

Grade- 8 Easy English

(Masterclass)

Chapter 1 – The Tempest-I

Comprehension

A. Answer the following questions:

- 1. How did Prospero first use magical powers on the island?**
Prospero first used his magical powers to set free the noble spirits imprisoned in trees by the witch Sycorax.
- 2. Why did Prospero assign Caliban some laborious tasks?**
Prospero assigned Caliban laborious tasks because he was obstinate and refused to learn anything good or useful.
- 3. How did Prospero come to be on the island?**
Prospero's brother Antonio robbed him of his dukedom and left him and Miranda in a small boat at sea. Later, they reached the lonely island.
- 4. Why did Prospero raise the storm?**
Prospero raised the storm to bring his enemies, the King of Naples and Antonio, to the island.
- 5. What information does Ariel give Prospero about Ferdinand?**
Ariel told Prospero that Ferdinand had jumped into the sea first but was safe in a corner of the island.
- 6. How could Prospero command the wind and the waves of the sea?**
Prospero could command the wind and the waves with the help of the spirits.
- 7. How did Ariel leave the king of Naples and Prospero's brother?**
Ariel left them searching for Ferdinand and thinking that he had drowned.
- 8. Why did Prospero ask Ariel to lead Ferdinand where Miranda was?**
Prospero wanted Miranda to see Ferdinand, the young prince.

9. **What did Miranda say about Ferdinand when she saw him first?**

Miranda said that Ferdinand looked like a beautiful spirit.

B. Think over and answer:

“Prospero knew magic, and he put it to good use.” Comment.

Prospero used his magic wisely. He freed the imprisoned spirits, protected Miranda, and brought his enemies to the island without harming them. His magic helped him correct the wrongs done to him.

Vocabulary Enrichment

Fill in the blanks:

1. The Arabian **Sea** is a part of the Indian **Ocean**.
2. There is a small island in the middle of the **lake**.
3. The Indian **peninsula** is joined to the rest of the land.
4. There was a **pond** surrounded by the fields in the village.
5. We enjoyed boating in the calm waters of the Dal **lake** in Kashmir.

Language Enrichment

Write the complete form of 's/'d in each sentence:

(a) She'd gone out.

→ **She had gone out.**

(b) She's going out this evening.

→ **She is going out this evening.**

(c) The weather is nice. Let's go out.

→ **Let us go out.**

(d) I told the police that I'd lost my passport.

→ **I had lost my passport.**

(e) I'd like a cold drink, please.

→ **I would like a cold drink, please.**

Build Your Grammar

A. Fill in the blanks with 'who', 'whose', 'whom', 'what' or 'which':

1. **Which** of the two bikes do you prefer?
2. **Who** is coming for dinner this evening?
3. **What** can I do to help you?
4. **Which** of these TVs belong to you?
5. **Whose** socks are hanging over the chair?
6. **Who** teaches you English?
7. **What** is the length of this table?
8. **Whom** are you giving this present?

B. Change the following sentences into questions asking about the words in bold:

1. That blue bag is mine.
→ **Which bag is yours?**
2. These books are theirs.
→ **Whose books are these?**
3. She is my sister's old friend.
→ **Whose old friend is she?**
4. I had milk and bread for breakfast.
→ **What did you have for breakfast?**
5. Brad gave me this box of chocolates.
→ **Who gave you this box of chocolates?**

Writing Skill

Fill in the blanks to complete the story:

Once Akbar asked Birbal to find out **the number of honest men** in the city. So Birbal announced a **big charity feast**. "Bring one pot of milk from each home and **pour it into an urn**. It will be used for the feast." The urn was placed **in a small room**. There was no guard to see. Everyone poured water **into the urn**. He expected everyone else to bring milk. In the evening Akbar and Birbal both

went to see the urn. It was full of plain water. Not even one person brought milk.

Chapter 2 – The Tempest-II

Comprehension

A. Answer the following questions:

1. **Why was Miranda delighted to see Ferdinand?**

Miranda was delighted to see Ferdinand because she had never seen such a handsome young man before.

2. **What did Ferdinand think about Miranda when he saw her first?**

Ferdinand thought Miranda was the goddess of the enchanted island.

3. **Why did Prospero call Ferdinand a spy? What punishment did he propose?**

Prospero called Ferdinand a spy to test his love and faithfulness for Miranda. He threatened to tie his neck and feet together and make him drink seawater and eat dead roots.

4. **Why did Ferdinand find himself powerless to fight?**

Ferdinand found himself powerless because Prospero used magic to rob him of his strength.

5. **What was Prospero's real intention in treating Ferdinand the way he did?**

Prospero wanted to test Ferdinand's true love and sincerity for Miranda.

6. **Why was Prospero overhearing Miranda and Ferdinand's talk?**

Prospero was overhearing them because he wanted to know whether Ferdinand truly loved Miranda.

7. **What did Ariel do to remind Antonio and the king of Naples of their bad behaviour in the past?**

Ariel appeared like a monster with wings, made the feast disappear, and reminded them of their cruelty towards Prospero and Miranda.

8. **What was Prospero's gift to the king of Naples?**

Prospero's gift was showing Ferdinand alive and happily playing chess with Miranda.

B. Think over and answer:

Why did Prospero want Antonio and the king of Naples to be brought before him?

Prospero wanted them to realise their mistakes and repent for the injustice they had done to him and Miranda. He also wished to forgive them and restore peace.

Vocabulary Enrichment

Fill in the blanks with body actions given in the box:

1. Sue **shook** her head in disbelief.
2. Kate **clenched** his fists in anger.
3. Janet **raised** questioning eyebrows.
4. "I don't know," Anna replied, **shrugging** her shoulders.
5. Joshua **wrinkled** his nose in disgust.
6. Susan **bit** her lips nervously.
7. I asked him if he would help me and he **nodded**.
8. John **hung** his head in shame.
9. Carol **clicked** her tongue in annoyance.
10. Impatiently, Tom **drummed** his fingers on the table.
11. Dick **stamped** his foot in anger.
12. Vicky **scratched** his head and looked thoughtful.

Language Enrichment

Write plurals for the following words:

- match → **matches**
- bus → **buses**
- box → **boxes**
- tomato → **tomatoes**
- family → **families**

- knife → **knives**
- day → **days**
- dish → **dishes**
- city → **cities**

Build Your Grammar

A. Fill in the blanks with suitable demonstrative pronouns:

1. This is my book and **that** is hers.
2. **That** is his room downstairs, not here.
3. **Those** are your books on that table.
4. **These** are the children here you will like to play with.
5. **This** is a pretty doll in my hand.
6. **Those** are the pictures on the furthest wall made by Betsy.
7. **These** are Mini's classmates in the next room.
8. **That** is my aunt across the street.
9. "Look here, boys and girls! **This** is the best way to work out the sums."
10. "Look over there! **That** is the man who asked for you yesterday."

B. Underline the correct words:

1. **This** is my bedroom. I sleep here.
2. **That** is the picture over there made by me.
3. **These** are the intelligent boys in the front row.
4. **Those** are the cricket players across the corridor.
5. **These** are the cookies baked by Suzan and Rachel.

Hear to Learn

1. handsome

2. admired
3. true
4. dying
5. while
6. exactly
7. weary
8. followed
9. chess
10. harbour

Writing Skill

Fill in the blanks to complete the story:

All living beings need water. Animals drink water **through their mouths**. But the plants get water **through bundles of tiny tubes** inside their roots and stems. Water from the ground comes up these tubes and **spreads to each and every part** of the plant-branches, leaves, flowers and fruits. Each tiny root wears a **hard little helmet at its point**. It guides the root **towards wet earth** and helps it avoid **dry and stony ground**. It goes round large stones while the root follows it. The root always finds space **in which to breathe and grow** between the grains of mud. All the while **it soaks up water and swells**.

Chapter 3 – The Secret Agents

Comprehension

A. Answer the following questions:

1. **Why did Simon want to meet Keesing? What did he find instead?**
Simon wanted to meet Keesing because he imagined secret agents as exciting and adventurous people. Instead, he found Keesing to be a fat and ordinary man.
2. **What was someone expected to bring to Keesing's room?**
Someone was expected to bring an important report about new missiles to Keesing's room.

3. **Who was in Keesing's room? What was in his hand?**

Charlie was in Keesing's room. He had a small automatic pistol in his hand.

4. **How did Charlie enter Keesing's room? Why did he do so?**

Charlie entered the room with a passkey through the balcony. He did so to steal the important report.

5. **What did the secret agent Keesing tell Charlie when they heard the knock?**

Keesing told Charlie that it might be the police checking whether everything was alright.

6. **Did Keesing know that it was the waiter who had knocked at the door? How?**

Yes, Keesing knew it was the waiter because he had ordered drinks earlier.

7. **How did Keesing get rid of Charlie?**

Keesing frightened Charlie by making him think the police had arrived. Charlie tried to escape through the balcony and fell down.

8. **Did Simon find this episode thrilling or disappointing? Give reasons.**

Simon found the episode thrilling because he witnessed a real secret-agent adventure involving danger, a pistol, and cleverness.

B. Think over and answer:

“In a difficulty, we need intelligence and presence of mind more than physical strength.” Comment in reference to this story.

Keesing did not fight Charlie with force. Instead, he used his intelligence and presence of mind to trick Charlie into escaping through the balcony. This shows that clever thinking is more useful than physical strength in difficult situations.

Vocabulary Enrichment

Fill in the blanks with the above words:

1. The judge heard the case **in private**.
2. He was allowed to see top **secret** plans for a new fighter plane.
3. We can't give out the **confidential** plans of the President's visits.

4. They planned the attack **in secret**.
5. The bomb was found by an **undercover** detective.

Build Your Grammar

A. Match the columns to make correct sentences:

1. While Charlie was shaving — **(ii) the razor fell off his hand and broke.**
2. Mellisa left the place — **(iii) while others were arguing over a trifle.**
3. People burst into tears — **(v) while they were listening to the sufferings of the flood affected people.**
4. I was cleaning my room — **(i) while the dust-storm made it dirty again.**
5. The power supply was interrupted — **(iv) while I was working on the computer.**

B. Use the suitable form of the words given in brackets:

1. While I was cycling, the tyre punctured.
2. I was returning my ticket, when **the train arrived**.
3. I found a hundred-rupee note while I **was walking on the road**.
4. The small children were playing in the field **when it began to rain**.
5. **I was talking to my friend** when my teacher saw me.

Writing Skill (Monkey)

Fill in the blanks:

Monkeys have a **red hairy body and a tail**. They have pouches **inside their cheeks**. They eat food hurriedly **filling up these pouches** at a secure place. Monkeys generally live in trees. They can easily jump **from one place to another**. They usually climb by grasping. Their feet can grasp **like hands of man**. So they are not well-adapted **for walking erect**. The monkeys live in groups. They are noted for their mischiefs. They are united when **they are in danger**.

Appreciate the Poem – “Why to Hate Each Other?”

1. Why cities are found near rivers?

Cities are found near rivers because rivers provide water and support life.

2. Why valleys are populated?

Valleys are populated because the land there is fertile and suitable for living.

3. What is easy to understand about men?

It is easy to understand that land and water attract people to settle there.

4. What is difficult to understand about men?

It is difficult to understand why people hate each other, build walls, and kill one another.

Chapter 4 – Suffering of War Passage

Comprehension

A. Answer the following questions:

1. Which was the only place of refuge for the family?

The cellar was the only place of refuge for the family.

2. Why could the girl not concentrate on her homework?

The girl could not concentrate because of the bombing, shelling, and fear around her.

3. What were the people and children guilty of who were leaving the capital city?

They felt guilty because they were leaving their city and relatives behind during the war.

4. What did the girl do to block out the terrible sounds?

The girl listened to music and tried to distract herself from the terrible sounds.

5. What was the condition of the girl’s Mummy who came home after running across the bridge?

She was shaking, crying, pale, and out of breath.

6. Why did the family cook in the yard?

The family cooked in the yard because there was no electricity in the house.

7. Why did the girl's Mummy have to run across the bridge?

She had to run across the bridge to go to work.

8. Why did Mummy carry water home?

Mummy carried water home because water supply was not available properly.

B. Think over and answer:

1. What is the difference between the real and imaginary sufferings of war?

Imaginary sufferings are only thoughts or stories, while real sufferings include fear, hunger, destruction, injuries, and loss of life.

2. Why was the cellar the only place of refuge for the family?

The cellar was underground and safer from shelling and explosions, so the family used it for protection.

Vocabulary Enrichment

Match the words with their meanings:

- (a) war zone — **(iii) the area where fighting is happening**
- (b) troops — **(i) large group of soldiers**
- (c) supplies — **(v) food and other things that are needed every day**
- (d) shelling — **(ii) firing of guns and explosives**
- (e) wounded — **(vi) injured while fighting**
- (f) civilians — **(iv) ordinary people who are not in the army**

Build Your Grammar (Present Perfect)

Fill in the blanks using have/has + third form:

- 1. I **have finished** my lunch.
- 2. The gardener **has watered** the plants.
- 3. We **have watched** Rex several times on television.

4. Nadia **has** never **seen** her aunt.
5. They **have** recently **moved** to a new apartment.

Put the verb in the present perfect or past simple:

1. I **played** tennis yesterday afternoon.
2. My friend **has written** many books.
3. Julie travels a lot. She **has visited** many countries.
4. What time **did** you **go** to bed last night?
5. The weather **was not** very good yesterday.
6. Lisa lives in Paris. She **has lived** there all her life.

Hear to Learn

1. aware
2. save
3. What's
4. wash
5. tree
6. no way
7. heart
8. calm down
9. swing
10. ran

Writing Skill – The Fox and the Stork

Once there lived a fox and a stork near a pool in a jungle. The fox thought herself more clever than the stork and decided to make fool of her. The fox invited the stork for lunch and served curry in a flat dish. The stork had a long and pointed beak and could take only a little curry. The fox ate up most of it. The stork thanked the fox but thought a plan. She invited the fox for dinner. The stork served soup in a long and narrow necked jug. The stork drank all the soup

but the fox could take only a few drops. The fox realized that she was no more clever than the stork.

Appreciate the Poem – “Why to Hate Each Other?”

1. **Why are cities found near rivers?**

Cities are found near rivers because rivers provide water and support life.

2. **Why are valleys populated?**

Valleys are populated because the land there is fertile and suitable for living.

3. **What is easy to understand about men?**

It is easy to understand that land and water attract people.

4. **What is difficult to understand about men?**

It is difficult to understand why people hate each other and fight wars.

Chapter 5 – Spirited Encounter with Fate

Comprehension

A. Answer the following questions:

1. **How did the accident take place with Sudha?**

The accident took place when the bus in which Sudha and her mother were travelling collided head-on with another bus.

2. **Who helped Sudha to regain confidence in herself?**

Dr Pramod Sethi, her parents, and her Guru helped Sudha regain confidence in herself.

3. **How was Sudha saved after her wounds did not heal?**

When gangrene set in and her wounds did not heal, her right leg was amputated below the knee to save her life.

4. **How did Dr Sethi develop the right Jaipur Foot for Sudha?**

Dr Sethi observed Sudha's dance movements for three weeks and then made a special Jaipur Foot suitable for dancing.

5. **What role did Sudha play in the film *Mayuri*?**

Sudha played the role of herself in the film *Mayuri*.

6. **What did Sudha's father advise her?**

Sudha's father advised her to use the crutches not to walk but to hit Mr Fate in the face.

7. **What was the reaction of the audience after Sudha’s first public performance in Mumbai?**

The audience applauded continuously after her performance and greatly admired her dance.

B. Think over and answer:

1. **How did Sudha prove that she was as good an actress as a dancer?**

Sudha proved herself a good actress by acting successfully in the film *Mayuri* and later in many films in different languages.

2. **“Sudha is a symbol of courage and determination.” How?**

Sudha lost her leg in an accident but did not give up her dream of dancing. Through hard work, courage, and determination, she became a successful dancer and actress.

Vocabulary Enrichment

Add the suffix “-ation” to the following words:

1. limit → **limitation**
2. resign → **resignation**
3. alter → **alteration**
4. combine → **combination**
5. explain → **explanation**
6. explore → **exploration**

Build Your Grammar

A. Complete the sentences:

1. Clark starts work at 7 o’clock, so she **has to get up** at 6.
2. We **had to walk** home last night. There were no buses.
3. Her eyes are not very good. She **has to wear** glasses.
4. It’s late. I **have to go** now. I’ll see you tomorrow.
5. We did an exam yesterday. We **had to answer** six questions out of ten.

B. Complete the questions:

1. What do passengers have to show?
2. What time do the children have to be in bed?
3. What does Sam have to keep under control?
4. How do the pupils have to listen?
5. When did you have to walk home last night?
6. How long did Sue have to wait?

C. Write sentences with don't/doesn't/didn't have to:

1. You don't have to pay a lot of money.
2. You don't have to work so hard.
3. He doesn't have to wait.
4. She doesn't have to go out.
5. She didn't have to get up early.
6. You didn't have to walk home last night.

D. Put in 'must' or 'have to / has to':

1. Jennifer **has to** go to the bank. She has no money.
2. You **must** make less noise. I am studying my book.
3. We **must** invite Beth and Polly. They invited us last time.
4. I think you **have to** pay to park here. I'll just go and read that notice.
5. I **must** put the heating on. I feel really cold.
6. I **have to** work late today. There is too much pending work.

Hear to Learn

- (a) True
- (b) True

- (c) True
- (d) False
- (e) True
- (f) True
- (g) False
- (h) True
- (i) True
- (j) False

Writing Skill – Story Writing

The Deer and His Antlers

Once a deer was drinking water from a pond. He looked at his reflection and said proudly, “My antlers adorn my head like a crown.” Then he looked at his thin legs and said sadly, “My legs are ugly. I hate them.”

Suddenly, some hunters came there with dogs. The deer ran fast to save himself. His thin legs helped him run quickly. He thought, “I think I’ll escape.”

But while running through the forest, his beautiful antlers got stuck in the branches of a tree. The hunters came closer. The deer tried hard to free himself but failed.

At last, before dying, the deer thought, “I wish I did not have antlers. Then my legs would have saved me.”

Moral: All that glitters is not gold.

Appreciate the Poem – “Be a Hero in the Strife”

1. What should we learn to do in life?

We should learn to labour and wait in life.

2. What should be the aim of our life?

The aim of our life should be to keep achieving, working hard, and becoming successful.

Chapter 6 – Survival of Humans

Comprehension

A. Answer the following questions:

- 1. Why are our forests, fisheries and the diversity of living species close to collapsing?**

They are close to collapsing because of human consumption and destruction.

- 2. Who are our sisters and brothers in nature?**

The flowers are our sisters and the deer, horse and eagle are our brothers.

- 3. If all the beasts are killed or die what will happen?**

If all the beasts die, man will die from a great loneliness of spirit.

- 4. How are all things connected?**

All things are connected like blood which unites one family.

- 5. What is the position of man in the web of life?**

Man is merely a strand in the web of life.

- 6. What are the three bases of life?**

Air, water and soil are the three bases of life.

- 7. What will you not like to breathe, drink and eat?**

We would not like to breathe smoky air, drink polluted water and eat grains and vegetables grown in polluted soil.

- 8. What should we encourage?**

We should encourage environment-friendly practices.

- 9. How are human beings very much dependant on others in nature?**

Human beings depend on forests, birds and animals for survival, rain, fresh air and food.

- 10. Will little efforts help in fighting with the pollution? How?**

Yes, little efforts will help in fighting pollution by creating awareness, planting trees and reducing pollution.

B. Think over and answer:

- 1. “Whatever man does to the web of life, he does to himself.” How?**

Man is connected with nature. If he harms forests, animals, air, water or soil, he ultimately harms himself and his future generations.

2. **“The end of living and the beginning of survival.” How?**
Pollution and destruction of nature make life difficult and unhealthy.
Humans then only struggle to survive instead of living happily.

Vocabulary Enrichment

Add -able/-ible to the following words:

1. suit → **suitable**
2. rely → **reliable**
3. use → **usable**
4. enjoy → **enjoyable**
5. break → **breakable**
6. comfort → **comfortable**
7. value → **valuable**
8. desire → **desirable**
9. memory → **memorable**
10. love → **lovable**
11. resist → **resistible**
12. reverse → **reversible**

Build Your Grammar

A. Complete the sentences using and/or/but/so/because:

1. Jessie was late **because** there was a lot of traffic.
2. Cheryl was not hungry **so** she did not eat anything.
3. They went to the museum **but** it was closed.
4. I went to a cafe **and** met some friends of mine.
5. Do you want to come with me **or** shall I wait here?
6. It is a nice house **but** it has not got a garden.
7. We stayed at home **and** watched television.

8. I went to bed very early **because** I was tired.

B. Rewrite these sentences using ‘because’:

1. We did not go swimming because the water was not clean.
2. I watched a film on television because I had nothing to do.
3. I went to bed because I was tired.
4. Lisa is hungry because she did not have breakfast.
5. I got up in the middle of the night because I could not sleep.

Hear to Learn

- (a) spirit
- (b) belongs
- (c) strand
- (d) survival
- (e) controlling factor of all
- (f) polluted
- (g) food
- (h) planters
- (i) generation
- (j) nature

Writing Skill – Bees

Bees have two pairs of wings. These are set so close together **that they almost touch**. When the bee flies, the rear wings open out and fix themselves on **the rear edge of the front wings**.

Bees fly from flower to flower only **when the sun shines**. A bee has a tiny tank inside its body **to carry nectar from the flower** which is made into honey. The bee sucks the nectar from the flower through a long tube. On its hind legs are two baskets **to carry pollen or the flower dust**.

The body of a bee is covered with hair. When the bee dives into a flower and rolls about in it, **the pollen sticks to the hair on its body**. And the bee has a comb and a special soft brush. When the bee combs out the pollen, **it moistens**

it with a speck of honey and presses it into the pollen baskets. Then it flies homewards.

Appreciate the Poem – “Renewal of Life”

1. With whom do we join?

We join with the earth and with each other.

2. How do we appreciate nature?

We appreciate nature by celebrating the seas, rejoicing in sunlight and singing the song of stars.

3. What are the elements of earth?

The elements of earth are forests, plants, creatures, land, waters and air.

4. What is the damage caused to earth we have to heal or renew it for?

Pollution and destruction of nature have damaged the earth, so we have to heal and renew it.

5. What is ‘one loving mystery’?

‘One loving mystery’ means the unity and love shared by all living beings and nature.

Chapter 7 – Drink, Dance and Dinner

Comprehension

A. Answer the following questions:

1. What is the lesson one learns from the fable ‘The Ant and the Grasshopper’?

The lesson is that we should work hard and save for the future instead of wasting time and money.

2. What did Tom announce one day and what did he do to fulfill his wishes?

Tom announced that he did not like work and was not suited for marriage. He travelled across Europe and spent all his money on luxuries like drink, dance and dinner.

3. What did Tom start doing when his money was spent?

Tom began to blackmail his elder brother George for money.

4. **How did Tom manage to get money from George?**
Tom threatened and emotionally blackmailed George, so George gave him money to protect the family's respect.
5. **Though people knew how worthless Tom was, they liked him. Why?**
People liked Tom because he was charming, cheerful, amusing and pleasant company.
6. **What was George like?**
George was honest, hardworking, decent and responsible. He cared for his family and saved money carefully.
7. **Why did George dislike his brother?**
George disliked Tom because Tom wasted money, blackmailed him and spoiled the family prestige.
8. **What was not fair in George's views?**
George felt it was unfair that Tom, despite being lazy and careless, got wealth and lived a luxurious life.
9. **Is a grasshopper able to eat ant's food?**
No, a grasshopper cannot eat or digest the ant's food, mainly grains.

B. Think over and answer:

How are humans and ants alike?

Humans and ants are alike because both work, collect food and save for the future.

Vocabulary Enrichment

Idiomatic Phrases Related to Colours

- **black list** – a list of people who cannot be trusted
- **blue blooded** – belonging to a royal or noble family
- **in a brown study** – in deep thought
- **blue-stocking** – an intellectual or literary woman
- **the blues** – feelings of sadness or depression
- **green room** – a room where performers rest

- **red-blooded** – full of energy
- **red-carpet** – special welcome for honoured visitors
- **white elephant** – something expensive but useless

Language Enrichment

Circle the word with different digraph sound:

- (a) **hard**
- (b) **nectar**
- (c) **career**
- (d) **teacher**
- (e) **hair**
- (f) **acre**

Build Your Grammar

Change the following into indirect speech:

- (a) Liz said that she wanted to be alone.
- (b) Galileo said that the earth moves round the sun.
- (c) Andre told me that he had seen Dick the day before at a party.
- (d) Jim told Judy that he was having a party there.
- (e) Joe said that he was taking his driving test the next day.
- (f) Sue told Kathy that she had only had that new computer since the day before.
- (g) Andy told me that he would see me in the office.
- (h) Billy said that it was the funniest show he had ever seen.

Hear to Learn

- (a) True
- (b) True
- (c) False
- (d) True
- (e) False
- (f) False

Writing Skill

Fill in the blanks to complete the story:

Our uncle used to come with some gift for me and my sister. Gradually, I started to demand **bigger presents**. But my younger sister did not **think of what he brought**. She was glad to see the uncle, presents or no presents. Next time uncle **brought me a big packing**. I thanked him hastily and started **to tear open the wrapping paper**. I tore some more paper and found **another wrapping inside**. One after one I reached the last wrapper **and found a small coin**. Then I looked at my younger sister. She got a tiny wrist watch **inside her little packet**.

Chapter 8 – To Put Out A Fire

Comprehension

A. Answer the following questions:

1. **What is fire?**

Fire is the burning of a fuel like solid, liquid or gas that gives heat and light.

2. **How did early man come to discover fire?**

Early man discovered fire by striking two stones together to produce sparks.

3. **What are some common uses of fire?**

Fire is used for cooking food, warming homes and generating electricity.

4. **What are the three things that start and maintain a fire?**

The three things are fuel, oxygen and heat.

5. **What do you understand by the 'flash point' of a fuel?**

The flash point is the temperature at which a fuel starts burning.

6. **What are the three main ways in which a fire can be controlled or put out?**

A fire can be controlled by removing fuel, cutting off oxygen or lowering the heat.

7. **Why does a burning candle go out when you blow on it?**

A burning candle goes out because blowing removes the hot air and lowers the temperature below the flash point.

8. Spraying water is not a good way of putting out an oil fire or an electric fire. Why?

Water spreads oil fire and can cause electric shock in electric fires.

9. What is the first concern of the fire-fighters?

The first concern of the fire-fighters is to stop the fire from spreading and rescue trapped people.

B. Think over and answer:

What are some of the things you should do to prevent a fire at home and in the school?

We should use safe electrical wiring, avoid playing with fire, switch off electrical appliances when not needed, handle gas cylinders carefully and never smoke carelessly.

Vocabulary Enrichment

Occupation Words

- fireman/firefighter – a person who puts out fires
- mechanic – one who repairs machines
- surgeon – a doctor who performs operations
- groom – one who takes care of horses
- decorator – one who decorates houses
- curator – one who takes charge of a museum or art gallery
- undertaker – one who manages funerals
- bartender – one who mixes and serves drinks in a bar
- baker – one who bakes and sells bread
- apprentice – one who learns a trade while working
- masseur – one who massages the human body
- welder – one who joins pieces of metal together

Language Enrichment

Circle the word with different digraph sound:

- (a) **foot**
- (b) **cook**
- (c) **soul**
- (d) **sown**

Build Your Grammar

Complete these sentences using 'quite' or 'rather':

- (a) Julie was **rather** disappointed with the hotel but Sarah was **quite** pleased.
- (b) Liz is **quite** a hard worker but she is **rather** slow.
- (c) The programme was **quite** interesting but the car goes **rather** slowly.
- (d) It is a **quite** well-paid job but it is **rather** hard work.

Hear to Learn

- (a) should
- (b) time
- (c) wine
- (d) fill
- (e) shoot
- (f) pet
- (g) correct
- (h) prize
- (i) support
- (j) and

Writing Skill

Notice Writing

Beethoven's Club

Singing Competition

A singing competition will be held for students of classes 6, 7 and 8 on 15 December at 10 a.m. in the school auditorium. The theme of the competition

will be “Save Nature Through Music”. Interested students should give their names to the music teacher before 10 December.

Riya

Secretary

Complete the Story

Once a king sat watching wild savage lions fighting each other in an enclosure below. **His courtiers, noblemen and ladies** were also sitting beside him. The king said to his courtiers, “Gentlemen **We are better up here** than down there!”

A noble lady, hearing the king, thought **she would show the king and his court** how devoted her lover, a count, was to her. So she dropped her glove down. Then she looked at the count and **smiled at him**.

He leaped down among the fighting lions, recovered the glove and **climbed back in a few moments**.

The king cried out, “**Well and bravely done!** But it was not love that made your lady set you **such a dangerous thing to do**, but her vanity.”

Appreciate the Poem

1. **Does the boy want to fly?**

Yes, the boy wants to fly.

2. **How does water turn to steam?**

Water turns to steam when it is heated.

3. **Why does a child ask questions?**

A child asks questions because he is curious and wants to know about things around him.

4. **Do you know why the coal burns and not the stone?**

Yes, coal burns because it is a fuel, but stone is not.

Chapter 9 – Santosh Yadav

Comprehension

A. Answer the following questions:

1. Why do people call Mt Everest ‘the top of the world’?

People call Mt Everest ‘the top of the world’ because it is the highest mountain peak in the world.

2. Why is it so difficult to climb Upper Himalayas?

It is difficult to climb the Upper Himalayas because they are very steep, the winds are strong, the air is thin and there are avalanches and ice falls.

3. Where are Aravalli mountains situated?

The Aravalli mountains are situated between Rewari and Jaipur.

4. Who was the first Indian woman to climb up to the top of Mt Everest?

Bachhendri Pal was the first Indian woman to climb Mt Everest.

5. Who was the first and only woman in the world to climb Mt Everest twice in less than one year?

Santosh Yadav was the first and only woman to climb Mt Everest twice in less than one year.

6. How do people get attracted towards the mountain peaks?

People get attracted towards mountain peaks because of their beauty, majesty and adventurous challenges.

7. What are the difficulties at the last steep heights to reach a summit?

Climbers face strong winds, cold weather, tiredness and dangerous paths at the last steep heights.

8. Why does one cannot give up the climbing halfway?

One cannot give up climbing halfway because going back is as difficult as moving ahead.

B. Think over and answer:

1. Why do people dream of climbing Everest when it is so dangerous?

People dream of climbing Everest because it is the highest peak in the world and climbing it gives a feeling of adventure, courage and achievement.

2. What are the qualities of Santosh Yadav’s character that helped her to climb high peaks of mountains?

Santosh Yadav was brave, determined, hardworking, confident and full of strong will power.

Language Enrichment

Complete the spellings:

- (a) disappeared
- (b) disagree
- (c) unlock
- (d) disliked
- (e) uncover
- (f) impolite
- (g) impatient
- (h) illegible

Build Your Grammar

A. Write sentences in the present simple passive:

1. We are allowed to park here.
2. Glass is made from sand.
3. This room is cleaned every day.
4. Paper is made from wood.
5. How is this word pronounced?
6. These rooms are not used very often.
7. Butter is made from milk.
8. This picture was given by a friend.

B. Write sentences in the past simple passive:

1. The houses were painted last month.
2. My bicycle was repaired a few days ago.
3. Football was played in most countries.
4. She was elected captain of the team.
5. The children were not woken up by the noise.
6. Were you invited to the party last week?
7. How were these windows broken?

8. When was this bridge built?

C. Write sentences in present or past continuous passive voice:

1. We are being watched.
2. The door is being painted.
3. My car is being repaired at the garage.
4. The windows are being cleaned.
5. The grass is being cut.
6. No matches are being played next Saturday.

Hear to Learn

- (a) drive
- (b) dances
- (c) dress
- (d) weight's
- (e) race's
- (f) coast
- (g) glasses
- (h) bag's
- (i) coat
- (j) letter

Writing Skill

Story Writing

One day, a hungry wolf was eating a bone near a river. Suddenly, a bone got stuck in his throat. He started crying in pain and said, "A bone has stuck in my throat. Please help me."

A crane standing nearby felt pity for him. The wolf promised a reward if the crane removed the bone. The crane put its long beak inside the wolf's mouth and carefully took out the bone.

After saving the wolf, the crane asked for the reward. The cunning wolf laughed and said, "You put your head inside my mouth and still came out alive. That itself is your reward."

The crane felt sad and went away.

Moral: Never trust a selfish person.

Appreciate the Poem

1. **What did the mountain say?**

The mountain said that it would remain alone forever with the eagles and clouds.

2. **What did the young man succeed to get?**

The young man succeeded in reaching the top of Mount Everest.

3. **What is the message of the poem?**

The poem teaches us that determination and courage help us achieve success.

Chapter 10 – A Life for a Life

Comprehension

A. Answer the following questions:

1. **How did the young man get injured?**

The young man got injured in a duel with Captain Samuel.

2. **Why did Lisa ask for calling a surgeon?**

Lisa asked for calling a surgeon because the young man was losing too much blood and his weakness was increasing.

3. **Why did Jonathan welcome the arrival of Max?**

Jonathan welcomed Max because he hoped Max could bring a doctor to save the wounded young man.

4. **How did Max's arm get fractured?**

Max's arm got fractured when the policemen mistook him for a highwayman and shot him.

5. **Why did the doctor doubt the identity of the person who had brought him to the inn?**

The doctor doubted Max's identity because he was wounded and the policemen were chasing him as a highwayman.

6. Why did the doctor not allow the policemen to arrest the wounded Max?

The doctor did not allow the policemen to arrest Max because he was unconscious and badly injured.

7. How did the young man repay Max for his help?

The young man repaid Max by cutting the rope and helping him escape.

8. What are the human qualities Max, Jonathan and doctor believe in?

They believed in kindness, humanity, sympathy and helping others.

B. Think over and answer:

1. Although Max was tired and hungry, he went to fetch a doctor to help the young man. Why did he do so?

Max went to fetch a doctor because he was kind-hearted and wanted to save the wounded young man's life.

2. Max was a highwayman. Why then did Jonathan not want him to be punished?

Jonathan did not want Max to be punished because Max had shown humanity and bravery by saving the wounded man's life.

Language Enrichment

Write -ie- or -ei- :

- (a) receipt
- (b) niece
- (c) receive
- (d) shield
- (e) believe
- (f) conceive
- (g) friend
- (h) fierce
- (i) conceit
- (j) deceive
- (k) science
- (l) neigh

Build Your Grammar

(a) Correct Paragraph

Charlie Chaplin is a legend in the history of comedy. He started working on stage at the age of fifteen. He was a hard-headed businessman. He used to wear baggy trousers, big shoes and a funny hat, and carry a cane. His small moustache made him look older. He used to say, "Work very seriously and everyone will appreciate you enormously."

(b) Correct Paragraph

George Washington was a little boy of ten years. His father gave him a small axe as a gift on his birthday. The boy was very happy with the axe. He ran into the garden and in play he cut off the trunk of a small but costly tree.

At evening, when his father saw the trunk of the tree cut off, he grew red in anger. He asked, "Washington, who has cut off the trunk of the tree? I shall give him a harsh punishment."

Washington trembled with fear, but he was brave. He said, "Father, I have done it with my new axe." His father was very pleased with his truth in spite of the fear of punishment. He said, "My dear son, I am much pleased that you have spoken the truth. I gladly forgive you this time."

Hear to Learn

- (a) increasing
- (b) weather
- (c) duel
- (d) guess
- (e) fetch
- (f) Believe
- (g) slip
- (h) life
- (i) good
- (j) words

Writing Skill

Correct Order of the Story

1. (a) A wolf tried to catch a sheep.
2. (b) The wolf hit upon a plan.
3. (g) It put on a sheep's skin and mixed with the flock.
4. (c) A shepherd guarded his sheep with great care.
5. (e) After a short while, the sheep began to bleat.
6. (i) The wolf too tried to bleat.
7. (l) But in trying to bleat, he could only howl.
8. (d) The shepherd noticed it.
9. (h) It was in the guise of a sheep.
- 10.(k) The shepherd at once found the wolf.
- 11.(f) He hit the wolf with his stick.
- 12.(j) He hit hard and killed it.

Chapter 11 – How Blinds Read and Write

Comprehension

A. Answer the following questions:

1. **Where did Louis Braille get his early education from?**
Louis Braille got his early education from the village school with the help of a church priest.
2. **What system did Haüy develop for the blind to read?**
Haüy developed a system of embossed letters for the blind to read.
3. **Who helped Braille to enter the Royal Institute for Blind Youth?**
The church priest helped Braille to enter the Royal Institute for Blind Youth.
4. **Why was Louis not satisfied with the embossed print?**
Louis was not satisfied because the embossed letters were large, bulky and difficult to read and write.
5. **What was the captain Barbier's sonography based upon?**
Captain Barbier's sonography was based upon the sounds of words.

6. What system did Braille invent?

Braille invented the Braille system of reading and writing using raised dots.

7. What was the base of Braille's writing for each letter?

The base of Braille's writing was a six-dot cell.

8. Why are Braille's alphabet called International Alphabet for the Blind?

Braille's alphabet is called the International Alphabet for the Blind because it can be adapted for use in many languages all over the world.

9. What types of books have been transcribed into Braille?

Specialized textbooks, literary works and musical scores have been transcribed into Braille.

B. Think over and answer:

1. Why is it not possible to learn without being able to read and write?

It is not possible because reading and writing help us gain knowledge, understand ideas and express our thoughts.

2. Why did people, you think, oppose Braille's system?

People opposed Braille's system because it was new and different, and they did not understand its usefulness at first.

Vocabulary Enrichment

Fill in the blanks:

- (a) listening to music
- (b) dance
- (c) watching television
- (d) skating
- (e) sail
- (f) flying kites
- (g) baking
- (h) gardening

Language Enrichment

Add -ce or -se

peace

close

vise

course

surprise

replace

case

notice

noise

nice

grace

please

space

converse

silence

place

police

tense

distance

exercise

chase

sense

expense

residence

house

malice (mall)

entrance

attendance

defence

licence

guidance

revise

Build Your Grammar

A. Fill in the blanks

1. They **have been looking** for you everywhere.
2. I **have been writing** a short story.
3. It **has been raining** since yesterday morning.
4. That boy **has been squatting** there the whole evening.
5. The cat **has been meowing** non-stop for the last half an hour.
6. For the past month, the man **has been missing** from his hometown.
7. Who **has been sleeping** on my bed?
8. They **have been playing** tennis for an hour.

B. Write sentences

2. Jill **has been cooking for an hour.**
3. We **have been waiting for the bus for 25 minutes.**
4. Peter **has been repairing his bike since morning.**
5. Ann **has been looking for a job for six months.**

C. Write questions

1. What have you been doing?
2. Have you been sitting in the sun?
3. How long have you been learning Spanish?
4. Have you been waiting long?

Hear to Learn

- (a) finger tips
- (b) trade
- (c) remember
- (d) letters
- (e) knowledge
- (f) easier

- (g) cell
- (h) raised
- (i) patterns
- (j) teens

Writing Skill

A capseller used to go **from village to village** to sell caps. **One day he** reached a shady wood **and became** very tired. **He** put his load of caps **down and** kept his head **on it and went to** sleep.

He awoke after some time **and saw that the** monkeys had taken away all the caps **and had** put the caps on their heads. **He** did not know what to do. **Suddenly he** threw his own cap high **on the ground**. **The** monkeys copied **him and** threw all caps **down**. **He** collected **the caps and** went away.

Poetry Pulse – Aspiring Fountain

Appreciate the Poem

(a) How does the fountain look when it is in motion?

The fountain looks blithesome, cheerful and lively when it is in motion.

(b) Why is it not tired?

It is not tired because it is always moving upward and downward continuously.

(c) Do the changes of weather affect the fountain? How does it look?

No, the changes of weather do not affect the fountain. It looks fresh and beautiful in every season.

(d) Why has the fountain been called ‘glorious’?

The fountain has been called ‘glorious’ because it is always active, fresh and inspiring.

(e) What qualities of the fountain does the poet wish to have?

The poet wishes to have the fountain’s freshness, cheerfulness, constancy and upward spirit.

Comprehension

A. Answer the following questions:

1. **Which is our nearest star?**

The Sun is our nearest star.

2. **What is the difference between a star and a planet?**

Stars have their own light, but planets do not have their own light.

3. **Who are astronomers?**

Astronomers are people who study far away objects in the sky.

4. **What is a telescope?**

A telescope is an instrument that uses lenses or curved mirrors to see far away objects clearly.

5. **Who found out that Jupiter had many moons revolving round it?**

Galileo found out that Jupiter had many moons revolving round it.

6. **What are the uses of binoculars?**

Binoculars are used to see distant objects clearly. Sailors, army officers and adventurers use them.

7. **What is a radio telescope?**

A radio telescope is a telescope that works on electromagnetic waves of very small wavelength.

8. **Why are telescopes or space probes sent in the outer space?**

They are sent into outer space so that observations can be made without being affected by the earth's atmosphere.

B. Think over and answer:

1. **Sun is our nearest star. Then why do other stars look faint and Sun blazing?**

Other stars look faint because they are very far away from us, while the Sun is nearer to the Earth, so it looks bright and blazing.

2. **Why does electronic eye look through the modern telescopes instead of human eye?**

The electronic eye is used because the human eye has limitations. Electronic devices can show clearer and more detailed images.

Vocabulary Enrichment

Name the bodies of matter:

- (a) planets
- (b) satellite
- (c) star
- (d) sun
- (e) Milky Way
- (f) galaxy
- (g) moon
- (h) asteroids

Build Your Grammar

A. Study the situations. Use 'if + present simple + will'

1. If the child goes near the dog, it will bite him.
2. If Misha misses the train, she will get the next one.
3. If you come earlier, you will meet my father.
4. If you tease the dog, it will bite you.
5. If it rains, everyone can eat inside.

B. Put the verbs into the correct form:

1. If the factory **closed** down, a lot of people would be out of work.
2. If I sold my car, I **would not get** much money for it.
3. If you took more exercise, you **would feel** better.
4. Jill gave me this ring. She would be very upset if I **lost** it.
5. Would Brad mind if I **borrowed** his bicycle without asking him?

Writing Skill

Rearrange the sentences to make the story:

1. Once upon a time, mice held a meeting.

2. “How can we save ourselves from the cat?”
3. One mouse said, “We should tie a bell round her neck.”
4. “Then we will know where she is.”
5. The young mice supported him.
6. They all clapped and cheered and waited.
7. They purchased a big bell.
8. When the cat came, it caught one of them.
9. They hid behind a box.
10. All the rest ran away.

Poetry Pulse – The Upthrust

Appreciate the Poem

(a) What was the problem the king told to Archimedes?

The king suspected that the goldsmith had mixed some cheaper metal in the gold crown.

(b) What happened when Archimedes climbed into a bath?

When Archimedes climbed into the bath, he noticed that the water level began to rise.

(c) How is upthrust related to the weight of the displaced water?

The upthrust produced on a body is equal to the weight of the displaced water.

(d) What will help to know the quantities of various metals in the crown?

The volume and weight of the crown will help to know the quantities of various metals in it.

Chapter 13 – Different Sorts of Fathers

Comprehension

A. Answer the following questions:

1. Who were the people in Irene’s family?

Irene’s family had her Papa, Mom and Granny.

2. Why did Irene fear her father?

Irene feared her father because he was big, strict and spoke harshly to her.

3. In what way did Irene's grandmother encourage her to get to know her father better?

Granny sent Irene to the drawing room to have a nice talk with her parents.

4. What kind of father was Mr Richmond?

Mr Richmond was loving, playful and friendly with his children.

5. How was Mr Richmond different from Irene's father?

Mr Richmond played and laughed with his children, while Irene's father was serious and distant.

6. What was the bad dream Irene was afraid of?

Irene dreamed of a man with a knife coming nearer and nearer to her.

7. What happened when Irene cried after the bad dream?

Her father came to her room, comforted her and took her to sleep beside him.

8. How does Irene begin to see her father as a human being who needs her sympathy?

Irene realized that her father worked hard every day and was very tired. She felt sympathy for him.

B. Think over and answer:

1. Make a list of the events which caused emotions of fear in Irene.

- Irene's father looked very big and strict.
- She stuttered while talking to him.
- Her father scolded her for stuttering.
- She felt lonely at night when Mom and Granny went to the hospital.
- She had a frightening dream about a man with a knife.

2. Do you think there are fathers, mothers and grandmothers like the ones portrayed in the story in our own country?

Yes, such fathers, mothers and grandmothers are found in our country too. Some parents are strict and busy, while grandparents are usually loving and caring.

Vocabulary Enrichment

Write the name of relation:

- (a) your mother's father — **grandfather**
- (b) your father's sister — **aunt**
- (c) your uncle's daughter — **cousin**
- (d) your brother's son — **nephew**
- (e) your sister's daughter — **niece**

Language Enrichment

Form adverbs from the following words:

- (a) sensible — **sensibly**
- (b) calm — **calmly**
- (c) whole — **wholly**
- (d) probable — **probably**
- (e) reasonable — **reasonably**
- (f) slow — **slowly**
- (g) polite — **politely**
- (h) extreme — **extremely**

Build Your Grammar

Write these sentences again with 'no':

- (a) We have no money.
- (b) There is no tea in the pot.
- (c) Alice has no brothers or sisters.
- (d) There are no buses today.
- (e) I have no free time.
- (f) Joe and George have no children.
- (g) It is a nice house but there is no garden.

Hear to Learn

Correct order of the story:

1. One day, the lion could not find any food.
2. He saw some footprints leading to the cave.
3. At sunset, the lion entered a cave.
4. He thought, “Some animal will come to sleep in this cave”.
5. Every night, a jackal came to the cave to sleep.
6. The clever jackal greeted the cave to check.
7. But there were no footprints coming out.
8. The lion gave a loud roar.
9. The jackal understood and ran off.
10. He said, “If you are angry with me, I am going to another cave.”

Writing Skill

Fill in the blanks to complete the story:

Once a huntsman saw a little spotted fawn. He rode **after** it and **caught** it. “It will make an excellent **pet** for my children,” he thought. And he **tied** the fawn’s legs up with **ropes** and put it across his horse. Then he started for **home**. As he **galloped** on he heard an animal running after him. He **looked** back and saw a doe, a **female** deer following him. He **slowed** down his horse and stopped. The doe came up to him. It looked at the fawn with its big sad **eyes**. The huntsman understood, “It is the **mother** and she’s following her child.” For a moment, he imagined his children tied up and taken away. He felt the sad eyes of the doe. At once, he **cut** the ropes and let the fawn **free**. Gently, he set it down on the ground.

Poetry Pulse – The Great Change

Appreciate the Poem

(a) How are the children that reach the classroom door?

The children are cautious, shy and reluctant to leave their mothers.

(b) How do the children feel when they see the teacher?

They feel reassured and comfortable when they see the teacher.

(c) How does the teacher receive the children?

The teacher receives the children calmly and reassuringly by holding their hands.

(d) What happens in the classroom?

In the classroom, children learn, gain confidence and slowly change like butterflies.

(e) What are the three changing voices of a child?

The three changing voices are:

- “I can’t”
- “I’ll try”
- “I did it!”