyclopedia as reference for reading, writing and inferring the correct answer]

3. Which is the world’s second highest peak in the world?

- a. K2 peak
- b. Mount Godwin Austin
- c. a & b
- d. Mt. Kangchenjunga

[LO – Learner thinks critically, compare & contrast characters, events, ideas, themes to infer answer]

4. Arrange the following mountains according to their height, in ascending order:

- a. Mt. K2
- b. Mt. Tyree
- c. Mt. Logan
- d. Mt. Cho Oyu

[LO – Learner thinks critically, compare & contrast characters, events, ideas, and themes

To form opinion]

5. Which South African city is situated in the foothills of Table Mountain?

- a. Cape Town
- b. Welkom city
- c. Durban
- d. Paarl city

[LO – learner refers dictionary, thesaurus and encyclopedia as reference for reading, writing and inferring the correct answer]

Module 10

Class VIII

10.1 (i) The Great Stone Face – 2

LEARNING COMPETENCIES

- Communication
- Creative Thinking
- Critical Thinking
- Managing /Retrieving information
- Problem Solving

Read the given text and answer the questions that follow:

His words had power, because they agreed with his thoughts; and his thoughts had reality and depth, because they harmonized with the life which he had always lived. It was not mere breath that the preacher uttered; they were the words of life. A life of good deeds and selfless love was melted into them. The poet, as he listened, felt that the life and character of Ernest were a nobler strain of poetry than he had ever written. His eyes filled with tears and he said to himself that never was there so worthy a sage as that mild, sweet, thoughtful face, with the glory of white hair diffused about it.

At a distance, but clearly to be seen, high up in the golden light of the setting sun, appeared the Great Stone Face, with white mists around it, like the white hairs around the brow of Ernest. At that moment, Ernest's face took on an expression so grand that the poet was moved to throw his arms up and shout, "Behold! Behold! Ernest is himself the likeness of the Great Stone Face.

Then all the people looked, and saw that what the poet said was true. The prophecy was fulfilled. But Ernest, having finished what he had to say, took the poet's arm and walked slowly homeward, still hoping that some wiser and better man than himself would by and by appear, bearing a resemblance to the Great Stone Face.

1. The Great Stone Face has a benevolent and protective influence over the inhabitants. Sacred mountains have been enumerated below .Tick one option which is not a sacred mountain.

- a. Mt. Kailash in Tibet
- b. Mt. Everest in Nepal
- c. Mt. Abu in Rajasthan
- d. Girnar mountains in Gujarat

[LO – learner reads, explores, compares, contrasts, thinks critically after referring to encyclopaedia, etc.]

2. Which of the following does not conform to the theme of the chapter, “The Great Stone Face”?

- a. Simplicity & truthfulness begets divinity
- b. Deep love for humanity
- c. Philanthropy & benevolence
- d. Hatred & retribution

[LO– learner identifies details, main idea, sequence of events, analysis them to make inference]

3. Which of the following statement is false pertaining to Ernest?

- a. His poems were noble
- b. His life was nobler than all poems.
- c. Whatever he said was truth itself.
- d. His demeanor reflected the features of the Great Stone Face.

[LO – learner will read the textual and non-textual material in English for comprehension and inference]

4. What does the poet admire in Ernest?

- a. Ernest's scholarly knowledge
- b. Ernest's collection of books
- c. Ernest's profession
- d. Ernest's emotional eloquence

[LO – learner will read, analyze, compare, contrast the events and make inference]

5. At the end of the story, whom does Ernest believe to be the man of the prophecy?

- a. The poet
- b. The old Stone Face
- c. Himself
- d. No one

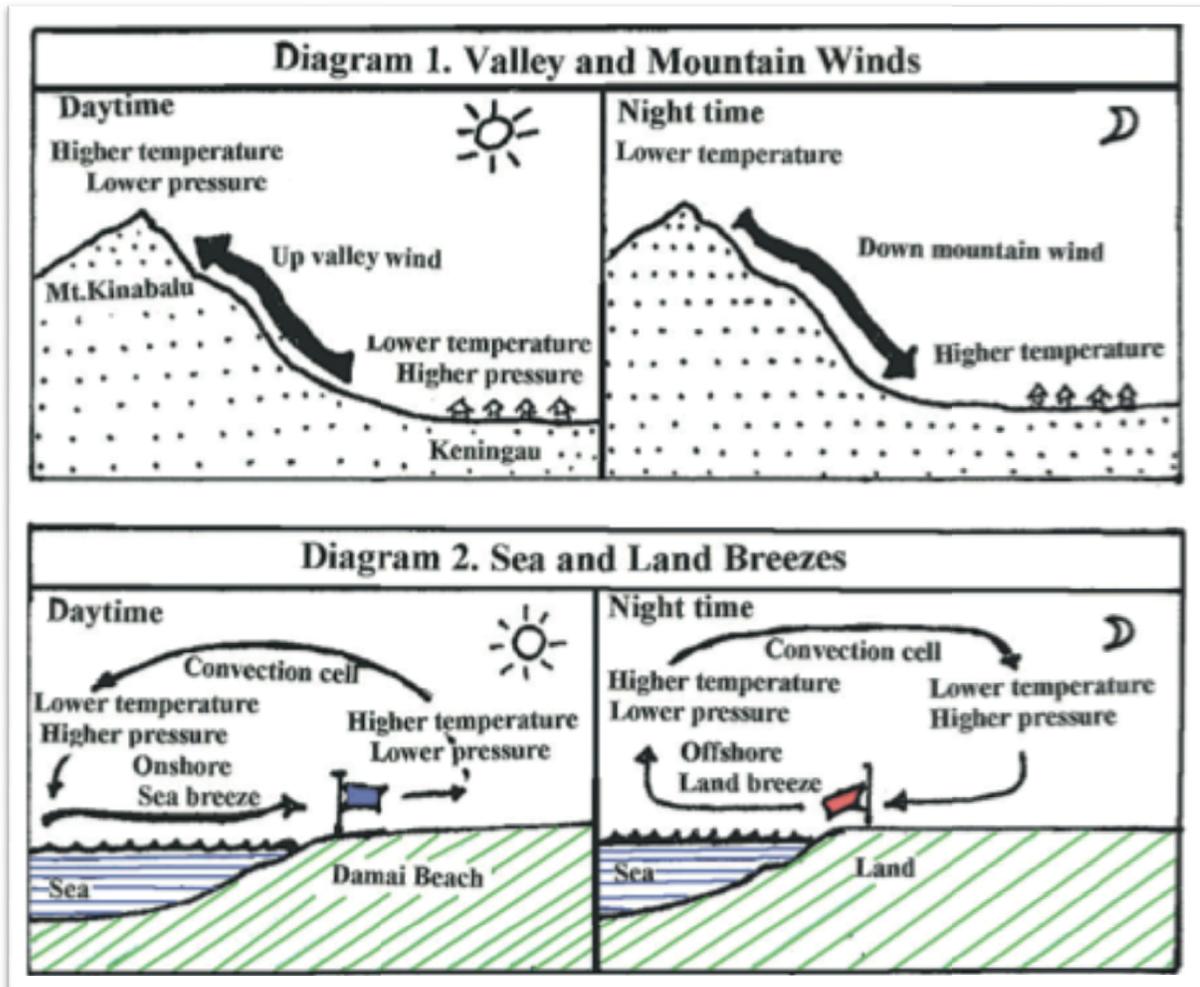
[LO – learner thinks critically, compares and contrasts characters / events/ ideas and relate them to give opinion and inference]

10.1 (ii) Non- continuous passage)

LEARNING COMPETENCIES

- Communication
- Creative Thinking
- Critical Thinking
- Managing /Retrieving information
- Problem Solving

Study the diagrams given below and answer the following questions:



1. As the temperature of the surface of the land rises, the land heats the air above it by

- a. Evaporation
- b. Convection
- c. Condensation
- d. Convection

[LO – learner reads, explores, compares, contrasts, thinks critically after referring to the diagram etc.]

2. Extreme wind speeds in valleys are in the

- a. Late afternoon
- b. Morning
- c. Night
- d. Early afternoon

[LO – learner reads, explores, compares, contrasts, thinks critically after referring to encyclopaedia, etc.]

3. The sea has a greater capacity than land so the surface of the sea warms up more slowly than the land's.

- a. heat
- b. cooling
- c. moving
- d. freezing

[LO – learner will read the textual and non-textual material in English for comprehension and inference]

4. How does the air move in a sea breeze?

- a. From East to West
- b. From West to East
- c. From the land to the sea
- d. From the sea to the land

[LO-Learner interprets photographs, sketches, charts, diagrams, maps and incorporate in writing]

5. The diagrams have numerous antonyms. Enumerate four pairs of antonyms:

- a.
- b.
- c.
- d.

[LO- Learner responds to instructions and identifies details, sequence of ideas to use appropriate grammatical forms]

Answer key

Module 1

1.1(i)

1. Option c- It was in bad condition
2. Option b-2021
3. Option b-the desk was cheap
4. Option c- it becomes useless
5. Option b-wood

1.1(ii)

1. Option d-7
2. Option c-Russia
3. Option a-United States
4. Option d- Brazil
5. Students can give varied answers.

1.2(i) Poem:The Ant and the Cricket

1. option b-happy and carefree heart
2. option c-gay
- 3'.option b- fun loving
- 4(.Students may give varied answers)The ant was annoyed with cricket on knowing that he had saved nothing for winters and had spent his summers singing and playing. So the ant answered people who play and sing all summer should only dance in winter.
5. option d- A stitch in time saves nine

1.2 (ii)

1. Option b- sugar
2. Option a- cinnamon
3. Option c- 10
4. Option d- cinnamon
5. Salt and sugar

Module 2

2.1(i)

Answer key

1. d British
2. d (All of the above)
3. c (the sea water)
4. b (1994)
5. b Tilly is an intelligent girl with good observation who reads, understands and applies what she learns in classroom.

2.1(ii)

Answer Key

ANS 1- D) oreganos

ANS 2-C) junk food

ANS 3-any edible oil (or any relevant answer)

ANS 4- onion,pepper, broccoli

ANS 5- ▪ Pasta requires boiling in water whereas vegetable needs cooking in oil.

- Need different cooking time.

(Any other acceptable answer)

2.2 (i) POEM – GEOGRAPHY LESSON

1. c – the city has been developed as per necessity
2. c- shown
- 3a] Imagery
- 3b] Repetition

4. b - a - d - c

5. a b c a b c

2.2 (ii)

a] c – sea between England and France

b] a- True

c] c – Fly board Air

d] lesstravel time, no waiting for taxi/bus/metro, no traffic jam, etc.

e] a – rapturous, euphoric

3.1(i)

1] a – Lord Canning

2] d-All the above

3] d- Both a and b

4] c- Both A and B

5] c- Orissa- Nana Sahib

3.1(ii)

1. State whether it is true or false:

a) The siege of Leningrad is one of the most horrifying episodes of World War II. T

b) During the siege Lake Ladoga was known as the 'Road of Life'. T

c) Maximum people died due to bombing and shelling. F

d) In September 1941, the Russians were able to block all land routes to Leningrad.
F

e) St. Petersburg was another name of Leningrad. T

f) The siege ended in 1944 when Pushkin, Gatchina and Chudovo were freed from the German forces. T

2. i. Plumbing and sewerage were disconnected.

ii. Central heating ceased to function.

3. Population of Leningrad 2544000

Population of suburbs + 343000

Total population 2,887,000

4. Total population when blockade began 2,887,000

People evacuated 1941-42 550,000

People evacuated 1942 540,000

People evacuated 1942-43 89,000

Total people evacuated 1,179,000

People dead 1,000,000

Total no of people dead/evacuated- 2,179,000

$2,887,000 - 2,179,000 = 708,000$

5. Fill in the blanks:

a) Lake Ladoga

b) military factories/arms and ammunition factories

c) Shlisselburg

d) 18th German

e) 97, 00

3.2(i) Poem:Macavity: The Mystery Cat

ANSWER KEY:-

- 1) b) It has broken all the laws of the human as well as nature.
- 2) Macavity is a criminal cat, it has defied law. It is suspected of every crime [or any other suitable answer]
- 3) c) He's not afraid of law and the police.
- 4) Scotland Yard and flying squad.
- 5) b) confusion

3.2(ii)

1. Happy mood
- 2 Down tail shows us that cat is worried.
3. Crazy mood.
4. Mad means angry.
5. Option c - tiger

Module 4.1(i)

- 1) To find a suitable job
- 2) Forgetfulness
- 3) To visit Ranchi once again
- 4) bold
- 5) Alzheimer's

4.1(ii)

- 1) 3
- 2) 12 July
- 3) 7
- 4) 25hr 25min
- 5) May be he is veterinary doctor / or maybe he is not a medical practitioner but a doctor by education/ HE has got PhD degree / or any other relevant answer

4.2(i) Poem: The Last Bargain

- 1) To search for job
- 2) The old man offered to hire the person and pay him in gold.
- 3) think about / give a thought / consider (any valid answer)
- 4) Everlasting happiness
- 5) All worldly things or wealth, power and beauty are worthless /
Every individual desires freedom , liberty and independence (any other valid answer)

4.2(ii)

1. Individual

- A) Creating comfort
- B) Pursuing Interest
- C) Achieving goals
- D) Relaxing
- E) Personalisation of space

Social

- A) Having friendly neighbour
- B) Caring for each other
- C) Family time
- D) Socialising
- E) Team Work
- F) Acts of kindness

2) 48%

3) Social

4) Having friendly neighbour

Reason- our lives are busy so we don't connect with our neighbour / I don't like interference from neighbours / I like to be with my friends over phone or go to their place and being with neighbours / I do not know my neighbours (or any other valid statement)

6) Family time is best because Family helps and supports each other / takes care of each other / makes us laugh / creates strong bonds between family members / grandparents take care of grandchildren when parents are busy / we have someone to share our problems / family looks after us when are unwell (or any other valid points) select any two.

Module 5.1(i)

1 Humility

2 He felt that there would be nothing higher to climb than the highest peak.

3 He was thankful for attaining success in climbing the Mount Everest

4 complete view

5 camera, phones, picture etc. (any relevant answer)

5.1(ii)

1 Nepal

2 Nepal with 181 death or 63 %

3 Avalanches

4 8 years

5 By falling because climbers are expert in climbing / they are trained / they are well equipped / etc. (or any other relevant answer)

5.2(i) The School Boy

1 c (a bird)

2 a (interesting)

3 a (he will miss the joys of summer mornings)

4 b (teachers)

5 c (dismay)

5.2 (ii)

ANS 1-D) All of the above.

ANS 2-D) Cashier's room

ANS 3-Grade 1-4 teacher's office.

Grade 5-8 teacher's office.

Dean's office.

ANS 4- Dean's office.

ANS 5- The room is very spacious.

A lot of beds are provided.

It is near to the washrooms.

Module-6 : This is Jody's Fawn

Q.6.1 (i)

1 Ans- b -Penny

2 Ans-c- About the fawn

3 Ans- Fawn must be hungry and scared.

4 Ans-c- Jody wanted to give his share to fawn

5 Ans- b- certain

Q.6.1 (ii)

1 Ans. b – United States of America

2 Ans. c – 7.5 million

3 Ans. d - 17

4 Ans. c – 6.4 million

5 Ans. d – 1.1 million

Module-7 A Visit to Cambridge

Q.7.1 (i)

1 Ans. b - optimism

2 Ans. c - In these games, disabled people try to play games for which they have no potential. (Or)

Any other suitable answer.

3 Ans.c - Stephen Hawking' s opinion that Olympics for disable are ridiculous.

4 Ans.b - The letters on his screen disappeared in the glare.

5 Ans. c - touch his shoulder.

Q.7.1 (ii)

Ans – 1.●Major Metropolitans.

- Most Frequently Used Airports.

Ans – 2. ● Probably the most active months of the year.

Random selection of months for study

Or any other suitable answer

Ans– 3. ● As airport away from city and birds and animals tend to be away from densely populated area this may be the reason.

- increasing the bird population may also be the reason.
- any other relevant answer.

Ans – 4. The rest of the cases did not report any substantial damage.

Ans – 5. Indira Gandhi International Airport

Module-7 When I set out for Lyonnesse

Q.7.2 (i)

1 Ans. d - What situation he would have to face there during his stay at Lyonnesse

2 Ans. c - Short stay

3 Ans. b - Sacred city

4 Ans. c - the love and affection that he got from the church people

5 Ans. d - very deep

Q.7.2 (ii)

1 Ans. a - 1972

2 Ans. a–21 Jan

3 Ans. c - Directorate of Information and Public Relations

4 Ans. Shillong is the capital city of Meghalaya

5 Ans. So, that entries can be judged and winners probably will be prized on 21st Jan 2019.

Module-8A Short Monsoon Diary

8.1 (i)

A1. leopard and leeches

A2. On seeing the leopard his mother started screaming and scared the leopard away.

A3. Scarlet minivets

A4. To curse

A5. Water rafting, rain dancing, play in the mud, search for rainbow, splashing on water filled on street etc. (or any other valid answer)

8.1 (ii)

A1. July and August

A2. 18.9

A3. 3.9

A4. 1.1 cm

A5 degree Celsius (C), and Kelvin (K)

A6 Thermometer

Module-8.2 On The Grasshopper and Cricket

8.2(i)

A1 Never ending music which goes through summer and winter

A2 Grasshopper

A3 Metaphor

A4 ABBA-CBBC

A5 Cicadas, bees, beetles, mosquitoes, katydids (or any other valid answer)

8.2 (ii)

A1.

Bees beetles – clicking

Cicadas – squeaking

Bees -- buzzing

Cricket – chirping

A2 Mosquitoes and bees

A3 (a) higher (b) lower

A4 Cicadas

A5 to produce unpleasant sound

Module 9 – The Great Stone Face – 1

9.1 [I]

1. 1. Ernest Hemingway - c. American writer
 2. Ernest Walton - d. Irish physicist & Nobel Laureate
 3. Ernest de Silva - a. Sri Lankan philanthropist
 4. Ernest Vineberg – b. Russian Mathematician
-
2. d. Native Americans
 3. b. Gather gold & the Great Stone Face
 4. d. polite & humble
 5. B. When seen from a distance

9.1 [ii]

1. b. Mt. Everest
2. b. Olympus
3. c. a & b
4. b. Mt. Tyree
- C. Mt. Logan
- D. Mt. Cho Oyo
- A. Mt. K2
5. a. Cape Town

Module 10.1 – The Great Stone Face – 2

10.1 [I]

1. b. Mt. Everest in Nepal
2. d. hatred & retribution
3. a. His poems are noble
4. d. Ernest's emotional eloquence
5. d. No one

10.1 [ii]

1. b. convection

2. d. early afternoon

3. a. heat

4. d. from the sea to the land

5. Any four pairs of antonyms given below:

Day & night

Lower & higher

Valley & mountain

Up & down

Lower & higher

Day time & night time

Onshore & offshore

Made by:

Ms. Preety Jolly

Ms. Reema Dhawan

Ms. Baljeet Kaur

Ms. Ramanjeet Dhiman