

 Cambridge Assessment International Education		
GRADE: 8	SUBJECT: ENGLISH	DATE: 26.03.2020
WORKSHEET NUMBER: 1	WORKSHEET TOPIC: Informal Letter	
INSTRUCTION (IF ANY):	To be done in the English Classwork Register	

Informal Letter




An informal letter, also referred to as a friendly letter, is a personal letter written to friends or relatives. It is written in personal fashion.

Rules for writing informal letters:

- Write your full name and address even if it is an informal letter.
- Divide your letter in small paragraphs.
- Keep your writing simple.
- Make a good choice of words especially if you are writing an apology letter.
- Most people close the letter with phrases like 'Yours affectionately/With Love/All the best/Take care' etc.

Beginnings	<ul style="list-style-type: none"> • It was good/ nice to hear from you recently. • I'm sorry I haven't written/ been in touch for such a long time. • Its ages since I've heard from you. I hope you're/you and your family are well
Giving News	<p>Listen, did I tell you about..... You'll never believe what..... Oh, and another thing..... This is just you let you know that..... I thought you might be interested to hear about/know that..... By the way, have you heard about/did you know that.....</p>
Endings	<p>Give me love/regards to..... Say hello to..... Hope to from you soon! Write soon. Once again, thank you for all your help.</p>
Signing off	<ul style="list-style-type: none"> • Love, • Lots of Love, • Yours, • Best Wishes,

Ques1. Write a letter to your friend who just met with an accident informing him about his speedy recovery in a consoling tone in about 120-150 words. You are Manvi/Manav.

 Cambridge Assessment International Education		
GRADE: 8	SUBJECT: ENGLISH	DATE: 26.03.2020
WORKSHEET NUMBER: 2	WORKSHEET TOPIC: UNSEEN PASSAGE	
INSTRUCTION (IF ANY):	To be done in the English Classwork Register	

Metamorphosis

As Gregor Samsa woke one morning from uneasy dreams, he found himself transformed into some kind of monstrous **vermin**. He lay on his hard, armour-like back, and if he lifted his head a little, he could see his curved brown **abdomen**, divided by arch-shaped ridges, and domed so high that the **bedspread**, on the brink of slipping off, could hardly stay put. His many legs, **miserably** thin in comparison with his size otherwise, flickered helplessly before his eyes.

‘What has happened to me?’ he thought. It was not a dream. His room, a proper human being’s room, rather too small, lay peacefully between its four familiar walls.

Gregor’s gaze then turned towards the window, and the **murky** weather—one could hear the raindrops striking the **window sill**— made him quite **melancholy**. ‘What if I went on sleeping for a while and forgot all these **idiocies**?’, he thought, but that was quite impossible, as he was used to sleeping on his right side and in his present state he was unable to get himself into this position. However energetically he flung himself onto his right side, whenever he did so he would rock onto his back again. He must have tried a hundred times, shutting his eyes so that he didn’t have to see his **jittery** legs, and he only gave over when he began to feel a slight ache in his side, something he had never felt before.

He felt a slight itching high on his abdomen. He pushed himself slowly on his back towards the bedpost so that he could lift his head more easily; he found the itching spot, which was covered with lots of little white dots he had no idea how to interpret. He tried to probe the spot with one of his legs, but drew back at once, for the moment he touched it he was swept by cold shivers.

Throwing off the bedspread was quite simple; he needed only to puff himself up a little and it fell down of its own accord. But after that it got difficult, particularly because he was so uncommonly wide. He would have needed arms and hands to raise himself; but instead of those, he had only these many little legs, which were continually fluttering about, and which he could not control anyhow. If he tried to bend one of them, it was the first to stretch; and if he finally managed to get this leg to do what he wanted, all the others were flapping about meanwhile in the most intense and painful excitement, as if they had been let loose.

So he attempted to get his upper body out of the bed first, cautiously turning his head towards the edge. This worked easily enough, and in the end, despite its width and weight, the **mass** of his body slowly followed the way his head was turning. But when at last he held his head in the air outside the bed, he became afraid of moving any further forward in this way, for if he did finally let himself drop, it would need a sheer miracle for his head to remain unharmed. And right now was no time to lose consciousness, not at any price; he would sooner stay in bed.

From *Metamorphosis* by Franz Kafka



Q1. Find out the meanings of the words given in the word cloud using a dictionary and write them down in your notebook.




Q2. Answer the following questions.

1. Why can't Gregor get out of bed? Write one sentence in your own words. Give a quotation from the passage to support your answer.
2. Suggest what type of 'vermin' Gregor has turned into.
3. In the last paragraph, Gregor becomes afraid. What is he afraid of, and why?
4. Explain in your own words what Gregor might be thinking in the final sentence: 'And right now was no time to lose consciousness, not at any price; he would sooner stay in bed.'
5. From whose point of view does the author tell the story? Give a reason to support your answer.
6. In the second paragraph the author says 'It was not a dream.'
 - a. In your opinion, why does he tell the reader this?
 - b. What effect does this have on how we read the rest of the extract?

Word Builder

1. The author describes Gregor's new size and shape, with an 'armour-like back'. Make a list of words and phrases the author uses to describe Gregor's beetle body
2. Make a list of words and phrases that describe the movement of Gregor's 'jittery' legs. Do these words suggest that Gregor has much control over his legs' movements?
3. The title of Kafka's story is *Metamorphosis*. Use a dictionary and explain in your own words why Kafka may have chosen this title.



 Cambridge Assessment International Education		
GRADE: 8	SUBJECT: ENGLISH	DATE: 07.04.2020
WORKSHEET NUMBER: 3	WORKSHEET TOPIC: Story Writing.	
INSTRUCTION (IF ANY):	To be done in the English Classwork Register	

STORY WRITING

Things to remember while writing a story:

- A good writer shows rather than tells.
- For a character to look real, it can't be perfect ie it needs to have some character flaws.
- Different types of sentence (long, short etc) are used for different effects.
- Good stories rarely end with, 'and then I woke up' or 'it was all a dream'.

The five point wh- plan that helps you write a good story:






Q1. Now write a story in 150-200 words where an ordinary day turns into something that the reader does not expect .

OR

Write a story which begins with two people waiting for someone.
You should consider:

- the people who are waiting – are they friends, members of a family or do they work together?
- the setting – where are they waiting?
- what happens when the person they are waiting for arrives or does not arrive?

<https://www.youtube.com/watch?v=hyOUFvkHfpc&feature=youtu.be>

 Cambridge Assessment International Education	 The Revival of Tradition	
GRADE: 8	SUBJECT: ENGLISH	DATE: 14.04.2020
WORKSHEET NUMBER: 4	WORKSHEET TOPIC: UNSEEN PASSAGE	
INSTRUCTION (IF ANY):	To be done in the English Classwork Register	

Q1. Read the following extract from the novel, 'Gulliver's travels' and answer the questions that follow.

1 *Gulliver is shipwrecked, and swims for his life, gets safe on shore in the country of Lilliput, is made a prisoner, and carried up the country.*

5 I lay down on the grass, which was very short and soft, where I slept sounder than ever I remember to have done in my life, and as I reckoned, above nine hours; for when I awaked,

10 it was just daylight. I attempted to rise, but was not able to stir: for as I happened to lie on my back, I found my arms and legs

15 were strongly fastened on each side to the ground; and my hair, which was long and thick, tied down in the same manner. I likewise felt several slender ligatures across my body, from my armpits to my thighs. I could only look upwards; the sun began to grow hot, and the light offended mine eyes. I heard a confused

20 noise about me, but in the **posture** I lay, could see nothing except the sky.


In a little time, I felt something alive moving on my left leg, which advancing gently forward over my breast, came almost up to my chin; when bending mine eyes downwards as much

25 as I could, I **perceived** it to be a human creature not six inches high, with a bow and arrow in his hands, and a **quiver** at his back. In the meantime, I felt at least forty more of the same kind (as I **conjectured**) following the first. I was in the utmost astonishment, and roared so loud, that they all ran back in a

30 fright; and some of them, as I was afterward told, were hurt with the falls they got by leaping from my sides upon the ground. However, they soon returned, and one of them, who ventured so far as to get a full sight of my face, lifting up his hands and eyes by way of admiration, cried out in a **shrill**, but distinct

35 voice, *Hekinab deguk*: the others repeated the same words several times, but I then knew not what they meant. I lay all this while, as the reader may believe, in great uneasiness.

from Gulliver's Travels by Jonathan Swift



Word cloud

conjectured	posture
ligatures	quiver
perceived	shrill

Glossary

to stir to move

likewise similarly




offended to cause unpleasant feeling

1. Gulliver swims ashore and finds a pleasant place to lie down and sleep. Why?
2. Why can't Gulliver move when he wakes up? Find a quotation in the extract to support your answer.

3. How does the author show the reader that the people of Lilliput are very small? Find words or phrases in the extract to support your answer.
4. Gulliver hears words in the language of Lilliput. Suggest a possible meaning for Hekinah degul. Use the context of the phrase to help you.
5. Look at how many times the author uses the first person 'I' in the opening paragraph. The author writes about what happens to Gulliver as if he is a real person telling his story. But this is a fictional first person. Why do you think Jonathan Swift chose to write in the first person as if he is Gulliver?



https://www.youtube.com/watch?v=RmZkLUq_t0&feature=youtu.be

 Cambridge Assessment International Education		
GRADE: 8	SUBJECT: ENGLISH	DATE: 21.04.2020
WORKSHEET NUMBER: 3	WORKSHEET TOPIC: Adverbial phrases	
INSTRUCTION (IF ANY):	To be done in the English Classwork Register	

ADVERBIAL PHRASES

ADVERBS – Words that tell us something more about a verb, adjective or another adverb.

Eg : He drove fast .

It is extremely hot today.

ADVERBIAL PHRASE: It is a group of words that describe or tell us something more about a verb, adjective or another adverb.




Eg: He acted in a disgraceful manner.

Q1. Underline the adverbial phrase in each of the sentences given below.

- a. The child replied with perfect truthfulness.
- b. It was just on this spot, that he died.
- c. The wind blew with great violence.
- d. They live on an island.
- e. He expects to get a promotion in the near future.

Q2. Use at least 5 adverbial phrases and write a descriptive paragraph of the picture given below.



 Cambridge Assessment International Education	 SANSKAR SCHOOL <i>The Revival of Tradition</i>	 CAMBRIDGE INTERNATIONAL SCIENCE AWARDS 2016-2019
GRADE: 8	SUBJECT: ENGLISH	DATE: 28.04.2020
WORKSHEET NUMBER: 6	WORKSHEET TOPIC: Countable/Uncountable, abstract & compound nouns	
INSTRUCTION (IF ANY):	To be done in the English Classwork Register	

IMPORTANT POINTS TO REMEMBER

- Countable nouns – Refers to nouns that can be counted. Eg apple, books, fan etc
- Uncountable nouns- Refers to nouns that cannot be counted. Eg all liquids, sand etc
- Abstract nouns – Refers to nouns that cannot be seen or touched. They can only be felt. Eg anger, happiness
- Compound Nouns – A noun that is made up of two or more existing words.
Most compound words are made up of :
noun + noun eg wallpaper, hairdryer
adjective + noun eg full moon, white board

Please note : Children the following questions are from your grade 7 Workbook only so please do your work sincerely.

Nouns

Fill the gaps in the following sentences with abstract nouns made from the words in brackets. You can use a dictionary to help you if you wish.

1. The sanctuary provides and for injured seals. (protect/secure)
2. The manager thanked the staff for their and (commit/assist)
3. We heard an interesting about the projects the sanctuary is involved in. (present/conserve)
4. Do you think it is our to help animals that are harmed by? (responsible/pollute)

Make compound nouns by adding the words from the box to the words below.

Remember

Many abstract nouns end in a suffix. *Examples:* payment, preparation, conclusion, attraction, difference, guidance, illness, activity

Remember

Compound nouns are made up of two or more words. *Examples:* wildlife, full moon, great-grandmother

back
line

post
seller

change
confidence

time
warming

5. global 6. head
7. climate 8. day
9. feed 10. self-
11. sign 12. best

Underline all the countable nouns and circle all the uncountable nouns in the following sentences.

13. The sanctuary is located in beautiful countryside near the coast.
14. I was enjoying my walk in the sunshine when I saw a seal on the sand.
15. There are no clouds in the sky today, although the forecast predicted rain.
16. Pollution can affect the quality of the air we breathe and the water we drink.
17. She has patience and determination, which are important qualities in her job.
18. Many people who love nature visit this area to see the wildlife and spectacular scenery.



Remember

- Most uncountable nouns do not have a plural form.
- Some nouns can be countable and uncountable, depending on how they are used.

1

Humans and nature

1. What changes have people made in your town in recent years? Write down three changes which have been made, whether you think they are helpful or harmful changes, and why.

For example: A new wildlife park was opened four years ago. This is a good change because it will provide protection for rare birds and animals.

a

.....

.....

b

.....

c

.....



2. There might be several changes your town could make to help nature. Write down one change you would like to see happen that would help nature. Why would you like this to happen?

For example: I would like to see more flowers in the park, not just grass and trees. I would like this to happen because flowers attract all kinds of insects, and I like learning about insects.

.....

.....




.....

3. Why is it important for people to think about the nature which surrounds them? Why do we sometimes have to help nature? Write two sentences to give your opinion.

.....

.....

.....

 Cambridge Assessment International Education	 SANSKAR SCHOOL <i>The Revival of Tradition</i>	 CAMBRIDGE INTERNATIONAL SCIENCE AWARD 2016-2019
GRADE: 8	SUBJECT: ENGLISH	DATE: 05.05.2020
WORKSHEET NUMBER: 7	WORKSHEET TOPIC: Comprehension passage, blog writing	
INSTRUCTION (IF ANY):	To be done in the English Classwork Register	

BLOG WRITING

A blog is an informal online piece of writing, usually updated regularly by the author. It will usually give information about what the author has been doing, often that day, as well as describe how the author feels and what plans the author has for the following day, to encourage readers to return the next day and read the latest blog entry.



My summer with Kabu

Read this blog written by a student who has spent his summer holiday helping animals at a rescue centre in Madagascar. The rescue centre is located in a nature reserve, a protected natural area of land. This part of his blog tells us about his time with Kabu, a rescued lemur who will be released back into the nature reserve when he is better. When you have read the blog, answer the questions.

Glossary

fractures breaks in bones
raced away ran away quickly
releasing making free or letting go
vet doctor for sick animals
the wild land where no people live
X-ray a black and white photograph of the inside of a body

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🔍


Monday

Today has been a good day. It is two months since I arrived, and I go home on Thursday. Kabu the lemur arrived at the rescue centre the day after I came. At first, Pete looked after him because I didn't have enough experience and Kabu had several **fractures** in his front left leg. But for the past four weeks, I've been taking care of him and helping him to walk again. He was given the **vet's** certificate today and so tomorrow we'll be **releasing** Kabu back into the nature reserve. An **X-ray** on his leg shows that it has healed enough for him to return to **the wild**.

Tuesday

Today, I was looking forward to releasing Kabu but it was also hard not to be a little sad, as I knew I wouldn't see him again. We took him to the nature reserve, where he will be free but safe. We took the box off

the back of the truck and opened the door so Kabu could come out. He paused for a moment, smelling the air and working out where he was, and then he **raced away** to join the rest of his group. We had succeeded in making Kabu better and releasing him safely. Take care my friend!



Understanding

A For each question, choose the correct answer.

1. How long has Kabu been at the rescue centre?
 - a since Thursday
 - b four weeks
 - c almost two months
2. Why did Kabu have to go to the rescue centre?
 - a he had been bitten
 - b he had a broken leg
 - c he was lost



B Answer the following questions.

1. Where was Kabu released?
2. Will Kabu be alone now? How do you know?

C How do you think the writer of the blog feels at the end of the blog? Give two reasons for your answer.






Writing

Choose an animal you would like to help rescue and write 40–60 words to explain your choice, including:

- the animal you would like to help, and why
- the environment where this animal lives
- what you would like to do to help.

write a short factual blog about helping an animal. Remind them that any language they use can be descriptive but also needs to be realistic. Tell them they can choose any animal in the world to help. They will write a short paragraph of between 40 and 60 words.

 Cambridge Assessment International Education	 SANSKAR SCHOOL <i>The Revival of Tradition</i>	 CAMBRIDGE INTERNATIONAL SCIENCE AWARDS 2016-2019
GRADE: 8	SUBJECT: ENGLISH	DATE: 18.05.2020
WORKSHEET NUMBER: 9	WORKSHEET TOPIC: Revision of nouns , Determiners	
INSTRUCTION (IF ANY):	To be done in the English Classwork Register	

Abstract nouns and compound nouns

Abstract nouns name ideas, qualities, feelings and concepts that we cannot touch. To make abstract nouns, we often add suffixes to verbs, adjectives or other nouns. When we add a suffix, we sometimes change the spelling of the original word.

Suffix	Examples	Suffix	Examples
-ment	treatment, payment	-ance	appearance, guidance
-ation	invitation, preparation	-ness	fitness, illness
-(s)ion/tion	conclusion, protection	-ity	activity, possibility
-ence	confidence, difference	-ship	friendship, membership

Compound nouns are made up of two or more words. We make compound nouns by adding nouns, verbs (+ '-ing'), adverbs, adjectives or prepositions to nouns or verbs (+ '-ing').

Examples: woodland, wildlife, film-maker, daytime, daylight, central heating, overtime, air conditioning, washing-up

B Answer the following questions.

1. Use a suitable suffix to make abstract nouns from the words in the box. Use a dictionary to help you if you wish.

relation arrange imagine suggest
important happy equal intelligent

2. Make four compound nouns using the words in the box.

back wild centre packing
land rescue wood life

C Choose two abstract nouns and two compound nouns from exercise B and use them in sentences of your own.

Write a hypothesis.

Challenge

Write four sentences using the following nouns. You can check the meaning of the words in a dictionary if you wish to.

global warming
responsibility
natural resources
consideration

YouTube link for Determiners :

<https://www.youtube.com/watch?v=paZmDFwYB58>

Countable and uncountable nouns

Countable nouns refer to people or things we can count. They have singular and plural forms.

Examples: a month, two vets, some lemurs

Uncountable nouns refer to things we cannot count. Most uncountable nouns do not have a plural form.

Examples: nature, patience, sugar, plastic, furniture, accommodation, rain, work

Some uncountable nouns only have a plural form and they take a plural verb.

Examples: trousers, scissors, surroundings, belongings

Some uncountable nouns end in 's' but they are singular and take a singular verb.

Examples: gymnastics, mathematics, news

Some nouns can be **countable or uncountable**, depending on how they are used.

Examples: I heard a noise. (countable = a particular noise)

They are making a lot of noise. (uncountable = noise in general)

Using countable and uncountable nouns

Make two lists with the headings 'Countable' and 'Uncountable'. Place the nouns in each list below under the correct heading.

- | | | | |
|-----------------|-------------|-----------|-------------|
| 1. scenery | animal | wildlife | creature |
| 2. conservation | pollution | reserve | destination |
| 3. equipment | arrangement | statement | excitement |
| 4. physics | lesson | subject | biology |

Remember

- We can use countable nouns with 'a/an', with numbers and with many determiners and quantifiers.
- We cannot use 'a/an' before uncountable nouns.
- For more information

DETERMINERS

Determiners

We use determiners at the beginning of noun phrases to give more information about nouns and pronouns. Some determiners refer to specific people or things.

Examples: the sea, my shower gel, those birds

Other determiners are more general.

Examples: an animal, any ideas, another suggestion, other rubbish

We often use the determiners 'what', 'which' and 'whose' before nouns in questions. 'What' is used in general questions and 'which' and 'whose' are used in questions about specific groups of people or things.

Examples: What time is it? Which shower gel shall I buy? Whose idea was it?

We use the determiners 'my', 'your', 'his', 'her', 'its', 'our' and 'their' to talk about who or what something belongs to.

Examples: our future, your help

Quantifiers

Quantifiers are determiners that give information about how many or how much there is of something.

Examples: all, few, several, much, plenty of, lots of, more, most, enough, no

We often use quantifiers in noun phrases followed by 'of' and another determiner or a pronoun.

Examples: some of his ideas, most of these birds, many of us

When we are talking about two people or things, we can use 'either (of)', 'neither (of)' or 'both (of)':

Examples: either option, neither of your suggestions, both of them

We use 'each', 'every' and 'all' to talk about all the members in a group of things or people. We use singular nouns after 'each' and 'every' and plural nouns after 'all':

Examples: each fish, every company, all products

To say how much there is of an uncountable noun, we can also use phrases such as 'a piece of', 'an item of', 'a box of', 'a bottle of' and 'a slice of':

Examples: a bottle of water, two slices of bread



Remember

- We use 'a small/large number



Remember

- We use 'a small/large number of' with countable nouns and 'a small/large amount of' with uncountable nouns.
- We use 'less' with uncountable nouns and 'fewer' with plural countable nouns.
- We use 'much' and 'little' with uncountable nouns. We use 'many' and 'few' with plural countable nouns.
- When 'neither' and 'either' are used without 'of' they are followed by a singular noun. 'Both' is followed by a plural noun.





GRADE: 8

SUBJECT: ENGLISH

DATE: 22.05.2020

WORKSHEET NUMBER: 9

WORKSHEET TOPIC: Determiners

INSTRUCTION (IF ANY):

To be done in the English Classwork Register

A Fill the gaps in the following sentences with the correct determiner from the brackets.

1. Have you checked _____ ingredients? (the/an)
2. _____ birds are harmed by microbeads? (Which/These)
3. Look at all _____ plastic on the beach. (this/these)

B Use words from the box to fill the gaps in the following conversation.

other their What another
an this our Which

Sasha: _____ toothpaste shall I buy? Look at _____ one – it contains plastic!

Myra: _____ a horrible thought!

Sasha: I heard such _____ interesting talk yesterday about microbeads. They get into _____ oceans where fish and _____ sea creatures eat them and they end up in _____ stomachs.

Myra: Companies should stop using them. And we should find _____ type of toothpaste!

B Choose the correct quantifier from the brackets to fill the gaps in the following sentences.

1. _____ gels contain plastic. (Neither/Both)
2. Pollution can harm _____ seabirds. (all/every)
3. People should use _____ plastic bags. (less/fewer)
4. I wish there was _____ rubbish in the sea. (fewer/less)

Determiners and quantifiers

Fill the gaps in the following sentences with determiners from the box.

any what this other

1. Look at fruit tree. It is covered in apples.
2. Do you know kind of tree this is?
3. He reminded visitors that they shouldn't leave rubbish behind.
4. Nick said he learned a lot about trees by visiting countries.

For each gap in the following paragraph, circle the most suitable word or phrase from the list below.

Almost ...**(5)**... the Earth's land surface is covered by forest. Forests provide food and shelter for ...**(6)**... kinds of wildlife, including ...**(7)**... the world's most endangered animals. Like ...**(8)**... green plants, trees produce a gas called oxygen, which humans and ...**(9)**... animals need to live. However, ...**(10)**... year, ...**(11)**... of trees are cut down and in ...**(12)**... parts of the world large ...**(13)**... forest have been completely destroyed. This can cause ...**(14)**... damage to the environment. Areas that are left with ...**(15)**... trees are at greater risk of flooding. When trees are cut down, we need to plant ...**(16)**... young trees to replace them.

- | | | |
|-----------------|------------|-----------------|
| 5. a third | a third of | third |
| 6. much | many | many of |
| 7. some of | some | several |
| 8. every | each | all |
| 9. other | another | every |
| 10. all | every | either |
| 11. millions of | millions | a million |
| 12. some | each | any |
| 13. areas of | numbers of | items of |
| 14. many | several | much |
| 15. less | fewer | little |
| 16. enough | much | a great deal of |



GRADE: 8

SUBJECT: ENGLISH

DATE: 22.06.2020

WORKSHEET NUMBER: 10

WORKSHEET TOPIC: Comprehension, blog writing

INSTRUCTION (IF ANY):

To be done in the English Classwork Register



Youngest record breakers

Read about these four young record breakers and then answer the questions.

Evan Graham

To celebrate his sixteenth birthday in 2009, Evan decided to fly solo in five different aircraft. He did not realise until afterwards that he had set the world record for the youngest solo pilot to fly five different **aircraft**.



Sergey Karjakin

Sergey learned to play chess at the age of 5 and became a very good chess player. In 2002, when he was 12 years old, he became the youngest person to be a chess **grandmaster**.



Gaurika Singh

Gaurika won a silver medal at the 2016 South Asian Games and was the youngest person to compete at the Rio 2016 Olympic Games. She was 13 when she won her first **heat** in Rio, racing in the 100 metres **backstroke**.



Jordan Romero

In 2010, when he was 13 years old, Jordan became the youngest person to climb Mount Everest. Located in Nepal, Everest is 8,848 metres high, making it the highest mountain in the world.



Glossary

aircraft any flying vehicle, such as planes and helicopters

backstroke the way of swimming on your back

grandmaster champion (usually used in chess)

heat first stage of a competition, the winners go through to a semi-final or final



Understanding

A For each question, choose the correct answer.

- Who was the youngest person to hold a record?
a Gaurika Singh **b** Sergey Karjakin **c** Jordan Rome
- In which country can you find the world's highest mountain?
a Russia **b** China **c** Nepal
- Which of the following statements is correct?
a An example of an aircraft is a kite
b An example of a voyage is swimming 100 metres
c An example of a heat is the first stage in the 200 metre sprint at the Olympic Games.
- Which of the following facts is true according to the texts?
a The 2016 Olympic Games were held in London.
b Gaurika was 13 when she first competed at the Olympic Games.
c Mount Everest is 8,488 metres high.
- How old was Sergey when he started to play chess?
a 5 **b** 7 **c** 12

B Answer the following questions.

- Which of the four world record holders was 16 years old when they gained their first record?
- Choose one record breaker and write down one question you would like to ask them.

C Which of the four records would you most like to hold? Give two reasons for your answer.



Writing

Since you were very young, you have dreamed of breaking a particular world record. Now imagine that you have, like the record breakers you have just read about. First decide what you have achieved. Then decide how long it took to train before you broke the record.

Today is the day you became a record breaker. Update your blog and tell your followers what you have done. Write about 40–60 words.



GRADE: 8

SUBJECT: ENGLISH

DATE: 30.06.2020

WORKSHEET NUMBER: 11

WORKSHEET TOPIC: Adjectives and degrees of adjectives

INSTRUCTION (IF ANY):

To be done in the English Classwork Register

Adjectives

Many adjectives end in -ing or -ed. We often use adjectives that end in -ed to describe how we feel about something. Adjectives ending in -ing often describe the thing that causes the feelings.

*Examples: She is **interested** in chess. She finds chess **interesting**.*

Many adjectives ending in -ed or -ing are not connected with feelings.

*Examples: **freezing** water, **forthcoming** race, **qualified** coach, **locked** door*

Compound adjectives are made up of two or more words. When the adjective comes before a noun, we usually put a hyphen between the words.

*Examples: **ten-day** event, **twelve-year-old** chess player, **long-distance** run*

We often use compound adjectives to describe someone's appearance or character.

*Examples: **brown-eyed** boy, **well-organised** person*

We also use compound adjectives to describe the appearance of places and things.

*Examples: **worn-out** shoes, **well-designed** building*

Using adjectives

A Find the -ing or -ed adjective in each of the following sentences.

1. The record breakers' amazing achievements inspired me.
2. It's surprising that someone so young managed to climb Everest.
3. Gaurika was very pleased when she realised she had won a medal.
4. Evan is becoming a very experienced pilot.

B Rewrite the following phrases using a compound adjective. The first one has been done for you.

1. a boy who is 13 years old
a thirteen-year-old boy
2. a chess set that has been made by hand
3. a shirt with long sleeves
4. a mountain that is covered with snow

C Complete the compound adjectives to fill the gaps in the following sentences.

1. Jordan completed a _____-breaking climb.
2. Usain Bolt is a _____-famous athlete.
3. I was given some _____-new running shoes for my birthday.



Remember

- Adjectives ending in -ing or -ed have the same form as present or past participles.

*Examples: relax (verb),
relaxing (present
participle), relaxed
(past participle)*

- Some compound adjectives are written as one word.

*Examples: easygoing,
handmade*



Using more adjectives

A For each number in brackets, choose the correct word to fill the gaps in the following conversation.

Jacinta: Sergey played an absolutely ...(1)... game of chess today.

Leanne: Yes, he's extremely ...(2).... I've only played chess once and I found it totally ...(3)....

Jacinta: He's incredibly ...(4)...., but he's already a ...(5)... expert at the game.

- | | | | |
|---------------|-----------|--------------|---------|
| 1. excellent | good | 2. fantastic | skilful |
| 3. impossible | hard | 4. superb | young |
| 5. complete | extremely | | |

B Rewrite the following sentences, correcting the mistakes.

1. No other mountain is highest than Everest.
2. Sergey is one of the most good chess players in the world.
3. The climb was far more challenging he expected.
4. Gaurika was the younger person to compete in Rio.

Q4. Supply the proper form (Comparative or Superlative) of the adjectives given in the brackets.

1. Is your father now. (well)
2. There is no animal than the dog. (faithful)
3. June is than April or May. (hot)
4. Her condition is now than what it was. (bad)
5. She is than her sister. (pretty)
6. Sita is the of the two. (tall)
7. He is the man of our city. (rich)
8. Who is the man of the 20th century ? (great)
9. Sheela is two years than Radha. (old)
10. Name the state of India. (large)
11. This patient needs a diet. (nutritious)
12. He is the friend I have. (good)



GRADE: 8

SUBJECT: ENGLISH

DATE: 03.07.2020

WORKSHEET NUMBER: 12

WORKSHEET TOPIC: Writing a biography

INSTRUCTION (IF ANY):

To be done in the English Classwork Register

Reading corner: Roy Castle, record breaker

Read this article about Roy Castle and then answer the questions.

There was very little that Roy Castle (1932–1994) couldn't do. He was an actor, a singer, a funny man, a musician, a **tap dancer** and a holder of nine different world records. Say the phrase 'record breaker' in the UK and many people will reply 'Roy Castle'.

Roy was known for being one of the nicest men in **show business**. He was extremely talented but was also **modest**. One of his best talents was **motivating** others, especially children; he understood them and encouraged them to take part in activities and do their best, possibly even breaking a record or two in the process.

Among his most famous achievements was breaking nine different world records, some of which were done live on television. For example, he set a record for the fastest tap dance, not yet broken since he set the record 40 years ago. He also set the record for playing the same tune on 43 different instruments and did a 'wing walk' on an aeroplane from London to Paris.

He was always **optimistic** and made people feel that they too could be the best. His name continues, not only in the record books, but also in the Roy Castle Lung Cancer **Foundation**, which supports people with lung cancer and provides money for research to find a cure.

Understanding

Answer the following questions.

1. Give two examples of what Roy Castle did as a job.
2. How many world records did Roy break?
3. Write down the record Roy broke which you are most impressed by. Give one reason for your choice.
4. Why do you think people remember Roy?
5. Why do you think it is important to encourage young people to break records?

Glossary

- Foundation** an organisation such as a charity
- modest** not being too proud your achievements
- motivating** encouraging or inspiring
- optimistic** believing things will turn out well
- show business** entertainment, such as dancing, acting and music
- tap dancer** someone who dances in shoes that make a sound on the floor



Writing workshop: Writing a biography

World record breakers live in every country in the world. Your teacher will give you a letter and you can pick any country starting with that letter. You are going to write a biography about a record breaker from that country.

Planning a biography

First, you will need to do some research about the person you have chosen. Here is a list of ideas which might help you in your research, and you can add any ideas of your own.

- When was your record breaker born?
- Where were they born?
- What record did they break?
- When did they start training to break the record?
- What motivated them to keep training?
- How long did they have to train before they broke the record?
- When and where did they break the record?
- Do you think their record will ever be broken?
- Why are you interested in this record breaker?

You now have enough facts to write a short biography about your chosen world record holder.

Writing, editing and proofreading

Divide your biography into paragraphs. Decide on six important facts you would like to include in your biography and include up to two facts per paragraph. You will end up with between three and six paragraphs.




Decide on the order you want your facts to appear in your biography. Write 100–120 words.

When you have finished writing, you need to edit your work.

Check that the order of the facts seems logical. Make sure you have included some adjectives and adverbs. There are some examples in the word box to help.

Finally, proofread your work and check spelling, grammar and punctuation.

Adjectives	Adverbs
Ambitious	Extremely
Athletic	Firstly
Determined	Just
Competitive	Luckily
Motivated	Outdoors

 Cambridge Assessment International Education	 SANSKAR SCHOOL <i>The Revival of Tradition</i>	
GRADE: 8	SUBJECT: ENGLISH	DATE: 07.07.2020
WORKSHEET NUMBER: 13	WORKSHEET TOPIC: Adverbs	
INSTRUCTION (IF ANY):	To be done in the English Classwork Register	

An **adverb** may be defined as a word that modifies or tells more about a verb, adjective or another adverb.

Adverb for kids

Types of Adverb

<p style="text-align: center; background-color: #ADD8E6; padding: 5px;">Adverb of manner</p> <p>Tell how an action is being performed, for Example: Slowly, loudly, peacefully</p>	<p style="text-align: center; background-color: #ADD8E6; padding: 5px;">Adverb of place</p> <p>Tells where the action takes place, for Example: Here, near, up, down.</p>	<p style="text-align: center; background-color: #ADD8E6; padding: 5px;">Adverb of time</p> <p>Tells when the action takes place, for Example: Yesterday, Today, Tomorrow</p>
<p style="text-align: center; background-color: #ADD8E6; padding: 5px;">Adverb of frequency</p> <p>Tells how often or in what frequency the action takes place, for Example: Never, always, often, once, always.</p>	<p style="text-align: center; background-color: #ADD8E6; padding: 5px;">Adverb of degree</p> <p>Tells the extent or degree to which an action is performed, for Example: Very, fairly, nearly, rather.</p>	<p style="text-align: center; background-color: #ADD8E6; padding: 5px;">Interrogative adverbs</p> <p>Use to ask a question. Example: What, when, how, why, where.</p>

Using adverbs

A Choose the most suitable adverb, a-c, to fill the gaps in the following sentences.

1. She has _____ enjoyed exploring beaches.
a always b almost c absolutely
2. Her trip was planned very _____.
a completely b certainly c carefully
3. _____, she has been spending more time with her friends.
a Before b Recently c Previously
4. Her achievement was _____ impressive.
a enough b exactly c extremely
5. She loves spending time _____.
a often b outdoors c overnight

B Rewrite the following sentences, putting the adverb from the brackets in the most suitable position.

1. She goes to North Queensland for her holidays. (usually)
2. When the trip finished she felt exhausted. (completely)
3. She has caught up with her school work. (now)
4. She is going on another trip. (probably)

Using more adverbs

A Fill the gaps in the following sentences with the correct adverb from the box.

just especially amazingly personally

1. _____, she set a new world record!
2. She felt very proud, _____ when she was given her medal.
3. _____, I think it was a brilliant achievement.
4. He _____ needs a little more practice.

B Choose the correct comparative or superlative form, a-c, to fill the gaps in the following sentences.

1. This time, he jumped a lot _____.
a more far b further c farthest
2. Of all the competitors, he swam _____.
a the fastest b the most fast c faster
3. She performed slightly _____ today.
a more well b better c best
4. I think he wanted to break the record a bit _____ than I did.
a much b most c more

Q. Fill in the blanks with suitable adverbs.

1. Come here _____. You have to see this!
2. We knew that she had got the job when we saw her _____ talking on the phone.
3. He _____ put the vase on the table. It fell to the floor.
4. Sharon is throwing a party on Saturday. She _____ finished her PhD.
5. Let's walk _____. I don't want to be the first one at the meeting.
6. Alex _____ put up the bookshelves. It was too difficult for me to do on my own.
7. Everything happened so _____. We had to move to California in less than a month.
8. Why does he always have to talk so _____. You can hear him in the next room!
9. Although she speaks five languages, she did not do _____ on the translation exam.
10. I was so surprised. His new apartment was _____ decorated.



GRADE: 8

SUBJECT: ENGLISH

DATE: 10.07.2020

WORKSHEET NUMBER: 14

WORKSHEET TOPIC: Unit 3 (unusual careers)

INSTRUCTION (IF ANY):

To be done in the English Classwork Register



Word builder

Match the words on the left with the correct meaning on the right.

unique	thinking in a different way
creative	very interesting
remarkable	different and special
absorbing	incredible



Thinking ahead

- Here is a list of jobs. Which ones do you think are unusual, and why? Find some information about any of the jobs that you are not familiar with.
shop window dresser maths teacher
vacuum cleaner tester hat maker
architect landscape gardener
- Read the list again and choose the job which most interests you, and the one that interests you the least – what made you choose these?
- Discuss your answers to the questions above with a partner. If you agree, is it for the same reasons? If not, why do you disagree?



Career focus: Chief tea blender

Read the article below about someone who blends and creates new flavours of tea, and then answer the questions.

So what does a tea blender do exactly and how do you become one? I spoke to Mark Harvey, the chief blender of Smooth Tea, to find out.

Mark explains that tea is usually a **blend** of different **buds** and leaves. However, many teas have additional flavours added, which together produce a smooth and pleasant taste for tea drinkers. It is Mark's job to decide which flavours go best together to create the most popular teas. He has spent a long time learning about the different flavours of tea and where they are produced, and travels all over **the globe** to find the best tea leaves. Black tea, green tea and white tea, he explains, all come from the same plant but they are prepared differently. White tea has less flavour, and is best for sweet teas. Green tea has a more natural flavour and black tea has the strongest flavour.

Mark did not begin his career expecting to become a tea blender. After college, he was a travel agent for three years, then a shop

assistant. However, after two years he was bored and wanted a challenge. Twenty years ago, he joined the company Smooth Tea twenty years ago, by simply writing to the company and asking for a job. Mark was lucky because, at the time, they needed someone new to help blend the teas, so they **hired** him. Today, as chief blender, Mark is **in charge of** deciding on the new flavours. Mark and his team come up with about ten new flavours each year, including eight **limited editions**; the most popular two are kept permanently. His current favourites are pink lemonade tea and strawberry tea, both of which are drunk cold as a refreshing alternative to water, and spiced rooibos tea, which is drunk hot.

What does Mark like most about his job? Although the travel and the **creativity** are **motivation** for him, he says that the best part of his day is going home and being able to drink a nice cup of tea.

Glossary

blend two or more things mixed together

buds new parts of a plant, which will grow into leaves or flowers

creativity use of skill and imagination to think in a different way

hired employed

in charge of in control, managing

limited editions varieties which are made for a short time

motivation reason to continue

the globe the world



Understanding




A For each question, choose the correct answer.

1. What was the first job Mark had?
a tea blender **b** shop assistant **c** travel agent
2. How long has Mark been working at Smooth Tea?
a 3 years **b** 2 years **c** 20 years
3. How did Mark get his job at Smooth Tea?
a He replied to an advertisement.
b He wrote to the company.
c He knew the owner.

B Answer the following questions.

1. Which limited edition tea can be drunk hot?
2. What does Mark think is the best part of his job?

C Read the article again and identify three skills that you would expect Mark to have as chief tea blender. Explain why these are important.

 Cambridge Assessment International Education		
GRADE: 8	SUBJECT: ENGLISH	DATE: 10.07.2020
WORKSHEET NUMBER: 14	WORKSHEET TOPIC: demonstrative, possessive, indefinite & reflexive pronouns	
INSTRUCTION (IF ANY):	To be done in the English Classwork Register	

Pronouns are words used instead of a noun. Eg he, they, it

Demonstrative pronouns are used to point out the object or objects they refer to.

Eg: Those are beautiful flowers.

Indefinite pronouns are pronouns that stand for some noun understood or implied.

Eg: All were satisfied .

Many were invited.

As indefinite words, they don't point to someone or something specific. Examples of singular indefinite pronouns include "someone," "no one," and "everyone." Plural indefinite pronouns include words like "several," "many," and "others."

Reflexive pronouns end in *-self* or *-selves*. They refer back to the subject forms of personal pronouns (underlined in the example below):

We didn't decorate it ***ourselves***.

Possessive pronouns show that something belongs to someone. The possessive pronouns are *my, our, your, his, her, its, and their*. Possessive pronouns are never spelled with apostrophes.

Pronouns

Demonstrative pronouns (this, these, that, those) refer to particular people, things or actions and to things that have already been talked about.

Examples: This is her violin. I remember you telling me about that.

Indefinite pronouns (somebody, anyone, everything, etc.) refer to people and things less specifically.

Examples: Everyone has arrived. Something is wrong with this bow.

We use **reflexive pronouns** (myself, herself, themselves, etc.) when the subject and object of the verb are the same person or thing.

Example: Did she teach herself to repair violins?

Possessive pronouns (yours, mine, theirs, ours, hers, his, its) refer to things that belong to someone or something.

Example: Can I borrow your phone? I've left mine at home.

We also use pronouns (many, much, none, plenty, a lot, etc.) to talk about **quantities**.

Example: I love going to concerts, but I've only seen a few this year.

Using pronouns

A Fill the gaps in the following conversation with the correct pronoun from the box.

myself nothing this lots

Interviewer: Were you interested in any other musical instruments?

Sasha: Yes, _____! But there was _____ I wanted more than to work with violins.

Interviewer: So is _____ your dream job?

Sasha: Yes, and I sometimes ask _____ how I can be so lucky.

B Fill the gaps in the following sentences with a suitable pronoun.

1. Is there _____ you find hard about your job?
2. She decided to go to the concert by _____.
3. I have forgotten my phone. Please can I borrow _____?

Remember

We often use reflexive pronouns:

- with 'by' to say that someone does something without help.
Example: Did you do that by yourself?
- to emphasise the subject of the sentence.
Example: I fitted the new string myself.
- with verbs that have two objects.
Example: He made himself a cup of tea.

Q1. Choose the correct reflexive pronouns:

myself - yourself - himself - herself - itself - ourselves - yourselves - themselves

1. Alan made this dish .
2. Laura sent the email .
3. We shall not quarrel easily among , and forget our common objective.
4. Sara, did you write this poem ?
5. Yes, I called her .
6. He cut with the knife while he was sharpening it.

Q2. Fill in the blanks with indefinite pronouns.

1. Would you like to eat?
2. It was really dark and I couldn't see .
3. Does live in that house?
4. It doesn't matter where we go. We can go we want to.
5. This is boring. There's to do.
6. The shop is closed. has gone home.
7. done their homework?
8. The guidebook says there's a good hotel near here.

Q3. Fill in the blank with the proper possessive pronoun: mine, ours, his, hers, yours, its, theirs

1. I paid for my scarf, so it is _____ .
2. Pick any of these desserts. The choice is _____ .
3. The math book belongs to Ralph. It is _____ .
4. All my brothers love video games. Playing them is a favorite pastime of _____ .
5. We bought this game together, so it is _____ .



Cambridge Assessment
International Education

SANSKAR
SCHOOL
The Revival of Tradition



GRADE: 8

SUBJECT: ENGLISH

DATE: 10.07.2020

WORKSHEET NUMBER: 17

WORKSHEET TOPIC: demonstrative, possessive, indefinite & reflexive pronouns

INSTRUCTION (IF ANY):

Do the letter in the English Classwork Register



Unusual career advice

In pairs you are each going to recommend an unusual job for your partner. You will explain to them what the job involves and why you are recommending it.

Before you talk to your partner you will need to choose an unusual job for them. Look at the photographs below to give you some ideas. What are the people doing in each photograph? Are they working alone or with other people? Are they likely to stay in one place or might their job involve travel?

You can choose one of these ideas in the photographs below, or use your own idea. Try to choose something you think your partner would like – remember they will also be choosing a job for you!



2. You will also need to explain to your partner why you have chosen that job for them. Suggest reasons why you have chosen this job rather than the others. Use adjectives to describe the job and superlatives to explain your choice. Here are some of each to get you started:

Adjectives

interesting
rewarding
incredible
memorable

Superlatives

the most rewarding
the most challenging
the greatest
the newest



Writing

Your partner has chosen an unusual job that they think you will be interested in. You now need to apply for that job. Your partner should remind you of two skills you will need to do the job and say why they think you have those skills.

Write the job application letter, addressing it as a formal letter. Think about the following:

- How did you hear about the job?
- Why would you like to have the job?
- What skills do you have to do the job?

Write 100–120 words.

SAMPLE LETTER

Mr. Samuel
Director of the English Department
London


Date: 17th July, 2013

Dear Mr. Samuel:

I am writing to apply for the post of the English language instructor which I saw advertised in the July edition of the magazine ESL Jobs. Please find my enclosed CV.

I feel I have the required qualifications. I have master's degrees in English and Linguistics. I have also worked extensively with ESL students in India, China and Taiwan.

Since my master's program at the University of Oxford included psychology besides literature and linguistics, I have an in-depth understanding of the way young adults behave and the factor that affect their cognitive and psychological development. I have always been able to establish excellent working relationships with my students and their parents. In addition, I have traveled extensively and enjoy meeting new people.

Should you be interested in my qualifications and experience as a teacher, please do not hesitate to contact me at 735-6453. 

I look forward to hearing from you.

Yours sincerely

Stella Moreno



GRADE: 8

SUBJECT: ENGLISH

DATE: 07.08.2020

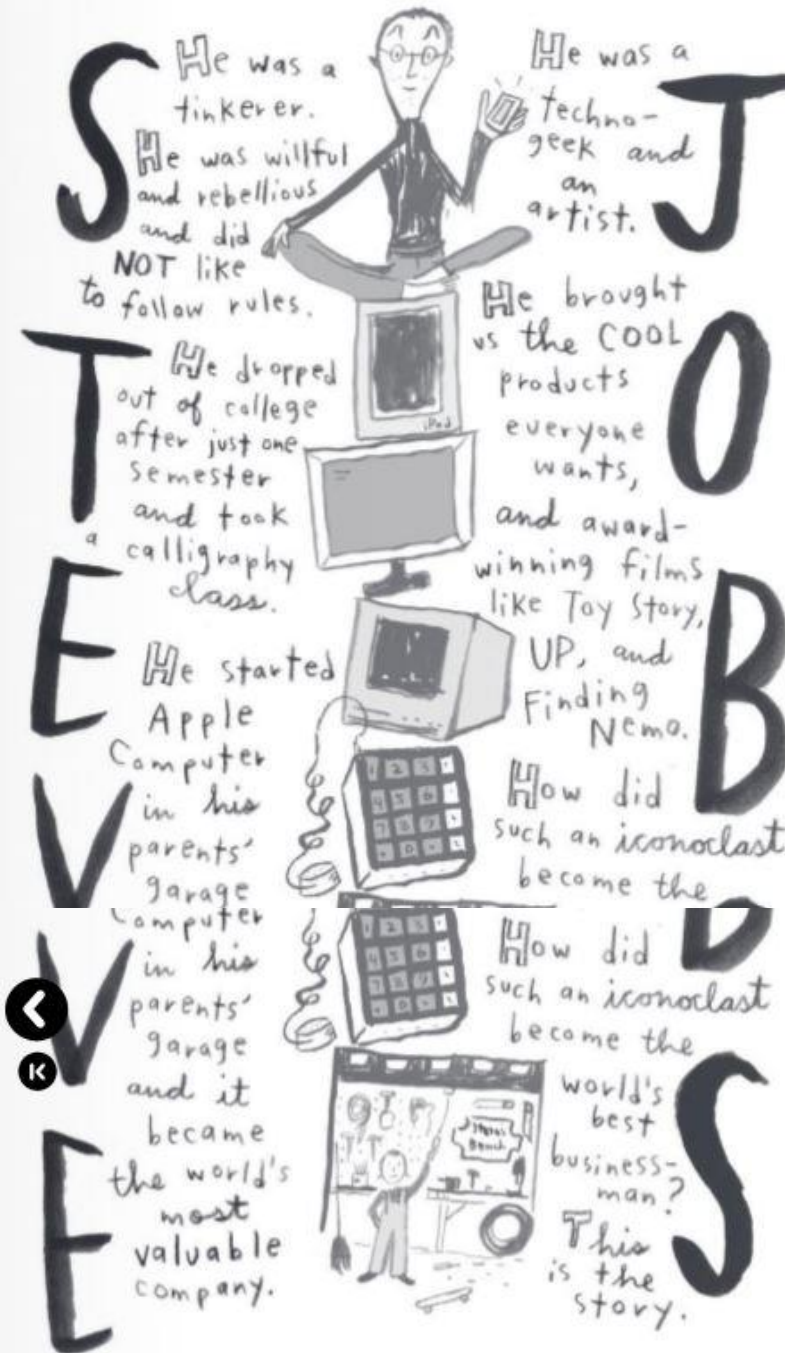
WORKSHEET NUMBER: 14

WORKSHEET TOPIC: UNIT 3

INSTRUCTION (IF ANY):

To be done in the English Classwork Register

Steve Jobs was famous for a career that did not exist when he was at school. Read the extract from the graphic biography *Steve Jobs: Insanely Great* by Jessie Hartland and then answer the questions.



Glossary

calligraphy an artistic style of handwriting

iconoclast someone who breaks rules to make progress

rebellious not following the rules

techno-geek a person whose interest in

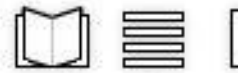
rebellious not following the rules

techno-geek a person whose interest in computers and technology takes up a lot of their time

tinkerer someone who is interested in the tiny details of how things work

willful not willing to give up easily

Understanding



1. How long was Steve at college for before he dropped out?
2. Where did Steve start Apple Computer?
3. The writer describes Steve as a 'techno-geek'. How else does she describe him?
4. Name two award-winning films Steve helped to produce.
5. Explain in one sentence why 'iconoclast' is a good way to describe Steve.

Relative pronouns and relative clauses

Relative clauses give more information about a person or thing in a sentence. They usually begin with a **relative pronoun** (who, whose, which, that, etc.). Relative clauses can be:

- **defining relative clauses**, which give essential information that we need to know in order to understand exactly which thing or person we mean.

*Example: The instruments **that Sasha restores** are often very valuable.*

- **non-defining relative clauses**, which give extra information that we do not need in order to understand the sentence. We always use commas to separate non-defining relative clauses from the rest of the sentence.

*Example: Sasha, **who we read about earlier**, has an interesting career.*

Sometimes, especially when we are speaking, we use relative clauses to refer to a whole clause or sentence. We begin these relative clauses with 'which'.

*Example: I meet a lot of interesting people, **which is something I really enjoy**.*

Using relative clauses

A Fill the gaps in the following sentences with a suitable relative pronoun. More than one answer may be possible.

1. A violin is an instrument _____ has strings.
2. Sasha, _____ father is a concert violinist, has an unusual career.
3. She has the kind of job _____ she always wanted.

Remember

- When a relative pronoun is the object of the clause, we can leave it out.

Example: This is the violin (that) I wanted.

- We cannot use 'that'

B Join the sentences using a relative clause beginning with 'which'. The first one has been done for you.

1. Sasha is very patient. This means she is suitable for her job.
Sasha is very patient, which means she is suitable for her job.
2. She watched her father practising. This made her interested in the violin.
3. I got the job I wanted. This made me very happy.
4. Sasha has lots of customers. This means she is very busy.

C Complete the following sentences using a relative clause. The first one has been done for you.

1. An orchestra is a large group of people who play musical instruments together.
2. A conductor is _____.
3. A concert violinist is _____.