



B.K. BIRLA CENTRE FOR EDUCATION

SARALA BIRLA GROUP OF SCHOOLS
A CBSE DAY-CUM-BOYS' RESIDENTIAL SCHOOL

ANNUAL EXAMINATION 2025-26

SET I
ENGLISH

Class: VIII
Date: 18.03.26
Admission no:

Time: 3hr
Max Marks: 80
Roll no:

General Instructions:

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

SECTION A: READING SKILLS

(22 marks)

1. Read the passage and answer the questions.

(12)

The Return of the Snow Leopards

1. High in the towering peaks of the Himalayas, a rare and magnificent predator, the snow leopard, silently roams the rugged and often unforgiving terrain. These elusive cats are masters of camouflage, blending seamlessly into the rocky slopes and snowy landscapes, which made them extremely difficult to spot for decades. However, recent systematic observations by dedicated conservationists and wildlife researchers indicate that the snow leopard population may be gradually increasing. The rising number of sightings gives hope for the long-term survival of this endangered and iconic species, highlighting the positive impact of focused conservation efforts.
2. In the past, snow leopards faced a multitude of threats that jeopardized their survival. Rapid habitat loss due to human expansion, illegal poaching for their fur and bones, and declining populations of prey animals all placed immense pressure on these majestic felines. Additionally, human activities such as uncontrolled livestock grazing, construction of roads, and other disturbances forced many snow leopards into increasingly smaller and fragmented areas. These conditions sometimes led to conflicts with local communities who viewed the predators as a threat to their livestock. Such pressures made their existence in the wild precarious and left the species dangerously close to extinction.
3. To counter these challenges, a comprehensive conservation strategy was developed involving wildlife organisations, local communities, and government authorities working together. Anti-poaching laws were strictly enforced, while community awareness programs educated people about the importance of protecting snow leopards. Protected areas and wildlife corridors were established to provide safe habitats, ensuring that snow leopards could move freely without the risk of human interference. Farmers were encouraged to adopt predator-friendly livestock practices, such as using guard dogs and secure enclosures, which significantly reduced human-wildlife conflicts and allowed snow leopards to thrive safely in their natural environment.
4. The results of these combined efforts are highly encouraging. Camera traps and field surveys are now recording higher numbers of snow leopards than ever before, and instances of conflicts with humans have decreased markedly. This story of snow leopard conservation demonstrates a broader truth: when humans collaborate with conservation organisations and local communities, endangered species can be protected, their habitats preserved, and their populations allowed to recover. It shows that through

cooperation, dedication, and sustainable practices, humans can coexist with wildlife, safeguarding it for generations to come.

Answer the following questions, based on the passage above:

- I. What is the primary focus of the passage?** (1)
(a) Mountain tourism (b) Snow leopard conservation
(c) Himalayan climate (d) Livestock farming
- II. From Para 1, identify the word that means “difficult to locate or catch.”** (1)
- III. According to Para 2, which of the following posed a threat to snow leopards?** (1)
(a) Forest fires (b) Poaching
(c) Earthquakes (d) Avalanches
- IV. Which conservation step was implemented to protect snow leopards?** (1)
(a) Hunting was encouraged (b) Anti-poaching measures were enforced
(c) Mountains were flattened (d) Tourism was increased
- V. Who actively participated in the snow leopard conservation initiatives?** (1)
(a) Only scientists (b) Only government authorities
(c) Communities, organisations, and authorities (d) International tourists only
- VI. What is the core message conveyed by the passage?** (1)
(a) Humans and wildlife cannot coexist (b) Wildlife survives only in captivity
(c) Cooperation can help protect endangered species (d) Snow leopards are dangerous to people
- VII. Explain why snow leopards were at risk in earlier times. (Refer to Para 2)** (2)
- VIII. How did the conservation measures contribute to the recovery of snow leopards? (Refer to Paras 3 and 4)** (2)
- IX. What broader lesson about environmental protection can we learn from the story of snow leopards? (Refer to Para 4)** (2)

2. Read the passage and answer the questions. (10)

Protecting the Environment

1. In recent years, the urgency to protect the environment has become more critical than ever. Rapid industrialisation, deforestation, and the excessive exploitation of natural resources have caused severe and widespread damage to the planet. Environmental degradation not only disrupts delicate ecosystems and endangers wildlife, but it also poses direct threats to human health and survival, including air and water pollution, scarcity of clean resources, and increased vulnerability to natural hazards.

2. One of the major contributors to environmental pollution is improper waste management. Among different types of waste, plastic has emerged as the most serious concern because it takes hundreds of years to decompose. Careless disposal of plastic in rivers, oceans, and on land contaminates soil and water, affecting plants, animals,

and humans alike. Microplastics have even entered the food chain, highlighting the long-term dangers of this persistent pollutant.

3. Experts emphasise that immediate and sustained action is necessary to restore ecological balance. Adopting sustainable practices such as reducing plastic consumption, recycling and reusing waste, conserving energy, and protecting natural habitats can significantly mitigate environmental damage. Equally important is raising public awareness and encouraging active participation by communities in environmental protection initiatives. When people work together to care for the environment—through proper waste disposal, tree planting, and conservation of water and energy—they ensure that natural resources are preserved for future generations.

4. The lesson is clear: protecting the environment is not only a responsibility of governments or scientists but a collective duty that involves individuals, communities, and industries alike. Thoughtful and consistent action today can help prevent long-term ecological crises and maintain a healthy, sustainable planet for humans and wildlife alike.

Answer the following questions, based on the passage above:

I. According to Para 1, environmental degradation is caused by: (1)

- (a) natural disasters (b) rapid industrialisation and deforestation
(c) climate change alone (d) wildlife activities

II. Find from Para 1 the word which means “damage or destruction.” (1)

III. Which waste is mentioned in Para 2 as a major environmental problem? (1)

- (a) Paper waste (b) Metal waste (c) Plastic waste (d) Organic waste

IV. Why is plastic waste harmful according to the passage? (1)

- (a) It smells bad (b) It is expensive
(c) It takes a long time to decompose (d) It attracts animals

V. According to Para 3, who plays a vital role in environmental protection? (1)

- (a) Government only (b) Scientists (c) Public and community (d) Industries

VI. How does environmental degradation affect humans? (Refer to Para 1) (2)

VII. What sustainable practices are suggested by experts? (Refer to Para 3) (2)

VIII. Find from Para 3 the word which means “long-term maintenance of resources.” (1)

SECTION B-WRITING SKILL

(22 marks)

3. Attempt ANY ONE of the following (Word Limit: 40–50 words)

(3 Marks)

(a) You are Daniel Green / Sophia White, the Science Club Secretary of Riverside School. Write a notice informing students about a science exhibition.

OR

(b) You are Alex Brown / Maria Taylor. Your mother is not at home. Mrs. Samson called to give an important message that the meeting has been rescheduled to next Monday. Write the message.

4. Attempt ANY ONE of the following (Word Limit: 80–90 words) (4 Marks)

(a) Write a short descriptive essay on “My Favourite Festival.”

OR

(b) You are Noah Wilson / Emma Scott. Write an email to your teacher requesting leave for two days due to family work.

5. Attempt ANY ONE of the following (Word Limit: 120–150 words) (7 Marks)

(a) Write a letter to the Principal requesting permission to organize a health awareness camp in school.

OR

(b) Write a biography of **APJ Abdul Kalam**.

Points to help you write:

- Born on 15 October 1931 in Rameswaram, Tamil Nadu
- Studied physics and aerospace engineering
- Known as the “Missile Man of India”; worked on India’s space and missile programs
- Served as the 11th President of India (2002–2007)

6. Attempt ANY ONE of the following (Word Limit: 150–200 words) (8 Marks)

(a) "Write a story that teaches the lesson ‘**Honesty is the Best Policy.**’ Your story should include a character who faces a choice between telling the truth and lying, the consequences of their choice, and how the story ends with the value of honesty being clear."

OR

(b) Write an article for your school magazine on “Benefits of Reading Books in Student Life.”

SECTION C- GRAMMAR

(10 marks)

7. A. Rearrange the following jumbled words/phrases in the given dialogue to create a meaningful sentence. (1 × 1 = 1)

RAHUL: Mother, is reading books important for us?

MOTHER: (i) books / is / reading / for / knowledge / very / important / , /

B. Report the conversation given below. (2 × 1 = 2)

a. The principal said, “The students must submit the form by Friday.”

b. The principal asked the students, “Have you completed the homework?”

8. Fill in the blanks (i) – (iv) with the appropriate option from those in the brackets. (4 × 1 = 4)

Modern cities are facing many challenges, and one of the biggest is (i) _____ (pollute / polluting/ pollution) of air and water. To address this, governments have (ii) _____ (introduced / introducing / introduce) strict environmental laws. Citizens, too, (iii) _____ (encourages / are encouraged /encourage) to reduce waste and plant more trees. Only when everyone (iv) _____ (works / work / working) together can we ensure a cleaner and healthier future.

9. Change the following sentences into passive voice. (1×3 = 3)

1. The chef cooks delicious meals in the hotel.
2. The children are playing football in the playground.
3. The gardener waters the plants every morning.

SECTION D – LITERATURE

(26 marks)

10. Read the given extract and answer the questions briefly, for any two extracts, of the three, given. (2x4=8)

**A. *My name is Ozymandias, King of Kings;
Look on my Works, ye Mighty, and despair!***

- a. Who is Ozymandias?
- b. What was written on the pedestal?
- c. What irony is present in these lines?
- d. What message does the poet convey through this irony?

B. *Chess is a gauge of man's mental development.*

- a. Who says this line?
- b. What is chess compared to?
- c. Why is chess important to Alexis?
- d. How does chess symbolise power in the play?

C. *Almost all the homes in Coober Pedy are underground. Some of them are so luxurious that they have swimming pools, wine cellars and beautifully designed rooms.*

- a. Where are most homes in Coober Pedy built?
- b. Mention one luxury found in these underground homes.
- c. Why do you think people prefer underground houses in Coober Pedy?
- d. What does this extract reveal about human adaptability?

11. Answer any five of the following six questions in about 30-40 words each. (2x5=10)

- a. Who is Faye Nayler and why is she significant in the lesson?
- b. How did Dr Manette influence the jury?
- c. How is the interaction between wolves and humans depicted in the lesson? Discuss
- d. How does Mozart's performance prove that talent cannot be stolen?
- e. What does the nurse's reaction reveal about her character?

f. What does the ruined statue in the desert symbolize in the poem Ozymandias?

12. Answer in 150-200 words any ONE of the following.

(8x1=8)

A. Describe in detail how the trip transformed the narrator's understanding of the world. How did real-life experiences make learning more meaningful than classroom lessons?

OR

B. How does the poet justify that the "poetry of earth is never dead" through the examples of the grasshopper and the cricket? Compare and contrast the roles of the grasshopper and the cricket in the poem.

*****ALL THE BEST *****