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Comprehension Check

1. Mark the correct answer in each of the following.

(i) Early man was frightened of

(a) lightning and volcanoes.

(b) the damage caused by them.

(c) fire.

(ii) (a) Fire is energy.

(b) Fire is heat and light.

(c) Fire is the result of a chemical reaction.

Ans: (i) (c) fire.

(ii) (c) Fire is the result of a chemical reaction.

2. From the boxes given below choose the one with the correct order of the following sentences.

(i) That is fire.

(ii) A chemical reaction takes place.

(iii) Energy in the form of heat and light is released.

(iv) Oxygen combines with carbon and hydrogen.

(i) (ii) (iii) (iv)

(ii) (iii) (i) (iv)

(iv) (iii) (ii) (i)

(iv) (ii) (iii) (i)

Ans: (iv) (ii) (iii) (i)

Answer the following questions.

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

Ans: The particular temperature at which a fuel begins to burn, upon heating is called the 'flash point' of the fuel.

2. (i) What are some common uses of fire?

(ii) In what sense is it a "bad master"?

Ans: (i) Fire is commonly used to cook food, to warm our homes in winter and to generate electricity.

(ii) Fire is "a bad master" when it gets out of control as it becomes dangerous and causes destruction of life and property. It burns and destroys everything that comes in contact with it.

3. Match items in Column A with those in Column B.

A	B
(i) fuel	lighted matchstick
(ii) oxygen	air
(iii) heat	coal
	burning coal
	wood
	smouldering paper
	cooking gas

Ans:

a. fuel	coal, wood, cooking gas
b. oxygen	air
c. heat	lighted match stick, burning coal, smouldering paper

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

Ans: A fire can be controlled or put out by removing one of the three things that are required to cause it.

- (i) Take away the fuel. If the fire has no fuel to feed on, no burning can take place.
- (ii) Prevent oxygen from reaching the fire. It will instantly stop.
- (iii) Bring down the temperature of the fuel below 'flash point'.

5. Match the items in Box A with those in Box B

A	B
(i) To burn paper or a piece of wood,	• it absorbs heat from the burning material and
(ii) Small fires can be put out	• lowers the temperature.
(iii) When water is spread on fire,	• reduces the risk of fire.
(iv) A carbon dioxide extinguisher is the best thing	• with a damp blanket.
(v) Space left between buildings	• we heat it before it catches fire.
	• to put out an electrical fire.

Ans:

(i) To burn paper or a piece of wood	we heat it before it catches fire.
(ii) Small fire can be put out	with a damp blanket.
(iii) When water is spread on fire	it absorb the heat from the burning material and lowers the temperature.
(iv) A carbon dioxide extinguisher is the best thing	to put out an electrical fire.
(v) Space left between buildings	reduces the risk of fire.

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

Ans: When we blow on a burning candle, the hot air around the candle is replaced by cold

air and it brings down the temperature of the candle below the flash point. So, the candle goes out, as no fuel can burn below its flash point.

4

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

Ans: If water is sprayed onto an oil fire, the oil will float on the water and will continue to burn. This can be very dangerous because water can flow quickly, carrying the burning oil with it and the fire will spread. Similarly, when water is sprayed on an electrical fire, the water conducts current and the person might receive an electric shock and be killed.

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

Ans: Some of the things we should do to prevent a fire at home and in the school:

- (i) We should stay alert while dealing with inflammable substances and handle them with care.
- (ii) There is always a possibility of fire in old buildings due to short circuits. Therefore, overloaded wires should be replaced with new ones and the fuse should be checked regularly.
- (iii) By creating awareness among the people regarding the handling of fuels, their flash points and their storage. Do not store inflammable or combustible things like kerosene and petrol at home or in schools.
- (iv) Fire extinguisher should be installed and old wiring must be replaced.
- (v) Keep the contact number of fire brigade and police on speed dial in case a little accident happens.
- (v) Never take any accidental fire lightly as it may lead to greater one.

Working with Language

1. Read the following sentences.

To burn paper or a piece of wood, we *heat* it before it *catches* fire. We generally do it with a lighted match. Every fuel *has* a particular temperature at which it *burns*. The verbs in italics are in the simple present tense. When we use it, we are not thinking only about the present. We use it to say that something happens all the time or repeatedly, or that something is true in general.

Find ten examples of verbs in the simple present tense in the text 'Fire: Friend and Foe'

and write them down here. Do not include any passive verbs.

Ans: Know, Combines, bursts, Comes, Catches, Blow, Absorbs, Means, Allow, Lowers, Stops, Cuts, Burns

2. Fill in the blanks in the sentences below with words from the box. You may use a word more than once.

Carbon, cause, fire, smother

(i) Gandhiji's life was devoted to the of justice and fair play.

(ii) Have you insured your house against?

(iii) Diamond is nothing but in its pure form.

(iv) If you put too much coal on the fire at once you will it.

(v) Smoking is said to be the main of heart disease.

(vi) When asked by an ambitious writer whether he should put some into his stories, Somerset Maugham murmured, "No, the other way round".

(vii) She is a copy of her mother.

(viii) It is often difficult to a yawn when you listen to a long speech on the value of time.

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(vii) She is a carbon copy of her mother.

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3. One word is italicised in each sentence. Find its opposite in the box and fill in the blanks.

Spending, shut, destroy, subtract, increase

(i) You were required to keep all the doors *open*, not

(ii) PUPIL: What mark did I get in yesterday's Maths test?

TEACHER: You got what you get when you *add* five and five and ten from the total.

(iii) Run four kilometres a day to *preserve* your health. Run a lot more to it.

(iv) If a doctor advises a lean and lanky patient to *reduce* his weight further, be sure he is doing it to his income.

(v) The world is too much with us; late and soon, *Getting* and we lay waste our powers.

WORDSWORTH

Ans: (i) You were required to keep all the doors *open*, not shut.

(ii) Pupil: What mark did I get in yesterday's Maths test?

Teacher: You got what you get when you *add* five and five and subtract ten from the total.

(iii) Run four kilometres a day to *preserve* your health Run a lot to destroy it.

(iv) If a doctor advises a lean and lanky patient to *reduce* his weight further, be sure he is doing it to increase his income.

(v) The world is too much with us; late and soon. *Getting* and spending we lay waste our powers.

-WORDSWORTH

4. Use the words given in the box to fill in the blanks in the sentences below.

Across, along, past, through

(i) The cat chased the mouse the lawn.

(ii) We were not allowed to cross the frontier. So we drove it as far as we could and came back happy.

(iii) The horse went the winning post and had to be stopped with difficulty.

(iv) It is not difficult to see your plan. Anyone can see your motive.

(v) Go the yellow line, then turn left. You will reach the post office in five minutes.

Ans: (i) The cat chased the mouse across the lawn.

(ii) We were not allowed to cross the frontier. So we drove along it as far we could an came back happy.

(iii) The horse went past the winning post and had to be stopped with difficulty.

(iv) It is not difficult to see through your plan. Anyone can see your motive.

(v) Go along the yellow line, then turn left. You will reach the post office in five minutes.