



**BK BIRLA CENTRE FOR EDUCATION  
SARALA BIRLA GROUP OF SCHOOLS**

**SENIOR SECONDARY CO-ED DAY CUM BOYS' RESIDENTIAL SCHOOL  
PERIODIC TEST-II 2024-25**

**ENGLISH MS**



**Class: VIII**

**Date:**

**Admission no.:**

**Duration: 1 hr**

**Max Marks: 25**

**Roll no. :**

**General Instructions:**

1. The Question Paper contains THREE sections-READING, GRAMMAR & WRITING and LITERATURE.
2. Attempt questions based on specific instructions for each part.

**SECTION A: READING SKILLS (7 marks)**

**I. Read the passage given below.**

**"The Secret Life of Trees"**

Trees are often seen as simple, silent sentinels of nature, standing tall in forests, parks, and along streets. However, beneath their bark and leaves, trees lead complex and fascinating lives. Recent scientific discoveries have revealed that trees communicate with each other in ways that humans are only beginning to understand.

One of the most astonishing findings is the existence of the "Wood Wide Web"—a vast network of underground connections that trees use to communicate with each other. This network is made up of mycorrhizal fungi, which form symbiotic relationships with tree roots. These fungi connect the roots of different trees, creating a kind of natural internet. Through this network, trees can exchange nutrients, send warning signals about threats (such as insect infestations or disease), and even help each other during times of stress, such as droughts.

For example, if a tree is attacked by insects, it can release chemicals into the air to warn nearby trees, which can then activate their own defenses. In addition, older trees often help younger ones. They may send extra nutrients to younger trees through the underground network to help them grow stronger. In fact, some scientists believe that older trees act as "guardians" of the forest, nurturing the younger generation and ensuring the long-term health of the ecosystem.

Trees also have a remarkable ability to adjust to their environment. Through a process called "phototropism," trees can change the direction of their growth to maximize sunlight exposure. They grow toward light, adjusting their leaves and branches to absorb the most energy possible. This ability to respond to their environment allows

trees to survive in a variety of conditions, from dense forests to urban areas with limited space and light.

The complex relationships between trees, fungi, and other organisms in the ecosystem highlight the importance of forests and their delicate balance. Deforestation and environmental degradation disrupt these relationships, which can have devastating effects on biodiversity and the planet's climate. Protecting forests is not just about conserving trees—it's about preserving the intricate web of life that depends on them.

### Questions:

1. **What is the "Wood Wide Web"?**
  - a) A type of tree species found in forests
  - b) A network of roots that connects trees
  - c) A new kind of tree with web-like leaves
  - d) A scientific theory about tree evolution
2. **How do mycorrhizal fungi help trees?**
  - a) By feeding on tree leaves
  - b) By connecting the roots of different trees to exchange nutrients and information
  - c) By protecting trees from animal predators
  - d) By helping trees grow taller in forests
3. **What is phototropism?**
  - a) A process where trees grow towards the light
  - b) A process where trees absorb more nutrients from the soil
  - c) A process where trees produce extra leaves in the shade
  - d) A process where trees communicate through sound
4. **Why are forests important for the environment, according to the passage?**
  - a) They provide food for animals only
  - b) They increase pollution in urban areas
  - c) They are a source of firewood for humans
  - d) They help regulate the climate and protect biodiversity through complex ecological relationships

### One-line Answer Questions:

5. **How do older trees help younger trees?**

Older trees send extra nutrients to younger trees through the underground network.

6. **What happens when a tree is attacked by insects?**

The tree releases chemicals into the air to warn nearby trees.

7. **Do you think trees are more connected and intelligent than we often realize? Why or why not?**

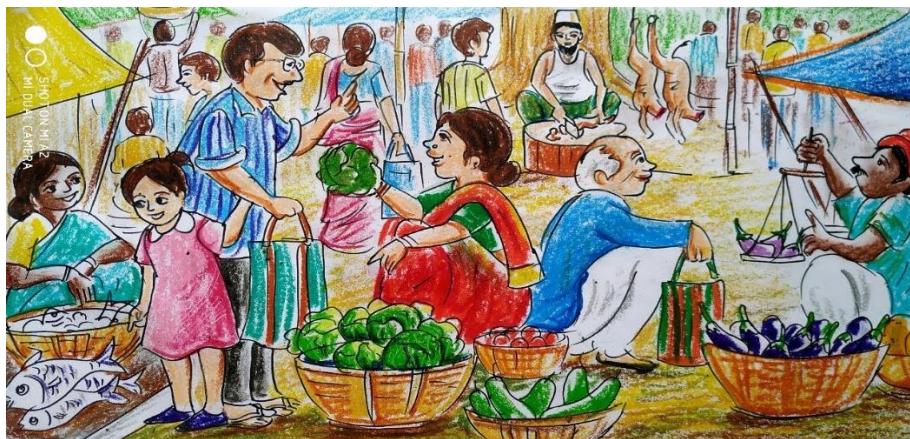
Open-ended Question: answers will vary

## **SECTION B: WRITING SKILL and GRAMMAR (4+4 marks)**

II. Answer **ANY ONE** of the following. 1x4 =4marks

### **1. A Busy Marketplace**

Describe the variety of goods being sold, the haggling between vendors and customers, and the vibrant colors and smells. **OR**



**Introduction (1)**

**Body (2)**

**Content(1)**

### **2. If I Could Switch Places with My Teacher for a Day**

Imagine you wake up and discover that you have swapped places with your teacher for a whole day. What would you do as a teacher? How would your classmates react to you teaching them? What would be the most fun (or disastrous) part of your new role?

**Introduction (1)**

**Body (2)**

**Content(1)**

III. Do as directed: 4x1=4

1. Choose the sentence that uses the comparative form of the adjective incorrectly:

- The blue shirt is more expensive than the red one.
- This math problem is harder than the previous one.
- She is more taller than her brother.**
- John is better at playing football than David.

2. Choose the correct determiner to complete the sentence:  
\_\_\_ book on the shelf is not mine, but I borrowed it yesterday.

- a) Every    b) All
- c) **This**   d) None

3. Fill in the blank with the correct adverb:

Her performance was so impressive that she spoke \_\_\_ about the experience.

- a) **confidently**                                    b) confident
- c) confidence                                    d) confiding

4. Choose the most appropriate preposition to fill in the blank:

The teacher asked the students to submit their assignments \_\_\_ Friday, not later.

- a) at   b) between
- c) in   **d) by**

### SECTION C – LITERATURE (10 marks)

**V. Answer the following.            3x1 =3marks**

1. The poem “O Captain! My Captain” is an elegy on the death of ..... **Abraham**

**Lincoln**

2. Give meaning : (i) bugle- **a small trumpet** (ii) sluggish – **slow moving or inactive**

3. Explain the phrase : ‘the ship’s heaving rhythm.’ **The phrase “the ship’s heaving rhythm” refers to the ship’s rhythmic rising and falling motion.**

**VI. Attempt the questions given below, within 30-43 words each.    2x2=4 marks**

1. Why did the crew want to hide the bird from the VIPs from Earth? How did they deal with the issue?

**Finding a canary at a space station would have been odd, so the crew decided to hide Claribel from the VIPs. There was no dearth of hiding places in the station and when Claribel became noisy, they made up excuses for the whistling sounds.**

2. What are the signs that the captain has passed away?

**There are blood drops, the captain has fallen cold, motionless and his lips are pale and still. These signs indicate that the captain has passed away.**

**VII. Attempt ANY ONE of the questions given below:    3x1=3 marks**

1. What is the central theme of "O Captain, My Captain!"?

**The central theme of "O Captain! My Captain!" is the profound grief experienced in the wake of a great loss, tempered by a bittersweet sense of triumph. The poem is an extended metaphor for the assassination of Abraham Lincoln, with the Captain representing Lincoln and the perilous journey symbolizing the Civil War. The Captain's death, despite his heroic success, reflects the national mourning for Lincoln, whose posthumous status elevated him to a legendary figure.**

2. Describe Claribel. What happened to her? How was she revived?

In the story Feathered Friend by Sir Arthur Charles Clarke, Claribel was a yellow canary who was the pet of astronaut Sven Olsen. She collapsed suddenly due to illness. When Claribel was found, she was in a stunned state and Jock Dancan could not hear a heartbeat. Someone gave her oxygen from an oxygen mask, which revived her. Claribel then called everyone to breakfast but passed out again.