

THE CHERRY TREE

TEACHER'S NAME	ARATHY DAS V M
SCHOOL NAME	PM SHRI KV AFS SULUR
GRADE	8
CHAPTER NAME	The Cherry Tree
THEME	Environment
TYPE OF TEXT	Prose
CONCEPT	Comprehension (Seen)
GENERAL COMPETENCY FOR ENGLISH	Locate Information
NCF COMPETENCY	Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)
LEARNING INDICATOR	Identifies reasons for the character's actions/behaviour stated in the text
QUESTION 1	<p>Read the text and answer the question.</p> <p>Winter came early. The cherry tree bent low with the weight of snow. Field mice sought shelter on the roof of the cottage. The road from the valley was blocked, and for several days there was no newspaper, and this made Grandfather quite grumpy.</p> <p>What made grandfather irritable?</p>
OPTION A	The early arrival of winter
OPTION B	The blocking of the road
OPTION C	The unavailability of the newspaper
OPTION D	The arrival of field mice on the roof

CORRECT OPTION	Option C
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CHAPTER NAME	The Cherry Tree
THEME	Environment
TYPE OF TEXT	Prose
CONCEPT	Comprehension (Seen)
GENERAL COMPETENCY FOR ENGLISH	Locate Information
NCF COMPETENCY	Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)
LEARNING INDICATOR	Identifies the explicitly stated reasons in the text
QUESTION 2	<p>Read the text and answer the question.</p> <p>Here in the Himalayan foothills where Rakesh lived, there were not many fruit trees. The soil was stony, and the dry cold winds stunted the growth of most plants. But on the more sheltered slopes there were forests of oak and deodar.</p> <p>What affects the growth of fruit trees in the Himalayan foothills?</p>
OPTION A	rocky soil and dry cold winds
OPTION B	forests of oak and deodar trees
OPTION C	water retention in most plants
OPTION D	sheltered slopes in the hills
CORRECT OPTION	Option A

TEACHER'S NAME	ARATHY DAS V M
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GRADE	8
CHAPTER NAME	The Cherry Tree
THEME	Environment
TYPE OF TEXT	Prose
CONCEPT	Comprehension (Seen)
GENERAL COMPETENCY FOR ENGLISH	Understand
NCF COMPETENCY	Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)
LEARNING INDICATOR	Infers the message or moral conveyed in the text
QUESTION 3	<p>Read the text and answer the question.</p> <p>Then a woman cutting grass scrambled down the hillside, her scythe swishing through the heavy monsoon foliage. She did not try to avoid the tree: one sweep, and the cherry tree was cut in two. When Grandfather saw what had happened, he went after the woman and scolded her; but the damage could not be repaired. 'Maybe it will die now,' said Rakesh. 'Maybe,' said Grandfather. But the cherry tree had no intention of dying.</p> <p>Which idea is reinforced by the end of the text?</p>
OPTION A	Nature is fragile and weak.
OPTION B	Human actions are unpredictable.
OPTION C	Resilience can help to overcome difficulties.
OPTION D	Human errors lead to permanent destruction.
CORRECT OPTION	Option C

TEACHER'S NAME	ARATHY DAS V M
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SCHOOL NAME	PM SHRI KV AFS SULUR
GRADE	8
CHAPTER NAME	The Cherry Tree
THEME	Environment
TYPE OF TEXT	Poster
CONCEPT	Comprehension (Unseen)
GENERAL COMPETENCY FOR ENGLISH	Understand
NCF COMPETENCY	Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)
LEARNING INDICATOR	Infers the message or idea conveyed in the text
QUESTION 4	<p>Look at the picture and answer the question.</p> <p>What is the purpose of the poster?</p>
OPTION A	to promote a tree planting drive
OPTION B	to highlight the different uses of trees
OPTION C	to highlight the benefits of planting trees

OPTION D	to promote awareness about types of trees
CORRECT OPTION	Option C

TEACHER'S NAME	MANJU SARMAH
SCHOOL NAME	PM SHRI KV CRPF AMERIGOG GUWAHATI
GRADE	8
CHAPTER NAME	The Cherry Tree
THEME	Environment
TYPE OF TEXT	Prose
CONCEPT	Comprehension (seen)
GENERAL COMPETENCY FOR ENGLISH	Understand
NCF COMPETENCY	Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)
LEARNING INDICATOR	Infers meanings of unfamiliar words using context in the text
QUESTION 5	<p>Read the text and answer the question.</p> <p>Ferns sprang from the trunks of trees, strange - looking lilies came up in the long grass, and even when it wasn't raining the trees dripped and mist came curling up in the valley.</p> <p>What does the word 'dripped' mean in the text?</p>
OPTION A	water oozed profusely
OPTION B	water fell steadily
OPTION C	water poured heavily
OPTION D	water dropped slowly
CORRECT OPTION	Option D

TEACHER'S NAME	RAMAKANTA MAHANANDA
SCHOOL NAME	KENDRIYA VIDYALAYA DULIAJAN
GRADE	8
CHAPTER NAME	The Cherry Tree
THEME	Environment
TYPE OF TEXT	Prose
CONCEPT	Comprehension (seen)
GENERAL COMPETENCY FOR ENGLISH	Understand
NCF COMPETENCY	C-1.1 Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)
LEARNING INDICATOR	Infer character traits in the text
QUESTION 6	<p>Read the text and answer the question.</p> <p>In the evenings Grandfather and Rakesh sat over a charcoal fire, and Grandfather told Rakesh stories—stories about people who turned into animals, and ghosts who lived in trees, and beans that jumped and stones that wept—and in turn, Rakesh would read to him from the newspaper, Grandfather's eyesight being rather weak. Rakesh found the newspaper very dull—especially after the stories—but Grandfather wanted all the news.</p> <p>Which statement is true about the character in the text?</p>
OPTION A	Rakesh feels glad to read the newspaper for his grandfather .
OPTION B	Rakesh is accommodating towards the needs of the grandfather.
OPTION C	Grandfather is interested in reading stories.
OPTION D	Grandfather prefers newspapers over stories.
CORRECT OPTION	Option B

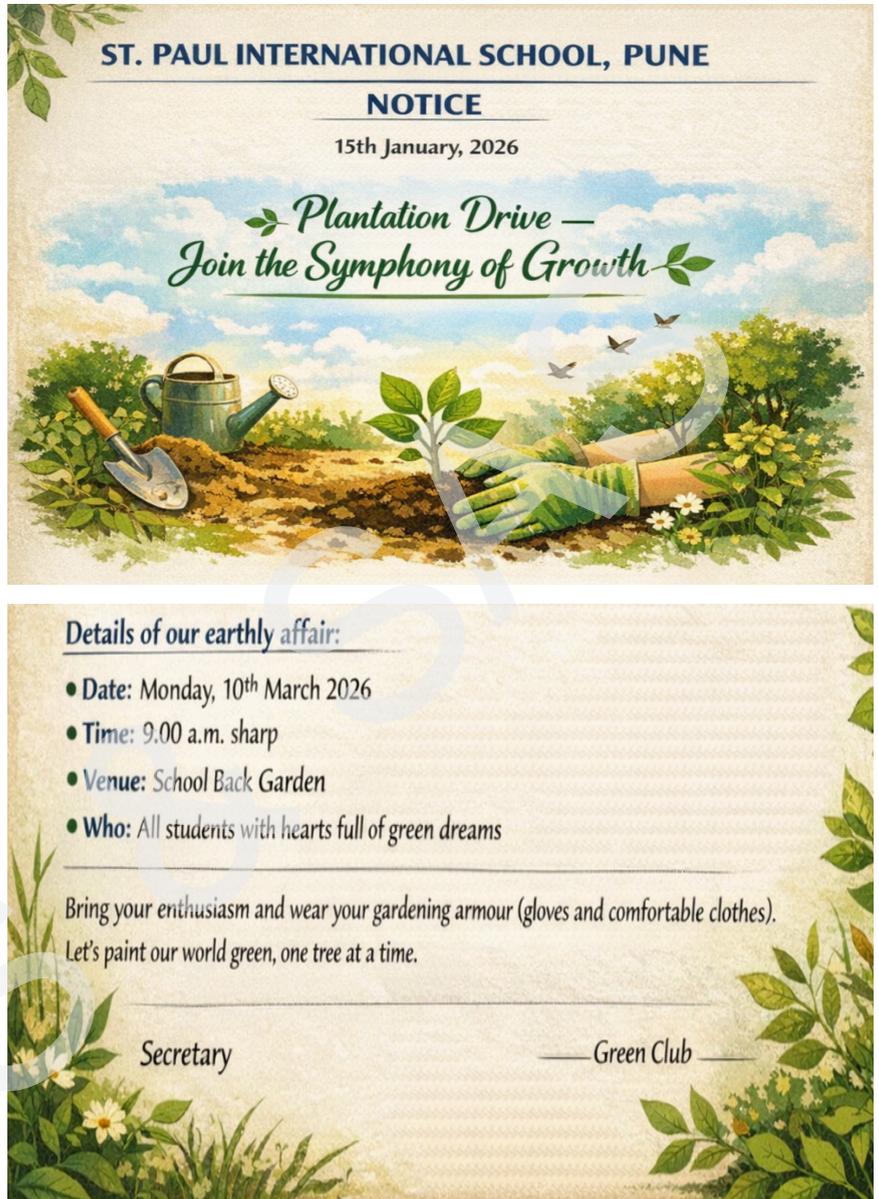
TEACHER'S NAME	RAMAKANTA MAHANANDA
SCHOOL NAME	KENDRIYA VIDYALAYA DULIAJAN
GRADE	8
CHAPTER NAME	The Cherry Tree
THEME	Environment
TYPE OF TEXT	Prose
CONCEPT	Comprehension (seen)
GENERAL COMPETENCY FOR ENGLISH	Understand
NCF COMPETENCY	C-2.1 Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing (narrative, descriptive, expository, and persuasive) from various cultures and time periods
LEARNING INDICATOR	Infers descriptive and figurative language in the text
QUESTION 7	<p>Read the text about the Cherry tree and answer the question .</p> <p>It was about two feet high when a goat entered the garden and ate all the leaves. Only the main stem and two thin branches remained.</p> <p>'Never mind,' said Grandfather, seeing that Rakesh was upset. 'It will grow again, cherry trees are tough.'</p> <p>What function does the statement 'cherry trees are tough' serve in the text ?</p>
OPTION A	It allows Rakesh to vent out his frustration.
OPTION B	It teaches Rakesh to accept setbacks.
OPTION C	It detaches Rakesh emotionally from things he values.
OPTION D	It teaches Rakesh not to take responsibility for everything.

CORRECT OPTION	Option B
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TEACHER'S NAME	RAMAKANTA MAHANANDA
SCHOOL NAME	KENDRIYA VIDYALAYA DULIAJAN
GRADE	8
CHAPTER NAME	The Cherry Tree
THEME	Environment
TYPE OF TEXT	Prose
CONCEPT	Comprehension (seen)
GENERAL COMPETENCY FOR ENGLISH	Evaluate and Reflect
NCF COMPETENCY	C-2.1 Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing (narrative, descriptive, expository, and persuasive) from various cultures and time periods
LEARNING INDICATOR	Reflects on how characters/events relate to real life
QUESTION 8	<p>Read the text and answer the question.</p> <p>They knew it was spring when the wild duck flew north again, to Siberia. Early in the morning, when he got up to chop wood and light a fire, Rakesh saw the V-shaped formation streaming northward, the calls of the birds carrying clearly through the thin mountain air. One morning in the garden he bent to pick up what he thought was a small twig and found to his surprise that it was well rooted.</p> <p>He stared at it for a moment, then ran to fetch Grandfather, calling, 'Dada, come and look, the cherry tree has come up!'</p> <p>What purpose does the author mention of wild ducks just before the discovery of the cherry sapling stands for ?</p>

OPTION A	To provide scientific information about bird migration and seasonal change.
OPTION B	To create a natural setting that symbolically prepares the reader for growth and new beginnings.
OPTION C	To shift the focus away from Rakesh and highlight the importance of birds in the story.
OPTION D	To explain why cherry trees can grow only in cold mountain regions.
CORRECT OPTION	Option B

TEACHER'S NAME	RAMAKANTA MAHANANDA
SCHOOL NAME	KENDRIYA VIDYALAYA DULIAJAN
GRADE	8
CHAPTER NAME	The Cherry Tree
THEME	Environment
TYPE OF TEXT	Prose
CONCEPT	Comprehension (seen)
GENERAL COMPETENCY FOR ENGLISH	Understand
NCF COMPETENCY	C-2.1 Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing (narrative, descriptive, expository, and persuasive) from various cultures and time periods
LEARNING INDICATOR	Deduces the purpose for an action in the text
QUESTION 9	Read the notice given below and answer the question.



ST. PAUL INTERNATIONAL SCHOOL, PUNE

NOTICE

15th January, 2026

*Plantation Drive —
 Join the Symphony of Growth*

Details of our earthly affair:

- **Date:** Monday, 10th March 2026
- **Time:** 9:00 a.m. sharp
- **Venue:** School Back Garden
- **Who:** All students with hearts full of green dreams

Bring your enthusiasm and wear your gardening armour (gloves and comfortable clothes).
 Let's paint our world green, one tree at a time.

Secretary Green Club

Why is the plantation drive included as part of the school programme?

OPTION A	To engage students in an outdoor activity .
OPTION B	To make the campus look greener for sometime.
OPTION C	To nurture the young minds and foster creativity.
OPTION D	To foster a sense of responsibility toward nature.
CORRECT OPTION	Option D

ASSESSMENT WRITER	SAS TEAM
GRADE	8
CHAPTER NAME	The Cherry Tree
THEME	Environment
TYPE OF TEXT	Prose
CONCEPT	Comprehension (unseen)
GENERAL COMPETENCY FOR ENGLISH	Understand
NCF COMPETENCY	C-1.1 Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)
LEARNING INDICATOR	Sequences events in substantially complex texts with a few fairly intricate themes
QUESTION 10	<p>Read the text and answer the question.</p> <p>P: This situation affects the city's image and makes visits particularly difficult for foreign tourists, senior citizens and children.</p> <p>Q: During the holiday season, the area surrounding the Brihadeeswarar (Big) Temple becomes severely congested due to lack of adequate parking space.</p> <p>R: The old court complex, lying in disuse, can be converted into a paid parking facility to improve the overall visitor experience.</p> <p>S: Pro-active actions such as better utilisation of existing spaces will promote Thanjavur as a tourist-friendly heritage city.</p> <p>Which of the following is the most logical order of the given text?</p>
OPTION A	QPRS
OPTION B	PQRS
OPTION C	QPSR

OPTION D	PRQS
CORRECT OPTION	Option A

ASSESSMENT WRITER	SAS TEAM
GRADE	8
CHAPTER NAME	The Cherry Tree
THEME	Environment
TYPE OF TEXT	Letter
CONCEPT	Comprehension (unseen)
CBSE READING COMPETENCY	Understand
NCF COMPETENCY	C-1.1 Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)
LEARNING INDICATOR	Sequences events in substantially complex texts with a few fairly intricate themes
QUESTION 11	<p>Read the excerpt from the letter to the editor (The Hindu) and answer the question.</p> <p>Dear Sir</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>The loss of a herd of elephants after the Mizoram-New Delhi Rajdhani Express hit the seven animals, including a calf that was a few days old, underscores how wildlife deaths continue to play out across several States. Such incidents point to the clash between development and the pressures on fragile wildlife habitats. Earlier accidents prompted ad hoc measures such as speed restrictions and patrols, yet enforcement remains uneven. A balanced response must blend technology with local</p>

	<p>knowledge. There must be thermal sensors, underpasses at known transit points, and strict speed limits through sensitive zones.</p> <p>Above all, mapping of elephant paths and better coordination between rail authorities and wildlife experts would save the lives of precious wild animals.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Yours truly XYZ</p> <p>Which sequence represents the logical progression of ideas in the letter?</p>
OPTION A	Solution → Incident → Criticism → Conclusion
OPTION B	Emotional appeal → Blame → Demand → Closure
OPTION C	Opinion → Evidence → Counter-argument → Rebuttal
OPTION D	Incident → Broader issue → Shortcomings → Solutions
CORRECT OPTION	Option D

HARVEST HYMN

TEACHER'S NAME	ALPANA DEY
SCHOOL NAME	K V NAL Bangalore
GRADE	8
CHAPTER NAME	Harvest Hymn
THEME	Environment
TYPE OF TEXT	Dialogue
CONCEPT	Comprehension (unseen)

GENERAL COMPETENCY FOR ENGLISH	Understand
NCF COMPETENCY	Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)
LEARNING INDICATOR	Infers the main idea in the text/poem
QUESTION 12	<p>Read the dialogue and answer the question.</p> <p>Sheetal : Hey, have you seen the latest news on pollution levels in our city?</p> <p>Mohan: Yeah, isn't it crazy? The air quality has become worse.</p> <p>Sheetal : Totally. We should do something about it. Like reducing plastic and having more green around.</p> <p>Mohan : Agree! Small changes can make a big difference. Like carrying reusable bags and water bottles</p> <p>Ava: Exactly! And maybe we can start a little green club in the school to spread awareness</p> <p>What is the main purpose of the conversation?</p>
OPTION A	to criticise the increasing pollution levels in the city
OPTION B	to suggest practical solutions against pollution
OPTION C	to compare different causes of pollution
OPTION D	to encourage students to adopt eco-friendly habits
CORRECT OPTION	Option B

TEACHER'S NAME	ALPANA DEY
SCHOOL NAME	K V NAL Bangalore
GRADE	8
CHAPTER NAME	Harvest Hymn
THEME	Environment
TYPE OF TEXT	Dialogue

CONCEPT	Comprehension (unseen)
GENERAL COMPETENCY FOR ENGLISH	Locate Information
NCF COMPETENCY	Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)
LEARNING INDICATOR	Identifies information when there is competing information in the text/poem
QUESTION 13	<p>Read the dialogue and answer the question.</p> <p>Aisha: Have you seen the state of the river near our town? Rohan: Yeah.... It's so polluted. All the factories are dumping waste into it. Aisha: Totally! Also, people use harmful chemicals in households that end up in the water. Rohan: True... We should promote the use of eco-friendly products and proper waste disposal. Aisha: Agree! Can river clean-up drives be utilised? Rohan: Definitely! Let's spread the word</p> <p>How do Aisha and Rohan plan to spread awareness about water pollution?</p>
OPTION A	banning all factories operating near the river
OPTION B	encouraging the use of eco-friendly products
OPTION C	preventing households from using any chemical-based products
OPTION D	enforcing river clean up drives
CORRECT OPTION	Option B

TEACHER'S NAME	RAMITA GANGULY
SCHOOL NAME	PM SHRI KV NO.2 ISHAPORE
GRADE	8

CHAPTER NAME	Harvest Hymn
THEME	Environment
TYPE OF TEXT	Poem
CONCEPT	Comprehension (seen)
GENERAL COMPETENCY FOR ENGLISH	Evaluate and Reflect
NCF COMPETENCY	Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing (narrative, descriptive, expository, and persuasive) from various cultures and time periods
LEARNING INDICATOR	Analyses how word choices and phrases contribute to meaning and tone in the poem
QUESTION 14	<p>Read the lines and answer the question.</p> <p>‘Father eternal, ineffable Om! Thou art the Seed and the Scythe of our harvests, Thou art our Hands and our Heart and our Home. ‘</p> <p>The poet describes the Divine as both the ‘seed’ and the ‘scythe’. Choose the option to complete the analogy.</p> <p>Seed: Potential for life and beginning : : Scythe: _____</p>
OPTION A	The force that ends all human joy and sorrows
OPTION B	The power that fulfills the purpose of the beginning
OPTION C	The tools required for manual labour in the fields
OPTION D	The force that brings an end to the harvest
CORRECT OPTION	Option B

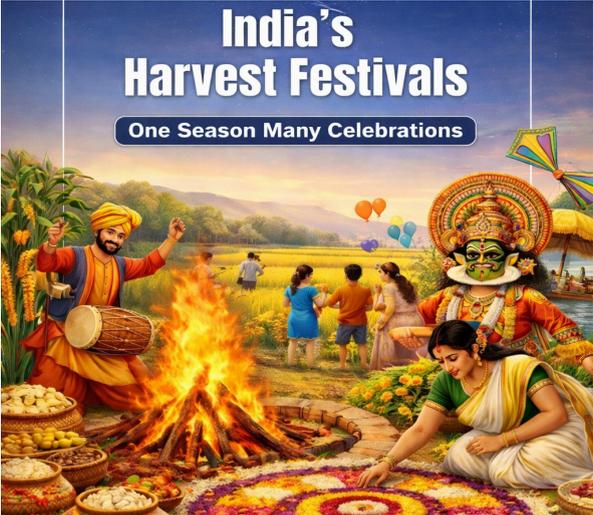
TEACHER'S NAME	RAMITA GANGULY
SCHOOL NAME	PM SHRI KV NO.2 ISHAPORE
GRADE	8

CHAPTER NAME	Harvest Hymn
THEME	Environment
TYPE OF TEXT	Poem
CONCEPT	Comprehension (seen)
GENERAL COMPETENCY FOR ENGLISH	Understand
NCF COMPETENCY	C-1.1 Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorial)
LEARNING INDICATOR	Infers feelings/emotions of the speaker in the poem
QUESTION 15	<p>Read the following extracts to answer the question.</p> <p>Stanza 1- ‘Sweet and omnipotent mother, O Earth! Thine is the plentiful bosom that feeds us’</p> <p>Stanza 2- ‘Grant us thy succour, thy counsel, thy care. O Life of all life and all blessing, we hail thee,</p> <p>Which set of words best reflect the transition in feelings from the first stanza to the second stanza?</p>
OPTION A	knowledge to motivation
OPTION B	motivation to knowledge
OPTION C	abundance to guidance
OPTION D	guidance to abundance
CORRECT OPTION	Option C

TEACHER'S NAME	RAMITA GANGULY
SCHOOL NAME	PM SHRI KV NO.2 ISHAPORE
GRADE	8

CHAPTER NAME	Harvest Hymn									
THEME	Environment									
TYPE OF TEXT	Table									
CONCEPT	Comprehension (unseen)									
GENERAL COMPETENCY FOR ENGLISH	Evaluate and Reflect									
NCF COMPETENCY	C-2.2 Identifies literary devices (simile, metaphor, personification (Alankara), hyperbole (Athishayokthi), alliteration (Anuprasa), idioms, proverbs, and riddles) by reading a variety of literature and uses them in writing									
LEARNING INDICATOR	Reflects on the effect of literary devices in the poem									
QUESTION 16	<p>Read the text and answer the question.</p> <p>I wandered lonely as a cloud That floats on high o'er vales and hills When all at once I saw a crowd A host of golden Daffodils. Beside the lake, beneath the trees, Fluttering and dancing in the breeze</p> <p>Choose the correct word from the text to complete the table.</p> <table border="1"> <thead> <tr> <th>Literary Device</th> <th>Lines/words from the extract</th> <th>Effect on the reader</th> </tr> </thead> <tbody> <tr> <td>Simile</td> <td>'Lonely as a cloud'</td> <td>There is a sense of peaceful loneliness</td> </tr> <tr> <td>Personification</td> <td></td> <td>Nature has been shown as a living things</td> </tr> </tbody> </table>	Literary Device	Lines/words from the extract	Effect on the reader	Simile	'Lonely as a cloud'	There is a sense of peaceful loneliness	Personification		Nature has been shown as a living things
Literary Device	Lines/words from the extract	Effect on the reader								
Simile	'Lonely as a cloud'	There is a sense of peaceful loneliness								
Personification		Nature has been shown as a living things								
OPTION A	host									

OPTION B	wandered
OPTION C	fluttering
OPTION D	floats
CORRECT OPTION	Option C

TEACHER'S NAME	RAMITA GANGULY
SCHOOL NAME	PM SHRI KV NO.2 ISHAPORE
GRADE	8
CHAPTER NAME	Harvest Hymn
THEME	Environment
TYPE OF TEXT	Prose
CONCEPT	Comprehension (unseen)
GENERAL COMPETENCY FOR ENGLISH	Understand
NCF COMPETENCY	C-1.1 Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)
LEARNING INDICATOR	Draws conclusions based on information given in the text
QUESTION 17	<p>Look at the poster carefully.</p> 

	What can you draw from the poster?
OPTION A	Celebrating festivals as a custom during the harvest season
OPTION B	It is important to celebrate all harvest festivals
OPTION C	The diversity of India through its vibrant festivals
OPTION D	A display of foods around festivals from different regions of India
CORRECT OPTION	Option C

TEACHER'S NAME	MANUTOSH DUTTA
SCHOOL NAME	PM SHRI KV AFS MANAURI
GRADE	8
CHAPTER NAME	Harvest Hymn
THEME	Environment
TYPE OF TEXT	Poem
CONCEPT	Comprehension (seen)
GENERAL COMPETENCY FOR ENGLISH	Understand
NCF COMPETENCY	Identifies literary devices (simile, metaphor, personification (Alankara), hyperbole (Athishayokthi), alliteration (Anuprasa), idioms, proverbs, and riddles) by reading a variety of literature and uses them in writing
LEARNING INDICATOR	Interprets the literary devices in the poem
QUESTION 18	<p>Read the lines and answer the question.</p> <p><i>"LORD of the lotus, lord of the harvest,"</i> HARVEST HYMN</p> <p><i>"Queen of the gourd-flower, queen of the harvest,"</i> HARVEST HYMN</p> <p><i>"Lord of the Universe, Lord of our being,"</i></p>

	The repeated use of certain words " in the poem mainly help to _____ .
OPTION A	provide factual information about different gods and goddesses.
OPTION B	emphasise the sacred and universal importance of nature and harvest.
OPTION C	describe the physical appearance of the deities in detail.
OPTION D	create a contrast between male and female deities.
CORRECT OPTION	Option B

TEACHER'S NAME	MANUTOSH DUTTA
SCHOOL NAME	PM SHRI KV AFS MANAURI
GRADE	8
CHAPTER NAME	Harvest Hymn
THEME	Environment
TYPE OF TEXT	Poem
CONCEPT	Comprehension (seen)
GENERAL COMPETENCY FOR ENGLISH	Evaluate and Reflect
NCF COMPETENCY	C-1.1 Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)
LEARNING INDICATOR	Analyses how poet's tone influences the reader's perception in the poem
QUESTION 19	<p>Read the lines and answer the question.</p> <p><i>"Thine is the bounty that prospered our sowing, Thine is the bounty that nurtured our corn." "We bring thee our songs and our garlands for tribute,"</i></p>

	<p><i>“O Life of all life and all blessing, we hail thee,”</i></p> <p>How does the poet’s tone help the reader understand nature and divine power in the lines?</p>
OPTION A	It makes the reader see nature as a simple and everyday thing.
OPTION B	It encourages the reader to see the harvest solely as a result of human labour,
OPTION C	It inspires the reader to perceive nature and gods as generous partners in human survival.
OPTION D	It makes the reader apprehensive and submissive about the forces controlling the harvest.
CORRECT OPTION	Option C

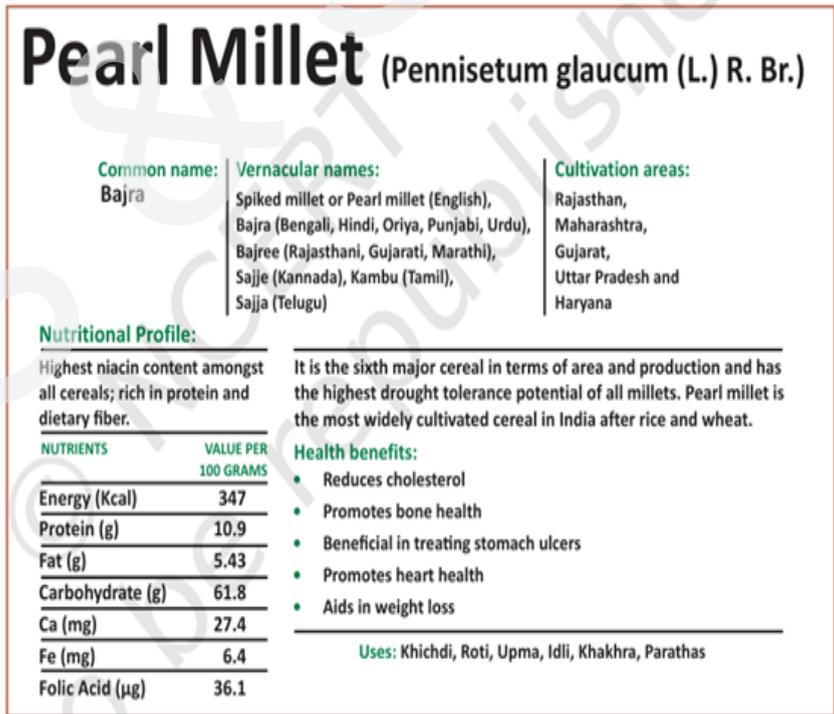
TEACHER’S NAME	MANUTOSH DUTTA
SCHOOL NAME	PM SHRI KV AFS MANAURI
GRADE	8
CHAPTER NAME	Harvest Hymn
THEME	Environment
TYPE OF TEXT	Article
CONCEPT	Comprehension (unseen)
GENERAL COMPETENCY FOR ENGLISH	Understand
NCF COMPETENCY	C-1.1 Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)
LEARNING INDICATOR	Sequences events in the text in the correct order
QUESTION 20	<p>Read the excerpt from an article and answer.</p> <p>Plastic pollution has emerged as one of the most serious environmental problems of the modern world. First, excessive</p>

	<p>use of single-use plastics has increased the amount of non-biodegradable waste in landfills and oceans. Next, improper disposal of plastic waste blocks drains and water bodies, leading to flooding and harm to aquatic life. As plastics break down into microplastics, they enter the food chain through fish and other organisms. Eventually, these microplastics reach humans, posing potential health risks. Therefore, reducing plastic consumption and improving waste management systems are essential steps to protect the environment and human health.</p> <p>Which of the following options shows the correct sequence of ideas in the text.?</p>
OPTION A	concern — cause — effect — solution
OPTION B	cause — concern — effect — solution
OPTION C	concern — effect — cause — solution
OPTION D	cause — effect — concern — solution
CORRECT OPTION	Option A

TEACHER'S NAME	MANUTOSH DUTTA
SCHOOL NAME	PM SHRI KV AFS MANAURI
GRADE	8
CHAPTER NAME	Harvest Hymn
THEME	Environment
TYPE OF TEXT	Article
CONCEPT	Comprehension (unseen)
GENERAL COMPETENCY FOR ENGLISH	Understand

NCF COMPETENCY	C-1.1 Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)
LEARNING INDICATOR	Interprets the idea conveyed in the text.
QUESTION 21	<p>Read the excerpt from an article and answer.</p> <p>Air pollution has become a silent threat affecting both human health and the environment. The rising number of vehicles, unchecked industrial emissions, and the burning of fossil fuels release harmful gases into the atmosphere. These pollutants not only cause respiratory diseases in humans but also damage crops, soil quality, and climate patterns. While governments frame laws and industries develop cleaner technologies, real change depends on individual awareness and responsible behaviour. Simple actions such as using public transport, conserving energy, and supporting eco-friendly practices can collectively reduce air pollution and ensure a healthier future for all.</p> <p>What is the central idea conveyed in the text?</p>
OPTION A	Air pollution is mainly caused by natural environmental changes.
OPTION B	Governments and industries are responsible for controlling air pollution.
OPTION C	Air pollution demands collective individual action to address it.
OPTION D	Government Policies should develop cleaner technologies
CORRECT OPTION	Option C

ASSESSMENT WRITER	SAS TEAM
GRADE	8
CHAPTER NAME	Harvest Hymn

THEME	Environment																
TYPE OF TEXT	Infographic																
CONCEPT	Comprehension (seen)																
CBSE READING COMPETENCY	Understand																
NCF COMPETENCY	C-1.1 Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)																
LEARNING INDICATOR	Infers the reasons given in the text																
QUESTION 22	<p>Read the text and answer the question.</p> <div data-bbox="635 999 1469 1713" data-label="Complex-Block">  <p>Pearl Millet (<i>Pennisetum glaucum</i> (L.) R. Br.)</p> <p>Common name: Bajra</p> <p>Vernacular names: Spiked millet or Pearl millet (English), Bajra (Bengali, Hindi, Oriya, Punjabi, Urdu), Bajree (Rajasthani, Gujarati, Marathi), Sajje (Kannada), Kambu (Tamil), Sajja (Telugu)</p> <p>Cultivation areas: Rajasthan, Maharashtra, Gujarat, Uttar Pradesh and Haryana</p> <p>Nutritional Profile: Highest niacin content amongst all cereals; rich in protein and dietary fiber.</p> <table border="1"> <thead> <tr> <th>NUTRIENTS</th> <th>VALUE PER 100 GRAMS</th> </tr> </thead> <tbody> <tr> <td>Energy (Kcal)</td> <td>347</td> </tr> <tr> <td>Protein (g)</td> <td>10.9</td> </tr> <tr> <td>Fat (g)</td> <td>5.43</td> </tr> <tr> <td>Carbohydrate (g)</td> <td>61.8</td> </tr> <tr> <td>Ca (mg)</td> <td>27.4</td> </tr> <tr> <td>Fe (mg)</td> <td>6.4</td> </tr> <tr> <td>Folic Acid (µg)</td> <td>36.1</td> </tr> </tbody> </table> <p>It is the sixth major cereal in terms of area and production and has the highest drought tolerance potential of all millets. Pearl millet is the most widely cultivated cereal in India after rice and wheat.</p> <p>Health benefits:</p> <ul style="list-style-type: none"> • Reduces cholesterol • Promotes bone health • Beneficial in treating stomach ulcers • Promotes heart health • Aids in weight loss <p>Uses: Khichdi, Roti, Upma, Idli, Khakhra, Parathas</p> </div> <p>According to the infographic, why might Pearl Millet be a preferred crop for farmers in regions like Rajasthan?</p>	NUTRIENTS	VALUE PER 100 GRAMS	Energy (Kcal)	347	Protein (g)	10.9	Fat (g)	5.43	Carbohydrate (g)	61.8	Ca (mg)	27.4	Fe (mg)	6.4	Folic Acid (µg)	36.1
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Folic Acid (µg)	36.1																
OPTION A	It survives even in the extreme weather conditions.																
OPTION B	It contains the highest niacin content of all cereals.																
OPTION C	It is the most widely cultivated cereal in all of India.																

OPTION D	It is used to make popular dishes like Khichdi and Rotis.
CORRECT OPTION	Option A

WAITING FOR THE RAIN

TEACHER'S NAME	ERIN TOPPO
SCHOOL NAME	PM SHRI KENDRIYA VIDYALAYA DWARKA GUJARAT
GRADE	8
CHAPTER NAME	Waiting for the Rain
THEME	Environment
TYPE OF TEXT	Prose
CONCEPT	Comprehension (seen)
GENERAL COMPETENCY FOR ENGLISH	Locate Information
NCF COMPETENCY	Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)
LEARNING INDICATOR	Locates information using multiple criteria in the text
QUESTION 23	<p>Read the text and answer the question.</p> <p>Then he felt a tiny drop on his shoulder. He looked up. Yes... the clouds were gathering in the distance. It was growing dark. Soon there would be lightning. And thunder. And sweet fragrant rain. Velu ran home, laughing and happy.</p> <p>Which change in the surroundings does Velu notice first in the text?</p>
OPTION A	thunder was heard
OPTION B	heavy rain started
OPTION C	lightning flashed

OPTION D	sky darkened
CORRECT OPTION	Option D

TEACHER'S NAME	ERIN TOPPO
SCHOOL NAME	PM SHRI KENDRIYA VIDYALAYA DWARKA GUJARAT
GRADE	8
CHAPTER NAME	Waiting for the Rain
THEME	Environment
TYPE OF TEXT	Prose
CONCEPT	Comprehension (seen)
GENERAL COMPETENCY FOR ENGLISH	Understand
NCF COMPETENCY	Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)
LEARNING INDICATOR	Infers the main idea of the text
QUESTION 24	<p>Read the text and answer the question.</p> <p>“But my son, that is what I am talking about. You have strength now. You can work without a break. But have you thought about the land? The earth works, too, when you plough, and sow, and plant. The earth has worked for years, centuries, in fact, thousands of years.</p> <p>Which option summarises the text?</p>
OPTION A	Plants support life on earth .
OPTION B	Nature is a great teacher.
OPTION C	Farming is an inborn skill.
OPTION D	Strong people work hard .
CORRECT OPTION	Option B

TEACHER'S NAME	ERIN TOPPO
SCHOOL NAME	PM SHRI KENDRIYA VIDYALAYA DWARKA GUJARAT
GRADE	8
CHAPTER NAME	Waiting for the Rain
THEME	Environment
TYPE OF TEXT	Poem
CONCEPT	Comprehension (unseen)
GENERAL COMPETENCY FOR ENGLISH	Understand
NCF COMPETENCY	Identifies literary devices (simile, metaphor, personification (Alankara), hyperbole (Athishayokthi), alliteration (Anuprasa), idioms, proverbs, and riddles) by reading a variety of literature and uses them in writing
LEARNING INDICATOR	Identifies the figure of speech in the poem
QUESTION 25	<p>Read the lines and answer the question.</p> <p>The clouds above in shadows run, A welcome veil before the sun . The rain, a blessing, starts to fall, A silver shimmer, quenching all. The thirsty ground drinks in the rain, And green sprouts up in the sun and wane . The farmer's toil, the planet's grace, Reflected in this lovely place.</p> <p>Which line from the above stanza uses the same figure of speech as in 'The sun smiled down on us.'?</p>
OPTION A	'the thirsty ground drinks in the rain'
OPTION B	'the rain, a blessing, starts to fall'
OPTION C	'a silver shimmer, quenching all'

OPTION D	'welcome veil before the sun'
CORRECT OPTION	Option A

TEACHER'S NAME	SATYA TRIPATHI
SCHOOL NAME	K.V.NO.4 DELHI CANTT
GRADE	8
CHAPTER NAME	Waiting for the Rain
THEME	Environment
TYPE OF TEXT	Prose
CONCEPT	Comprehension (seen)
GENERAL COMPETENCY FOR ENGLISH	Understand
NCF COMPETENCY	Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)
LEARNING INDICATOR	Infers reasons for the characters' behaviour/actions in the text
QUESTION 26	<p>Read the text and answer the question.</p> <p>A farmer said, "We ought to talk to some astrologers. They can tell us what will please the heavens and the heavens will send down rain." Velu didn't agree . He said, "The rains came all these years without any such consultations; I can't see how talking to astrologers will bring rain."</p> <p>He decided to go to the weather office in the city and talk to someone. But the people at the weather office said they couldn't really tell him when the sky would gather clouds and bring rain. "We are at a loss ourselves!"</p> <p>What did you learn about Velu from the above lines?</p>
OPTION A	He relied on traditional beliefs

OPTION B	He approached situations rationally.
OPTION C	He believed in astrological predictions .
OPTION D	He followed advice unquestionably .
CORRECT OPTION	Option B

TEACHER'S NAME	SATYA TRIPATHI
SCHOOL NAME	K.V.NO.4 DELHI CANTT
GRADE	8
CHAPTER NAME	Waiting for the Rain
THEME	Environment
TYPE OF TEXT	Comic Strip
CONCEPT	Comprehension (unseen)
GENERAL COMPETENCY FOR ENGLISH	Understand
NCF COMPETENCY	Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)
LEARNING INDICATOR	Draws conclusion based on information given in the text
QUESTION 27	Read the comic strip and answer the question.



Read the assertion and reason for the comic strip and choose the option which is relevant.

Assertion (A): The boy notices a cool wind and dark clouds before it rains.

Reason (R): Changes in weather usually happen before rainfall.

OPTION A	Both A and R are true and R is the correct explanation of A.
OPTION B	Both A and R are true but R is not the correct explanation of A.
OPTION C	A is true but R is false.
OPTION D	A is false but R is true.
CORRECT OPTION	Option A

TEACHER'S NAME	ANIL KUMAR
SCHOOL NAME	PM SHRI KENDRIYA VIDYALAYA CHURU
GRADE	8
CHAPTER NAME	Waiting for the Rain
THEME	Environment

TYPE OF TEXT	Prose
CONCEPT	Comprehension (seen)
GENERAL COMPETENCY FOR ENGLISH	Understand
NCF COMPETENCY	C-1.1 Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)
LEARNING INDICATOR	Infers character traits in the text
QUESTION 28	<p>Read the text and answer the question.</p> <p>Throughout the year he worked, never thinking of rest or taking a holiday. For nearly six years it had been so, ever since he had got his own piece of land.</p> <p>Which character trait describes the man's attitude towards his land?</p>
OPTION A	ambitious
OPTION B	eager
OPTION C	proud
OPTION D	dedicated
CORRECT OPTION	Option D

TEACHER'S NAME	MITLESH
SCHOOL NAME	K.V. Happy Valley SHILLONG
GRADE	8
CHAPTER NAME	Waiting for the Rain
THEME	Environment
TYPE OF TEXT	Prose
CONCEPT	Comprehension (seen)

GENERAL COMPETENCY FOR ENGLISH	Understand
NCF COMPETENCY	C-1.1 Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)
LEARNING INDICATOR	Identifies tone of author/narrator/characters in the text
QUESTION 29	<p>Read the text and answer the question.</p> <p>We all love the environment—especially when someone else saves it. We cut trees to build malls, then hang posters saying “Save Trees.” We throw garbage everywhere but complain about pollution. We want clean air, fresh water, and green forests, but only if it doesn’t disturb our comfort. After all, nature should adjust, not us!</p> <p>Choose the option that brings out the tone of the author.</p>
OPTION A	ironical
OPTION B	concerned
OPTION C	skeptical
OPTION D	curious
CORRECT OPTION	Option A

TEACHER’S NAME	MANUTOSH DUTTA
SCHOOL NAME	PM SHRI KV AFS MANAURI
GRADE	8
CHAPTER NAME	Waiting for the Rain
THEME	Environment
TYPE OF TEXT	Diary
CONCEPT	Comprehension (unseen)

GENERAL COMPETENCY FOR ENGLISH	Understand
NCF COMPETENCY	C-1.1 Identifies main points and summarises from careful listening and reading of the text (news articles, reports, and editorials)
LEARNING INDICATOR	Draws conclusions based on information given in text
QUESTION 30	<p>Read the diary entry and answer the question .</p> <p>13 December 2025 9:30 a.m. Tuesday</p> <p>Dear Diary</p> <p>This morning our neighbourhood organised a “No-Vehicle Day.” Most people walked or cycled to nearby places, and many shops kept their lights switched off during the day. The air felt fresher, and the usual noise of traffic was missing. In the evening, our community leader spoke about how reducing fuel use even for one day can lower pollution levels and protect our health. Today made me realise how our daily habits affect the environment.</p> <p>—Meera</p> <p>What conclusion can be drawn from Meera’s diary entry?</p>
OPTION A	Pollution can be reduced only if vehicles are completely banned.
OPTION B	Adopting small daily changes can regulate pollution.
OPTION C	Walking and cycling are convenient for most people.
OPTION D	Environmental protection depends on community leaders.
CORRECT OPTION	Option B

ASSESSMENT WRITER	SAS TEAM
GRADE	8
CHAPTER NAME	Waiting for the Rain

THEME	Environment
TYPE OF TEXT	Newspaper Report
CONCEPT	Comprehension (unseen)
CBSE READING COMPETENCY	Understand
NCF COMPETENCY	C-1.1 Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)
LEARNING INDICATOR	Interprets the message or moral conveyed in the text
QUESTION 31	<p>Read the newspaper report and answer the question.</p> <div style="background-color: #f0f0f0; padding: 10px; border: 1px solid #ccc;"> <p style="text-align: center;">DELHI CITY NEWS 25 NOVEMBER 2025</p> <h2 style="text-align: center;">GIRL SAVES KITTEN FROM DRAIN</h2> <p>Compassion in Action</p> <p>Tuesday, 4 PM: Seventh-grader Priya Sharma was hailed a local hero today after rescuing a kitten trapped in a storm drain during heavy rain.</p> <div style="display: flex; align-items: flex-start;">  <div style="margin-left: 10px;"> <p>Hearing frantic meows, Priya quickly assessed the situation. Instead of waiting, she used a scarf and string to create a simple, effective harness. After careful maneuvering, she gently lifted the frightened animal, named "Storm," to safety.</p> <p>Every single act of kindness makes a difference.</p> </div> </div> </div> <p>Which option best explains why Priya’s action is called ‘Compassion in Action’?</p>

OPTION A	She waited for the rain to stop.
OPTION B	She called for professional help.
OPTION C	She took quick steps to help.
OPTION D	She felt pity for the kitten.
CORRECT OPTION	Option C

ASSESSMENT WRITER	SAS TEAM
GRADE	8
CHAPTER NAME	Waiting for the Rain
THEME	Environment
TYPE OF TEXT	Prose
CONCEPT	Comprehension (seen)
CBSE READING COMPETENCY	Understand
NCF COMPETENCY	C-2.1 Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing (narrative, descriptive, expository, and persuasive) from various cultures and time periods
LEARNING INDICATOR	Interprets the use of a certain style of language by the author that affects the narrative
QUESTION 32	<p>Read the text and answer the question.</p> <p>But have you thought about the land? The earth works, too, when you plough, and sow, and plant. The earth has worked for years, centuries, in fact, thousands of years.</p> <p>What is the effect of listing 'years, centuries, thousands of years'?</p>
OPTION A	It highlights that people practiced farming for centuries.

OPTION B	It provides historical details about the land use.
OPTION C	It contrasts ancient and modern ways of farming.
OPTION D	It shows that the land remained strong over time
CORRECT OPTION	Option D

ASSESSMENT WRITER	SAS TEAM
GRADE	8
CHAPTER NAME	Waiting for the Rain
THEME	Environment
TYPE OF TEXT	Prose
CONCEPT	Comprehension (seen)
CBSE READING COMPETENCY	Understand
NCF COMPETENCY	C-1.1 Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)
LEARNING INDICATOR	Describes the character traits of the (main) characters in substantially complex texts with some fairly intricate themes
QUESTION 33	<p>Read the text about Velu and answer the question.</p> <p>He said, "The rains came all these years without any such consultations; I can't see how talking to astrologers will bring rain."</p> <p>What does this statement reveal about Velu?</p>
OPTION A	He rejects any traditional belief.
OPTION B	He feels superior to others.
OPTION C	He ignores others' opinions.
OPTION D	He rejects blind beliefs.

CORRECT OPTION	Option D
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ASSESSMENT WRITER	SAS TEAM
GRADE	8
CHAPTER NAME	Waiting for the Rain
THEME	Environment
TYPE OF TEXT	Article
CONCEPT	Comprehension (unseen)
CBSE READING COMPETENCY	Understand
NCF COMPETENCY	C-2.2 Identifies literary devices (simile, metaphor, personification (Alankara), hyperbole (Athishayokthi), alliteration (Anuprasa), idioms, proverbs, and riddles) by reading a variety of literature and uses them in writing
LEARNING INDICATOR	Interprets the meanings of unfamiliar words and phrases through contextual clues in substantially complex texts with some fairly intricate themes
QUESTION 34	<p>Read the excerpt of a newspaper report and answer the question.</p> <p>A herd of elephants was hit by the Mizoram–New Delhi Rajdhani Express, killing seven animals, including a few-day-old calf. This shows how wildlife deaths continue across several States, reflecting the clash between development and fragile habitats. Earlier measures like speed limits and patrols were only a band-aid solution, as enforcement remained uneven. A lasting response should combine technology and local knowledge, such as thermal sensors, underpasses, and strict speed limits in sensitive areas.</p> <p>What does the writer want to convey through the expression ‘band-aid’ solution’?</p>

OPTION A	appreciates quick action
OPTION B	suggests medical intervention
OPTION C	emphasises the need for long-term planning
OPTION D	highlights the low cost of the measures
CORRECT OPTION	Option C

FEATHERED FRIEND

TEACHER'S NAME	ARATHY DAS V M
SCHOOL NAME	PM SHRI KV AFS SULUR
GRADE	8
CHAPTER NAME	Feathered Friend
THEME	Science and curiosity
TYPE OF TEXT	Prose
CONCEPT	Comprehension (seen)
GENERAL COMPETENCY FOR ENGLISH	Understand
NCF COMPETENCY	Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing (narrative, descriptive, expository, and persuasive) from various cultures and time periods
LEARNING INDICATOR	Infers the form/genre of the text
QUESTION 35	<p>Read the text and answer the question.</p> <p><i>Don't ask me why Sven wanted a pet, or why he chose the one he did. I'm not a psychologist, but I must admit that his selection</i></p>

	<p><i>was very sensible. Claribel weighed practically nothing, her food requirements were tiny—and she was not worried, as most animals would have been, by the absence of gravity.</i></p> <p>Complete the analogy by choosing the correct word. Magic spell : Fantasy :: Absence of gravity : _____</p>
OPTION A	Myth
OPTION B	Science Fiction
OPTION C	Autobiography
OPTION D	Animal Fiction
CORRECT OPTION	Option B

TEACHER'S NAME	ARATHY DAS V M
SCHOOL NAME	PM SHRI KV AFS SULUR
GRADE	8
CHAPTER NAME	Feathered Friend
THEME	Science and curiosity
TYPE OF TEXT	Advertisement
CONCEPT	Comprehension (Unseen)
GENERAL COMPETENCY FOR ENGLISH	Understand
NCF COMPETENCY	Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)
LEARNING INDICATOR	Draws conclusions based on information given in the text
QUESTION 36	Refer to the above advertisement and answer the following question.



Why is the Medical Diagnosis field mentioned as 'evergreen' in the advertisement?

OPTION A	It requires special training .
OPTION B	It has a constant demand.
OPTION C	It provides a chance for placement.
OPTION D	It offers a high salary package.
CORRECT OPTION	Option B

TEACHER'S NAME	MANJU SARMAH
SCHOOL NAME	PM SHRI KV CRPF AMERIGOG
GRADE	8
CHAPTER NAME	Feathered Friend
THEME	Science and curiosity
TYPE OF TEXT	Prose
CONCEPT	Comprehension (seen)
GENERAL COMPETENCY FOR ENGLISH	Understand

NCF COMPETENCY	Identifies and appreciates different forms of literature (prose,poetry, and drama), and styles of writing (narrative, descriptive, expository, and persuasive) from various cultures and time periods.
LEARNING INDICATOR	Infers descriptive and figurative language in the text
QUESTION 37	<p>Read the extract and answer the question.</p> <p>She was a small yellow canary, hanging in the air as motionless as a hummingbird – and with much less effort, for her wings were quietly folded along her sides.</p> <p>Which sentence best explains the effect of the figurative language used in the text?</p>
OPTION A	It creates a vivid picture of stillness and grace in flight.
OPTION B	It gives factual information about how hummingbirds normally fly.
OPTION C	It suggests that the canary is physically similar in size to a hummingbird.
OPTION D	It emphasises the speed of the canary’s flight through scientific comparison.
CORRECT OPTION	Option A

TEACHER’S NAME	MANJU SARMAH
SCHOOL NAME	PM SHRI KV CRPF AMERIGOG GUWAHATI
GRADE	8
CHAPTER NAME	Feathered Friend
THEME	Science and curiosity
TYPE OF TEXT	Prose
CONCEPT	Comprehension (seen)

GENERAL COMPETENCY FOR ENGLISH	Understand
NCF COMPETENCY	Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)
LEARNING INDICATOR	Infers reasons for the characters' behaviour/actions in the text
QUESTION 38	<p>Read the lines and answer the question.</p> <p>I first became aware that Claribel was aboard when I was sitting in the little cubbyhole laughingly called my office, checking through my lists of technical stores to decide what items we'd be running out next.</p> <p>Why was the narrator checking through lists of technical stores ?</p>
OPTION A	To ensure the availability of supplies aboard.
OPTION B	To search for Claribel's name in the crew records.
OPTION C	To check for a technical failure in the spacecraft.
OPTION D	To avoid interacting with other crew members at that time.
CORRECT OPTION	Option A

TEACHER'S NAME	KOKATE VIKAS ANKUSH
SCHOOL NAME	PM SHRI KENDRIYA VIDYALAYA ARMY AREA PUNE
GRADE	8
CHAPTER NAME	Feathered Friend
THEME	Science and curiosity
TYPE OF TEXT	Prose
CONCEPT	Comprehension (seen)
GENERAL COMPETENCY FOR ENGLISH	Understand

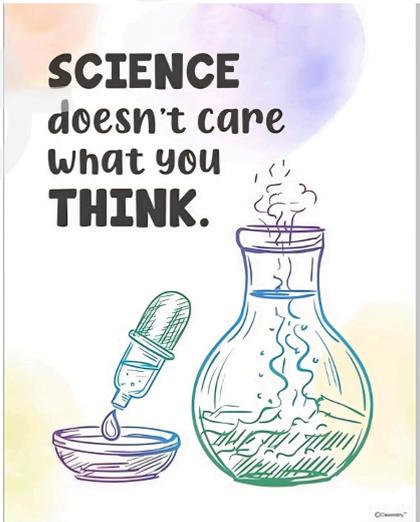
NCF COMPETENCY	C-1.1 Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)
LEARNING INDICATOR	Interprets the author's use of language and its effect on the narrative in the text
QUESTION 39	<p>Read the given text and answer the question.</p> <p>She was a small yellow canary, hanging in the air as motionless as a hummingbird – and with much less effort, for her wings were quietly folded along her sides.</p> <p>What is the effect of the imagery ?</p>
OPTION A	It portrays the canary as tired and unable to move.
OPTION B	It portrays the canary as moving effortlessly.
OPTION C	It portrays the canary as severely injured.
OPTION D	It portrays the Canary as struggling for life.
CORRECT OPTION	Option B

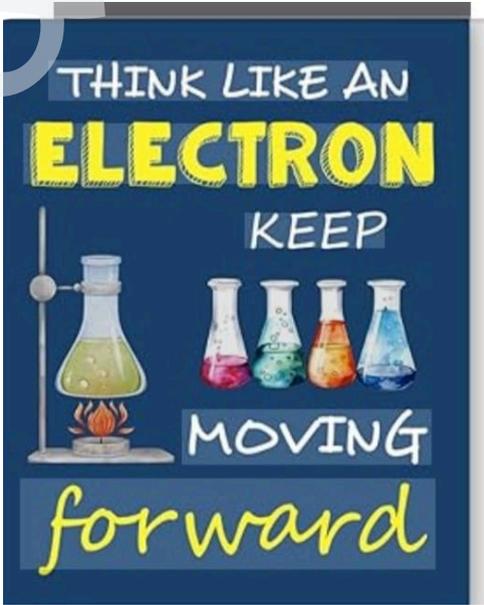
TEACHER'S NAME	RAMAKANTA MAHANANDA
SCHOOL NAME	KENDRIYA VIDYALAYA DULIAJAN
GRADE	8
CHAPTER NAME	Feathered Friend
THEME	Science and curiosity
TYPE OF TEXT	Prose
CONCEPT	Comprehension (seen)
GENERAL COMPETENCY FOR ENGLISH	Understand

NCF COMPETENCY	C-1.1 Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)
LEARNING INDICATOR	Deduces the purpose/message or moral conveyed in the text
QUESTION 40	<p>Read the text and answer the question.</p> <p>She was a small yellow canary, hanging in the air as motionless as a hummingbird—and with much less effort, for her wings were quietly folded along her sides. We stared at each other for a minute; then, before I had quite recovered my wits, she did a curious kind of backward loop I'm sure no earthbound canary had ever managed, and departed with a few leisurely flicks. It was quite obvious that she'd already learned how to operate in the absence of gravity, and did not believe in doing unnecessary work.</p> <p>What idea does the writer convey through the canary's behaviour in the text?</p>
OPTION A	The canary has adapted to weightlessness and moves only as much as needed
OPTION B	The canary enjoys performing unusual aerial movements to impress the observer
OPTION C	The canary finds flying a big task in the absence of gravity
OPTION D	The canary depends on constant wing movement to stay in the air
CORRECT OPTION	OPTION A

MAGNIFYING GLASS

TEACHER'S NAME	MANJU SARMAH
SCHOOL NAME	PM SHRI KV CRPF AMERIGOG GUWAHATI

GRADE	8
CHAPTER NAME	Magnifying Glass
THEME	Science and curiosity
TYPE OF TEXT	Poster
CONCEPT	Comprehension (unseen)
GENERAL COMPETENCY FOR ENGLISH	Understand
NCF COMPETENCY	Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)
LEARNING INDICATOR	Infers the idea of the text
QUESTION 41	<p>Observe the poster carefully.</p>  <p>Choose the option that depicts the idea of the text.,</p>
OPTION A	Scientific facts are based on opinions.
OPTION B	Scientific facts are based on evidences.
OPTION C	Scientific facts are based on assertion.
OPTION D	Scientific facts are based on assumptions .
CORRECT OPTION	Option B

TEACHER'S NAME	MANJU SARMAH
SCHOOL NAME	PM SHRI KV CRPF AMERIGOG GUWAHATI
GRADE	8
CHAPTER NAME	Magnifying Glass
THEME	Science and curiosity
TYPE OF TEXT	Poster
CONCEPT	Comprehension (unseen)
GENERAL COMPETENCY FOR ENGLISH	Understand
NCF COMPETENCY	Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)
LEARNING INDICATOR	Deduces the purpose of the text/ poem
QUESTION 42	 <p>What is the main purpose of the poster?</p>
OPTION A	to encourage active thinking
OPTION B	to explain the chemical process
OPTION C	to encourage conventional thinking
OPTION D	to show that electrons move forward

CORRECT OPTION	Option A
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TEACHER'S NAME	KOKATE VIKAS ANKUSH
SCHOOL NAME	PM SHRI KENDRIYA VIDYALAYA ARMY AREA PUNE
GRADE	8
CHAPTER NAME	Magnifying Glass
THEME	Science and curiosity
TYPE OF TEXT	Poem
CONCEPT	Comprehension (unseen)
GENERAL COMPETENCY FOR ENGLISH	Locate information
NCF COMPETENCY	C-1.1 Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)
LEARNING INDICATOR	Identifies information given in the text.
QUESTION 43	<p>Read the given passage and answer the question.</p> <p>In the late 1990s, ecologists began to wonder how certain trees survived in deep shade where photosynthesis seemed impossible. This curiosity led to the discovery of the Wood Wide Web. Using carbon tracing and microscopic cameras, scientists found a complex network of mycorrhizal fungi. These fungi connect the roots of different trees, creating an underground social network.</p> <p>What motivated the ecologists to begin their research in the late 1990s?</p>
OPTION A	A desire to prove that trees were competing for sunlight.
OPTION B	A thought to how trees in the shade survive
OPTION C	A need to test new microscopic camera technology.

OPTION D	A plan to plant more mycorrhizal fungi in the forest.
CORRECT OPTION	Option B

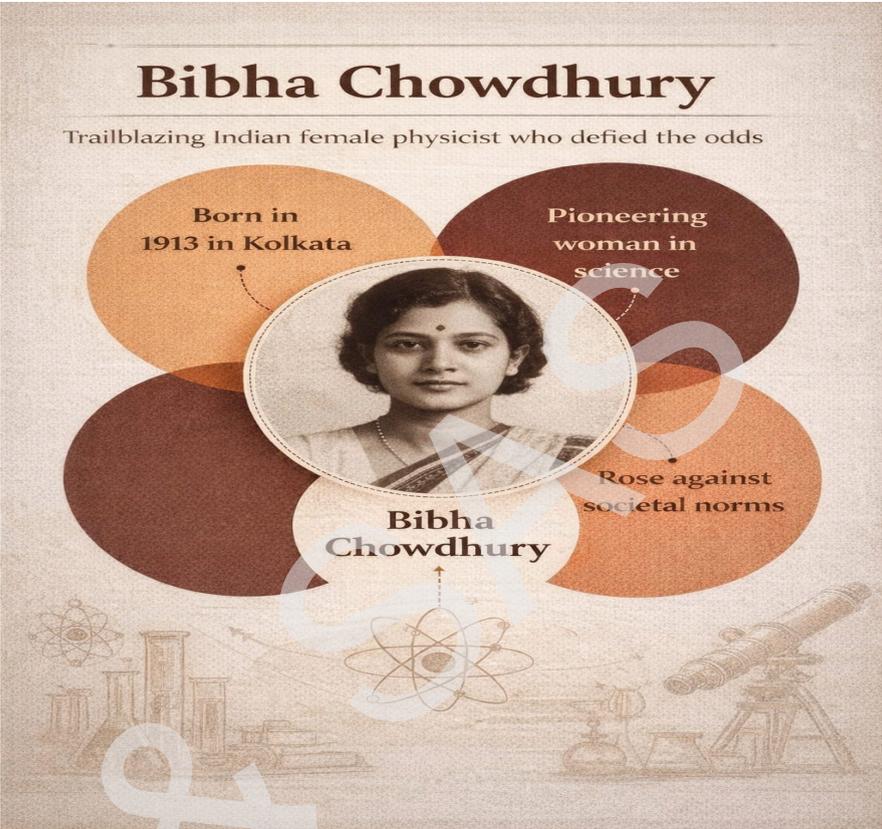
TEACHER'S NAME	SATYA TRIPATHI
SCHOOL NAME	K. V. NO. DELHI CANTT
GRADE	8
CHAPTER NAME	Magnifying Glass
THEME	Science and curiosity
TYPE OF TEXT	Article
CONCEPT	Comprehension (unseen)
GENERAL COMPETENCY FOR ENGLISH	Understand
NCF COMPETENCY	Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)
LEARNING INDICATOR	Infers feelings/emotions of the speaker in the text
QUESTION 44	<p>Read the excerpt from an article and answer the question.</p> <p>A forgotten heroine of Indian science,"Bibha Chowdhuri was, until recently, often overlooked for her accomplishments. From missing the chance to win a Nobel Prize due to a lack of resources to having her work on a project erased while her colleagues received national attention for theirs, the first woman Particle Physicist in India deserved more than anyone gave her credit for.</p> <p>If you were in place of Bibha Chowdhuri ,which option would define your feelings aptly?</p>
OPTION A	

	
OPTION B	
OPTION C	
OPTION D	
CORRECT OPTION	Option A

BIBHA CHOWDHURI: THE BEAM OF LIGHT THAT LIT THE PATH FOR WOMEN IN INDIAN SCIENCE

TEACHER'S NAME	SATYA TRIPATHI
SCHOOL NAME	K. V. NO. 4 DELHI CANTT
GRADE	8
CHAPTER NAME	Bibha Chowdhuri: The Beam of Light that Lit the Path for Women in Indian Science
THEME	Science and curiosity
TYPE OF TEXT	Prose
CONCEPT	Comprehension (seen)

GENERAL COMPETENCY FOR ENGLISH	Locate Information
NCF COMPETENCY	Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)
LEARNING INDICATOR	Identifies explicitly stated information in the text
QUESTION 45	<p>Read the text and answer the question.</p> <p>At a time when Indian women struggled to seek knowledge and equitable access to education, Bibha Chowdhuri emerged as a rare beam of light—a woman who defied the odds and lit a path for others to follow. Born in 1913 in Kolkata, in an India that still followed the traditional path. Bibha’s story was anything but ordinary. She was a scientist who rose not only against the societal expectations of women but also amidst the towering giants of science—men whose names the world would come to celebrate, while hers was whispered only in the halls of those who recognised her brilliance.</p> <p>Choose the option to complete the infographic.</p>

	
OPTION A	struggled to seek knowledge
OPTION B	followed the traditional path.
OPTION C	Towering giant of science
OPTION D	lit path for others
CORRECT OPTION	Option D

TEACHER'S NAME	RAMITA GANGULY
SCHOOL NAME	PM SHRI KV NO.2 ISHAPORE
GRADE	8
CHAPTER NAME	Bibha Chowdhuri: The Beam of Light that Lit the Path for Women in Indian Science
THEME	Science and curiosity
TYPE OF TEXT	Prose
CONCEPT	Comprehension (seen)

GENERAL COMPETENCY FOR ENGLISH	Understand
NCF COMPETENCY	C-1.1 Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)
LEARNING INDICATOR	Infers reasons for the characters' behaviour/actions in the text
QUESTION 46	<p>Read the text and answer the question.</p> <p>She was a scientist who rose not only against the societal expectations of women but also amidst the towering giants of science—men whose names the world would come to celebrate, while hers was whispered only in the halls of those who recognised her brilliance. Bibha's persistence eventually earned her a place at the Bose Institute.</p> <p>Choose the option that aligns for the given assertion-reason in light of the text.</p> <p>Assertion (A): Bibha Chowdhuri's scientific contributions did not initially receive the same global recognition as those of her male contemporaries.</p> <p>Reason (R): She faced dual challenges of societal expectations regarding women and a male-dominated scientific landscape.</p>
OPTION A	Both (A) and (R) are true, and (R) is the correct explanation of (A).
OPTION B	Both (A) and (R) are true, but (R) is NOT the correct explanation of (A).
OPTION C	(A) is true, but (R) is false.
OPTION D	(A) is false, but (R) is true.
CORRECT OPTION	Option A

TEACHER'S NAME	RAMITA GANGULY
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SCHOOL NAME	PM SHRI KV NO.2 ISHAPORE
GRADE	8
CHAPTER NAME	Bibha Chowdhuri: The Beam of Light that Lit the Path for Women in Indian Science
THEME	Science and curiosity
TYPE OF TEXT	Prose
CONCEPT	Comprehension (seen)
GENERAL COMPETENCY FOR ENGLISH	Understand
NCF COMPETENCY	C-2.1 Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing (narrative, descriptive, expository, and persuasive) from various cultures and time periods
LEARNING INDICATOR	Identifies form/genre of the text
QUESTION 47	<p>Read the text and answer the question.</p> <p>Born in 1913 in Kolkata, in an India that still followed the traditional path. Bibha’s story was anything but At a time when Indian women struggled to seek knowledge and equitable access to education, Bibha Chowdhuri emerged as a rare beam of light—a woman who defied the odds and lit a path for others to follow.</p> <p>In which specific section of a library would you keep a book with the given text?</p>
OPTION A	Science Fiction Wing
OPTION B	Biography Wing
OPTION C	History Wing
OPTION D	Astronomy Wing
CORRECT OPTION	Option B

TEACHER'S NAME	RAMITA GANGULY
SCHOOL NAME	PM SHRI KV NO.2 ISHAPORE
GRADE	8
CHAPTER NAME	Bibha Chowdhuri: The Beam of Light that Lit the Path for Women in Indian Science
THEME	Science and curiosity
TYPE OF TEXT	Poster
CONCEPT	Comprehension (Unseen)
GENERAL COMPETENCY FOR ENGLISH	Understand
NCF COMPETENCY	C-1.1 Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)
LEARNING INDICATOR	Interprets the purpose/message conveyed in the text
QUESTION 48	<p>Look at the poster and answer the question.</p>  <p>What does 'Your Universe' most likely symbolize?</p>
OPTION A	The potential and curiosity in every student

OPTION B	The world of science filled with unknown and mysteries
OPTION C	The boundary of Solar System that human are trying to explore
OPTION D	The unending possibilities in the career of Astrophysics
CORRECT OPTION	Option A

TEACHER'S NAME	MANUTOSH DUTTA
SCHOOL NAME	PM SHRI KV AFS MANAURI
GRADE	8
CHAPTER NAME	Bibha Chowdhuri: The Beam of Light that Lit the Path for Women in Indian Science
THEME	Science and curiosity
TYPE OF TEXT	Prose
CONCEPT	Comprehension (seen)
GENERAL COMPETENCY FOR ENGLISH	Evaluate and Reflect
NCF COMPETENCY	C-1.1 Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)
LEARNING INDICATOR	Reflects on how characters/events relate to real life
QUESTION 49	<p>Read the text and answer.</p> <p>“At a time when Indian women struggled to seek knowledge and equitable access to education, Bibha Chowdhuri emerged as a rare beam of light—a woman who defied the odds and lit a path for others to follow.”</p> <p>“Chowdhuri never received any awards during her lifetime, but continued her work tirelessly.”</p> <p>“Her life was a radiant example of tenacity, brilliance, and quiet determination.”</p>

	<p>“The advancements made by women in Indian science reflect Chowdhuri’s pioneering spirit and the progress she helped ignite.”</p> <p>Based on Bibha Chowdhuri’s life journey described in the text, which real-life lesson is relevant ?</p>
OPTION A	True success depends mainly on public recognition and awards received during one’s lifetime.
OPTION B	Perseverance and dedication can create long-term impact, even if recognition comes late or not at all.
OPTION C	Working in odd and struggling situations is the best way to achieve excellence in competitive fields.
OPTION D	Scientific achievements are possible only when societal conditions are supportive.
CORRECT OPTION	Option B

TEACHER’S NAME	MANUTOSH DUTTA
SCHOOL NAME	PM SHRI KV AFS MANAURI
GRADE	8
CHAPTER NAME	Bibha Chowdhuri: The Beam of Light that Lit the Path for Women in Indian Science
THEME	Science and curiosity
TYPE OF TEXT	Prose
CONCEPT	Comprehension (seen)
GENERAL COMPETENCY FOR ENGLISH	Understand

NCF COMPETENCY	C-1.1 Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)
LEARNING INDICATOR	Draws conclusions based on information given in text
QUESTION 50	<p>Read the text and answer.</p> <p>“In an era marked by towering scientific discoveries, Bibha was often on the cusp of greatness but remained in the shadows of her male counterparts... Chowdhuri never received any awards during her lifetime, but continued her work tirelessly.”</p> <p>In the given context, how do society and culture affect a person’s attitude about their work?</p>
OPTION A	It discourages them completely and stops them doing scientific research.
OPTION B	It makes them depend on male counterparts for recognition.
OPTION C	It strengthens their resolve to work persistently.
OPTION D	It pushes them to focus more on fame and public awards.
CORRECT OPTION	Option A

TEACHER’S NAME	MANUTOSH DUTTA
SCHOOL NAME	PM SHRI KV AFS MANAURI
GRADE	8
CHAPTER NAME	Bibha Chowdhuri: The Beam of Light that Lit the Path for Women in Indian Science
THEME	Science and curiosity
TYPE OF TEXT	Prose
CONCEPT	Comprehension (seen)
GENERAL COMPETENCY FOR ENGLISH	Understand

NCF COMPETENCY	C-1.1 Identifies main points and summarises from careful listening or reading of the text (news articles, reports, and editorials)
LEARNING INDICATOR	Interprets the message and purpose conveyed in the text
QUESTION 51	<p>Read the text and answer the question.</p> <p>“Her story continues to inspire young women to pursue their passions, break barriers, and leave their mark on the world. Whether exploring cosmic rays or sending rockets to Mars, India’s women scientists are writing the next chapter in a story that Bibha Chowdhuri helped begin.”</p> <p>What is the primary message and purpose of this passage?</p>
OPTION A	to provide an explanation of cosmic rays and space missions
OPTION B	to highlight how individual perseverance can inspire generations
OPTION C	to compare the achievements of Indian women scientists
OPTION D	to explain that dedication brings recognition in science
CORRECT OPTION	Option B