



ENGLISH WORK SHEET– SETA
GRADE: 8
FIRST TERM, 2020 -21

SECTION A- READING

Q.1.

- (1) There are two types of diabetes, insulin-dependent and non-insulin- dependent. Between 90–95% of the estimated 13–14 million people in the United States with diabetes have non-insulin-dependent, or Type II, diabetes. Because this form of diabetes usually begins in adults over the age of 40 and is most common after the age of 55, it used to be called adult-onset diabetes. Its symptoms often develop gradually and are hard to identify at first; therefore, nearly half of all people with diabetes do not know they have it. For instance, some- one who has developed Type II diabetes may feel tired or ill without knowing why. This can be particularly dangerous because untreated diabetes can cause damage to the heart, blood vessels, eyes, kidneys, and nerves. While the causes, short-term effects, and treatments of the two types of diabetes differ, both types can cause the same long- term health problems.
- (2) Most importantly, both types affect the body’s ability to use digested food for energy. Diabetes does not interfere with digestion, but it does prevent the body from using an important product of digestion, glucose (commonly known as sugar), for energy. After a meal, the normal digestive system breaks some food down into glucose. The blood carries the glucose or sugar throughout the body, causing blood glucose levels to rise. In response to this rise, the hormone insulin is released into the bloodstream and signals the body tissues to metabolize or burn the glucose for fuel, which causes blood glucose levels to return to normal. The glucose that the body does not use right away is stored in the liver, muscle, or fat.
- (3) In both types of diabetes, however, this normal process mal- functions. A gland called the pancreas, found just behind the stomach, makes insulin. In people with insulin-dependent diabetes, the pancreas does not produce insulin at all. This condition usually begins in childhood and is known as Type I (formerly called juvenile-onset) diabetes. These patients must have daily insulin injections to survive. People with non-insulin-dependent diabetes usually produce some insulin in their pancreas, but their bodies’ tissues do not respond well to the insulin signal and, therefore, do not metabolize the glucose properly, a condition known as insulin resistance.

(4) Insulin resistance is an important factor in non-insulin- dependent diabetes, and scientists are searching for the causes of insulin resistance. They have identified two possibilities. The first is that there could be a defect in the insulin receptors on cells. Like an appliance that needs to be plugged into an electrical outlet, insulin has to bind to a receptor in order to function. Several things can go wrong with receptors. For example, there may not be enough receptors to which insulin may bind, or a defect in the receptors may prevent insulin from binding. The second possible cause of insulin resistance is that, although insulin may bind to the receptors, the cells do not read the signal to metabolize the glucose. Scientists continue to study these cells to see why this might happen.

(5) There's no cure for diabetes yet. However, there are ways to alleviate its symptoms. In 1986, a National Institute of Health panel of experts recommended that the best treatment for non-insulin- dependent diabetes is a diet that helps one maintain a normal weight and pays particular attention to a proper balance of the different food groups. Many experts, including those in the American Diabetes Association, recommend that 50–60% of daily calories come from carbohydrates, 12–20% from protein, and no more than 30% from fat. Foods that are rich in carbohydrates, like breads, cereals, fruits, and vegetables, break down into glucose during digestion, causing blood glucose to rise. Additionally, studies have shown that cooked foods raise blood glucose higher than raw, unpeeled foods. A doctor or nutritionist should always be consulted for more of this kind of information and for help in planning a diet to offset the effects of this form of diabetes.

1. According to the passage, what may be the most dangerous aspect of Type II diabetes?

- a. Insulin shots are needed daily for treatment of Type II diabetes.
- b. Type II diabetes may go undetected and, therefore, untreated.
- c. In Type II diabetes, the pancreas does not produce insulin.
- d. Type II diabetes interferes with digestion.

2. Which of the following are the same for Type I and Type II diabetes?

- a. treatments
- b. long-term health risks
- c. short-term effects
- d. causes

3. According to the passage, one place in which excess glucose is stored is the

- a. stomach.

- b. insulin receptors.
 - c. pancreas.
 - d. liver.
4. A diet dominated by which of the following is recommended for non-insulin-dependent diabetics?
- a. protein
 - b. fat
 - c. carbohydrates
 - d. raw foods
5. Which of the following is the main function of insulin?
- a. It signals tissues to metabolize sugar.
 - b. It breaks down food into glucose.
 - c. It carries glucose throughout the body.
 - d. It binds to receptors.
6. Which of the following statements best summarizes the main theme of the passage?
- a. Type I and Type II diabetes are best treated by maintaining a high-protein diet.
 - b. Type II diabetes is a distinct condition that can be managed by maintaining a healthy diet.
 - c. Type I diabetes is an insidious condition most harmful when the patient is not taking daily insulin injections.
 - d. Adults who suspect they may have Type II diabetes should immediately adopt a high-carbohydrate diet.
7. Which of the following is mentioned in the passage as a possible problem with insulin receptors in insulin-resistant individuals?
- a. Overeating causes the receptors to function improperly.
 - b. There may be an overabundance of receptors present.
 - c. A defect causes the receptors to bind with glucose.
 - d. A defect hinders the receptors from binding with insulin.

8. According to the passage, in normal individuals, which of the following processes occur immediately after the digestive system converts some food into glucose?
- a. The glucose is metabolized by body tissues.
 - b. Insulin is released into the bloodstream.
 - c. Blood sugar levels rise.
 - d. The pancreas manufactures increased amounts of insulin.
9. Based on the information in the passage, which of the following best describes people with Type I diabetes?
- a. They do not need to be treated with injections of insulin.
 - b. They comprise the majority of people with diabetes.
 - c. Their pancreases do not produce insulin.
 - d. They are usually diagnosed as adults.
10. What is the closest meaning of the underlined word offset in the final sentence of the passage?
- a. counteract
 - b. cure
 - c. soothe
 - d. erase

Q.2.

Agnes Bojakhui was born in skopje, Yugoslavia, of Albanian parents. Her father was a prosperous merchant. She was attracted to the life of a missionary in India at a very early age. At eighteen, taking the name of Teresa in memory of Little Flower of Lisieux, she entered the Missionary Order of the Loreto Sisters and on January 20, 1931, she stepped off a steamship onto the quay at Calcutta, then the largest city in the Empire after London. For sixteen years, she taught Geography to the daughters of well-to-do British and Bengali society in one of the most prestigious convents in Calcutta. One day in 1946, however, during a train journey to Darjeeling, a town on the slopes of the Himalayas, she heard a voice. God was asking her to

leave the comfort of her convent, to go and live among the poorest of the poor in the vast city beyond. Having first obtained permission from the pope, she changed into a plain white cotton sari and founded a new religious order whose vocation was to relieve the misery of the most neglected of men. In 1950, the Order of the Missionaries of Charity was born, a congregation which thirty-five years later would have two hundred and eight-five thousand charitable foundations throughout India and all the other continents, including countries behind the Iron Curtain.

Now complete the following on the basis of your reading of the passage:

- i) Mother Teresa was formerly called.....
- ii) After joining the Missionary Order of the Loreto Sisters, Teresa.....

- iii) Mother Teresa left the comforts of the convent because.....
- iv) Mother Teresa headed the Missionaries of Charity whose aim was
- v) **Find out words from the passage which have the same meaning as**
 - (a) A person's trade or profession
 - (b) Successful

III. Read the poem and answer the questions by choosing the correct option.

Robert Frost

WHOSE woods these are I think I know.

His house is in the village though;

He will not see me stopping here

To watch his woods filled up with snow.

My little horse must think it queer

To stop without a farm-house near

Between the woods and frozen lake

The darkest evening of the year.

He gives his harness bells a shake

To ask if there is some mistake.

The only other sound's the sweep

Of easy wind and downy flake

The woods are lovely, dark and deep.

But I have promises to keep,

And miles to go before I sleep,

And miles to go before I sleep.

Now answer the following questions by choosing correct options:

- (i) In the last stanza of the poem there is a repetition of the line; 'And miles to go before I sleep.' The poet has repeated the line to
 - (a) make the poem interesting
 - (b) emphasize his responsibilities

- (c) attract the readers
- (d) express the idea of the poem more forcefully.
- (ii) When the poet says "But I have promises to keep"; he means that
- (a) he has to make his life successful
- (b) he has certain duties which he must discharge
- (c) he has to follow what he has said to his friends
- (d) he has to make people happy.
- (iii) The woods are covered with
- (a) snow (b) yellow leaves (c) sand (d) fallen trees.
- (iv) Who gives the harness bells a shake?
- (a) Horse (b) Poet (c) Horse - rider (d) Elephant
- (v) The word 'queer' means
- (a) sometimes (b) familiar (c) strange (d) abnormal

SECTION B – WRITING & GRAMMAR

3. You are Abhinav/Ananya, a student of Class VIII of Delhi School. You feel that the reading habits of students these days have become quite poor due to various distractions like mobiles, video games, movies, etc. Write an article to be put up on the wall-magazine of your school on the topic 'Importance of Reading Books and Newspapers' (120 words)

4. The contribution of the former American President Abraham Lincoln has been given below. A publisher plans to bring out a collection of Lincoln's speeches. He wants a brief biography. Use the information to complete the biography. Do not add any new information.

ABRAHAM LINCOLN

1809: Born on the Big South Fork of Nolin Creek, Kentucky, U.S.A

1828: has the chance to see slavery in operation for the first time. Vows to 'HIT SLAVERY HARD'

1834: Elected to the Legislature

1838: Elected again

1840: Elected third time

1860: Republican Party nominates as a candidate for Presidency. Elected as President.

1865: Succeeds in having passed the thirteenth amendment to the constitution which ended slavery forever.

14th April 1865: Assassinated.

5. Rewrite the sentences in direct speech.

- a. The girl said that she had to go to Delhi the next day.
- b. Manish said that he was busy then.
- c. He said that he was looking forward to his holidays.
- d. They told us that they spent their holidays on a farm every year.
- e. She asked me where I had met her.

6. Fill in Gerunds as subjects of the sentences.

- a -----about other people and cultures is fascinating. (learn)
- b-----lots of vegetables is good for health. (eat)
- c----- is an exchange of ideas. (write)
- d-----is one of the most relaxing activities. (swim)
- e----- is an important responsibility. (vote)

7. Choose the correct gerund or infinitive from the parenthesis at the end of the sentence.

1. My wife always volunteers _____cakes PTA meetings. (baking / to bake)
2. Don't waste my time _____about your salary. (complaining/ to complain)
3. Eva is having trouble _____on the exam. (concentrating / to concentrate)
4. Please allow me _____your Facebook page. (joining / to join)
5. You won't forget _____milk on your way home, will you? (picking up /to pick up)

8. Rearrange the following words and phrases to make meaningful sentences.

- (i) the cold / was wearing / to keep out / an overcoat / the old men
- (ii) a / took out / Rabbit / small / watch / beautiful / golden / the
- (iii) called/ is/ rose / of flowers / queen/ the
- (iv) one of the/ it is/ most/ in the/ flowers/ popular/ world

SECTION C – LITERATURE

9 . Read the following extracts and answer the questions:

1. *The splendor falls on castle walls*

And snowy summits old in story.

- a. Who is the speaker?
- b. Where does he stand and what did he see?

2. *“It smells terrible- I can’t drink it even though I am dying of thirst.”*

- a. Name the speaker.
- b. Why couldn’t he drink water which Gangi gave him?

10. Answer the following questions in about 30-50 words.

1. What did Steve Jobs do after being fired from Apple?
2. What message is the poet trying to convey through the bugle?
3. Describe the effect of symbolism in the poem Blow, Bugle, Blow!

11. Answer the following in about 80 words.

1. What message can we infer from how Steve Jobs lived his life?
 2. What are the different conflicts that Steve Jobs faced at different stages of his life?
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