

# INTERNATIONAL STAR EXAMINATION DIVISION



## STD 8 APRIL/ MAY ASSIGNMENT- 2020 ENGLISH

### SECTION A: LANGUAGE

Time: 1h 40mins

#### INSTRUCTIONS TO CANDIDATES (Please read these instructions carefully)

1. You have been given this question booklet and a separate answer sheet. The question booklet contains 50 questions.
2. Do any necessary rough work in this booklet.
3. When you have chosen your answer, mark it on the **ANSWER SHEET**, not in this question booklet.

#### HOW TO USE THE ANSWER SHEET

4. Use an ordinary pencil.
5. Make sure you have written on the answer sheet:  
YOUR INDEX NUMBER  
YOUR NAME  
NAME OF YOUR SCHOOL
6. By drawing a **dark line** inside the correct numbered boxes mark your full Index Number (i.e. School Code Number and the three-figure Candidate's Number) in the grid near the top of the answer sheet.
7. Do not make any marks outside the boxes.
8. Keep the sheet as clean as possible and do not fold it.
9. For each of the questions 1 - 90 four answers are given. The answers are lettered A, B, C and D. In each case only ONE of the four answers is correct. Choose the correct answer.
10. On the answer sheet the correct answer is to be shown by drawing a **dark line** inside the box in which the letter you have chosen is written.

#### Example

##### In the Question Booklet:

##### On the answer sheet:

17. The purchase of the new ferries was put off.

- A. Postponed
- B. cancelled
- C. held back
- D. banned

The correct answer is A.

14. {A}{B} { C}{D}[17] {A} {B} {C} {D}[19] {A} {B} {C} {D}[23]{A} {B} {C} {D} [35] {A} {B} {C} {D}

In the set of boxes numbered 31, the box with the letter C printed in it is marked.

11. Your dark line **MUST** be within the box. Make your line as **DARK** as possible.
12. For each question **ONLY ONE** box is to be marked in each set of four boxes.

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**Read the passage below. It contains blank spaces numbered 1-15. For each blank space, choose the best answer from the choices given:-**

Samuela \_\_\_\_\_1\_\_\_\_\_ herself a \_\_\_\_\_2\_\_\_\_\_ lucky girl. She had the \_\_\_\_\_3\_\_\_\_\_ loving parents. Her parents were \_\_\_\_\_4\_\_\_\_\_ rich. She lacked \_\_\_\_\_5\_\_\_\_\_ nothing. Her favourite time was bedtime \_\_\_\_\_6\_\_\_\_\_ her parents \_\_\_\_\_7\_\_\_\_\_ tell her wonderful inspiring stories \_\_\_\_\_8\_\_\_\_\_, all this was \_\_\_\_\_9\_\_\_\_\_ one afternoon when her mother died suddenly \_\_\_\_\_10\_\_\_\_\_ an unknown illness. Samuela and \_\_\_\_\_11\_\_\_\_\_ father were heartbroken. He suddenly \_\_\_\_\_12\_\_\_\_\_ old. Deciding to devote himself to Samuela, he swore never to \_\_\_\_\_13\_\_\_\_\_. It wasn't \_\_\_\_\_14\_\_\_\_\_, however, before it became clear that he \_\_\_\_\_15\_\_\_\_\_ manage to bring his daughter up on his own.

- |                       |                 |              |               |
|-----------------------|-----------------|--------------|---------------|
| 1. A .considered      | B .said         | C. felt      | D. defined    |
| 2 .A so               | B. too          | C. very      | D. quite      |
| 3. A .very            | B. most         | C. rare      | D. kind       |
| 4 A immensely         | B. hardly       | C. huge      | D damn        |
| 5.A no word           | B. of           | C. at        | D. for        |
| 6.A while             | B. whenever     | C. when      | D. where      |
| 7. A could            | B. would        | C. might     | D. should     |
| 8 .A However          | B. Nevertheless | C. Therefore | D Moreover    |
| 9 .A shuttered        | B. shattered    | C. broken    | D. cut        |
| 10 .A with            | B. from         | C. of        | D. in         |
| 11. A .his            | B. their        | C. there     | D. her        |
| 12 .A seems           | B. looked       | C. grew      | D. became     |
| 13 .A remarry         | B. marry        | C. court     | D. love       |
| 14. A for a long time | B. for long     | C. long      | D. quite long |
| 15. A wouldn't        | B. oughtn't     | C. mightn't  | D. couldn't   |

*For question 16 choose the opposite of the underlined*

16. The fruits were very fresh.

- A. stale
- B. decayed
- C. rotten
- D. frozen

*For questions 17-19 choose the best alternative to complete the sentence.*

17. It was not until the teacher punished us.

- A. then we stopped making noise
- B. when we stopped making noise
- C. that we stopped making noise
- D. and we stopped making noise

18. What an interesting lesson, .....

- A. that was!
- B. was it!
- C. was that!
- D. it was!

19. The athlete is too slow \_\_\_\_\_

- A. that he can't win the race
- B. for winning the race
- C. to win the race
- D. he can't win the race

20. She used to be a good swimmer \_\_\_\_\_

- A. wasn't she!
- B. usedn't she!
- C. didn't she
- D. can't she!

*For question 21 arrange the sentences given to form a sensible paragraph*

21. (i) . A lot of young players unfortunately do not know that team work is important  
(ii). Often the things pointed out during practice affect the outcome of the game

(iii). Its important for young players to accept the advice of their coach

(iv). They must however learn that "I" has to be replaced by "we"

- A.(ii), (iii),(i),(iv)
- B. (iii),(ii), (i), (iv)
- C. (iv), (i), (iii),(ii)
- D. (i),(ii),(iii),(iv)

22. The meal was tasteless. Nevertheless, we it for we had no .....

- A. other
- B. anything
- C. otherwise
- D. alternative

23. Luciano came home wearing his \_\_\_\_\_ trouser..

- A. new, Indian, beautiful, baggy
- B. baggy, beautiful, new, Indian
- C. new, beautiful, baggy, Indian
- D. beautiful, new, baggy, Indian

24. I have ten friends .....are dark in complexion.

- A three of whom
- B. of whom three
- C. whom three of
- D. many of which

25. Bonareri told the boy, "Tell your mother to see me tomorrow"

- A. Bonareri told the boy to tell her mother to see him the following day.
- B. Bonareri told the boy to tell his mother to see him the following day.
- C. Bonareri requested the boy to hell his mother to see him tomorrow.
- D. Bonareri ordered the boy to tell her mother to see him tomorrow.

*Read the following passage and answer questions 26 to 38*

To begin with we found that our mission was often misunderstood. After all, it seemed fairly incomprehensible to the average farmer that anyone should travel halfway across the world in order to protect a tract of wild forest. Surely there was some catch..... Rumors sprouted that we were up to no good.... Others said we had run out of our land in our won country and had come to seize the forest for new farming territory. In a country where wealth is still measured in terms of how much land one owns, this is a reasonable assumption. Such rumors convinced us even more of the need for an intensive education program.

We talked to as many primary and secondary schools as possible. The pupils in the schools were always extremely well behaved and polite: they seemed to have a love of discipline. When our names were announced to the children they would always applaud..... The pupils were attentive and interested, and prepared to ask questions. It was striking, though, how little they knew about the forest they lived next to. Many of them knew nothing about the appearance and habits of the animals which lived in it. At the end of the talk we would all stand and sing.

Adults were just as eager to hear what we had to say, but not all of them were prepared to accept the wisdom of it. It surprised me just what a high proportion of people were involved in illegal activities inside the forest-whether poaching, timber cutting, gold mining or smuggling. Even the game guards freely admitted to have done these things before the project was set up.

What I came to realize was that these people were not bad, or greedy, but that they were very poor, and desperately trying to make a living for themselves.....

“I sell timber to pay my taxes and send my children to school. What is wrong with this?” one man asked me.

Another said, “We have always used bamboo poles from the forest to build with. What do you suggest we use now?”

A school teacher said her family was too poor to buy meat, but her son would kill a forest antelope every Christmas, in order to make a special occasion.

It was apparent that the project ran a risk of being seen as something of a villain, which took from the people, but never gave anything in return

26. The writer believes that his mission was always misunderstood because
- A. The farmers were an average community
  - B. It was strange to this community that forest conservation should be treated seriously
  - C. The people lacked intensive education
  - D. He did not understand the people's language
27. Which one of the following is not one of the rumors that had sprouted since the writer's and his companion's arrival?
- A. They were up to no good
  - B. They had run out of land
  - C. They had come to make the farmers rich
  - D. They had come to seize the forest
28. The writer thinks that he was in a country where
- A. Land measured wealth
  - B. People are suspicious
  - C. Rumors abound
  - D. There was some catch
29. What was the mission of the writer and his companions?
- A. To look for land
  - B. To educate the local people
  - C. To seize the forest
  - D. To educate the farmers
30. Who of the following did the writer and companions speak to?
- A. The pupils in schools
  - B. The average farmers
  - C. The children in the village
  - D. Children and adults
31. Which of the following statements is false about the pupils in paragraph two?
- A. They were polite and extremely well-behaved
  - B. They seemed to have a great love of discipline
  - C. They were always attentive and interested
  - D. They knew about the forest they lived next to
32. What happened at the end of each talk?
- A. The pupils asked questions
  - B. The pupils talked about animals
  - C. Everyone stood and sang
  - D. The pupils went home singing
33. Which of the following statements is true about the adults?
- A. They were eager to hear what was said
  - B. They were all eager to accept what was said
  - C. Some did not send their children to school
  - D. They knew nothing about the appearance of animals
34. Then writer seems to display the peak of his arrogance when he says:
- A. Adults were not prepared to accept their wisdom
  - B. His wisdom was incomprehensible to the people
  - C. He had come to educate the local people
  - D. The people knew nothing about the forest
35. What did the writer learn about people in the forest
- A. They were very greedy
  - B. They were very bad
  - C. They were very poor and desperate
  - D. They were exploiters
36. From the third paragraph we learn that the people were
- A. Poachers and smugglers
  - B. Timber cutters
  - C. Gold miners
  - D. Engaged in illegal activities
37. Which of the following is the best description of the people?
- A. They were not bad or greedy
  - B. They were involved in illegal activities
  - C. They were poor and desperate
  - D. They needed intensive education
38. The best title for the passage is
- A. Soil conservation
  - B. The forest farmers
  - C. Tree conservation
  - D. Wildlife conservation

Read the passage below then answer questions 39-50

Parents have the power to mould their children in communication skills. Some pupils attend remote school and despite their background, they develop into adults who are capable of interacting with others and those in authority. Armed with good communication skills, they are able to express themselves convincingly.

The ability to communicate well nurtures self-confidence with high self-esteem, children develop into successful, productive adults. The reverse is disastrous. Institutions alone cannot be expected to be fully responsible for inculcating communication skills in children, therefore, parents have a responsibility to ensure that children learn to express themselves and get along with those around them.

Parents can explore strategies to nurture good communication skills in their children. An example is seeking detailed explanations when they ask questions and encouraging critical thinking. Encouraging accountability is also important. Engaging children in assignments that require interacting with those in authority can also be a valuable way of improving their communication skills. It is important to allow your teenager the freedom to question your decisions.

Stop pampering your children and instead encourage them to forge their own path, make their own decisions and plead their case instead of doing it for them. To grow into responsible and confident adults, children need to learn how to communicate with authority.

- 39.** From the opening sentence, parents
- A. Are in control of their children
  - B. Have the best communication skills
  - C. Can make or destroy the children's skills to communicate
  - D. Can mould their communication skills
- 40.** Attending a rural school is
- A. Not a hindrance to better communication
  - B. A setback for those wishing to communicate

- C. A disadvantage to learn communication skills
  - D. Forces children to learn skills from their teachers
- 41.** For one to make people buy one's ideas, one must
- A. Have schooled in a city school
  - B. Be keen to learn
  - C. Be from a well-to-do family
  - D. Have good communication skills

42. For you to develop self-confidence, you have to
- A. Communicate well
  - B. Convince others
  - C. Be exposed
  - D. Be smart in the brain
43. The word production as used in the passage means
- A. Acceptable
  - B. Fruitful
  - C. Successful
  - D. Liable
44. According to the passage, who is charged with the responsibility of ensuring children express themselves well?
- A. Institutions
  - B. The society
  - C. Parents and institutions
  - D. Parents
45. Three of the following will help a parent develop communication skills of their children EXCEPT
- A. Seeking detailed explanations for various questions
  - B. Encouraging critical thinking
  - C. Being harsh when seeking detailed explanation
  - D. Teach their children to be accountable
46. By allowing your child to question your decisions
- A. Shows a weakness in character
  - B. Encourages confidence
  - C. Helps a child to develop its communication ability
  - D. Gives children freedom to do as they wish
47. The word valuable as used in the passage cannot be replaced by
- A. Invaluable
  - B. Valueless
  - C. Important
  - D. Vital
48. For a child to grow into a confident and responsible adult, it must
- A. Learn to communicate with authority
  - B. Be pampered by the parents
  - C. Make its decisions
  - D. Forge its path, make decision and question you
49. The word convincingly comes from convince. Which can be replaced by all these EXCEPT
- A. Coax
  - B. Cajole
  - C. Persuade
  - D. Implore
50. The best title for the above passage is
- A. Nurturing communication skills
  - B. Stop pampering children
  - C. Parents and their children
  - D. Accountability in children