Grade 8 English Model Paper 1

ANSWER KEY

Full marks 50 · 2 hours

Give the marks for the points in the marking scheme; an answer in other words that says the same is right.

A practice paper by Science Playground, made to CDC's Test Specification Chart, English, Grades 6–8; not an official CDC or exam board paper.

Reading 1

5 × 1 = 5

a. Dhangadhi

Marking scheme

- Dhangadhi

b. alone

Marking scheme

- alone

c. table tennis

Marking scheme

- table tennis

d. one hour

Marking scheme

- one hour

e. lonely

Marking scheme

- lonely

Reading 2

5 × 1 = 5

a. Drop to your hands and knees.

Marking scheme

- Drop to the hands and knees ("drop" alone is accepted).

b. The leg of the desk.

Marking scheme

- The leg of the desk.

c. Drop, cover and hold on.

Marking scheme

- All three in this order: drop, cover, hold on.

d. The shaking can throw them down, and things may fall on them on the way. Many students running together may also fall and be hurt.

Marking scheme

- Any sensible reason: they may fall, things may fall on them, or they may be pushed in a crowd.

e. Yes. Nepal has many earthquakes, and students who have practiced will know what to do without panicking.

Marking scheme

- A clear opinion with one sensible reason (a "no" with a sensible reason is also accepted).

Reading 3

5 × 1 = 5

a. True.

Marking scheme

- True.

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b. False. They walked for an hour.

Marking scheme

- False.

c. True. They dug the pits before the monsoon began.

Marking scheme

- True.

d. True. He says, “We laughed at first.”

Marking scheme

- True.

e. False. They say the heavy monsoon may also have helped, and only several years of records will show the real effect.

Marking scheme

- False.

Reading 4 — 10 × 1 = 10

a. **(ii)** a piece of work given to a student

b. **(i)** very surprised and upset

c. **(iii)** paid money to use

d. **(ii)** went and brought back

e. **(i)** a short sleep

a. She went there for a college assignment.

Marking scheme

- For a college assignment.

b. It was their parents who were prisoners. The children were kept behind the walls only because nobody outside could look after them, so it was not fair.

Marking scheme

- The children were not the prisoners, so they did not deserve to live in a prison.

c. She was very young and had little money, and she was taking on the care of prisoners’ children, which was a very big task.

Marking scheme

- She was very young, or had little money, for so big a task.

d. Yes. She gives these children food, a home and school, as a mother does, and they have nobody else outside to do it.

Marking scheme

- A clear opinion with one sensible reason linked to the text.

e. You don’t have to be old or rich to help others. She started at twenty-one with very little money, and that shows us that one person’s effort can change the lives of many.

Marking scheme

- One sensible lesson (you are never too young to help, caring for others, not giving up) with a reason.

Punctuation — 5 marks

5. My uncle, Lakpa, is a porter in Solukhumbu. He carries food, tents and bags for trekkers. He doesn’t complain, but his job is hard. Have you ever carried thirty kilos up a hill? Last year I walked with him to Namche for two days, and my legs hurt so much that I cried. What a strong man he is! **[5]**

The ten errors:

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1. *My* (a capital for the first word)
2. *Lakpa* (a capital for a name)
3. *Solukhumbu* (a capital for a place)
4. the apostrophe in *doesn't*
5. the full stop after *hard*
6. the question mark after *hill*
7. *I* (always a capital)
8. *Namche* (a capital for a place)
9. *What* (a capital for the first word of a sentence)
10. the exclamation mark after *he is*

Marking scheme

Half a mark for each error corrected:

- Errors 1 and 2: *My*, *Lakpa*.
- Errors 3 and 4: *Solukhumbu*, *doesn't*.
- Errors 5 and 6: the full stop after *hard*, the question mark after *hill*.
- Errors 7 and 8: *I*, *Namche*.
- Errors 9 and 10: *What*, the exclamation mark at the end.

Guided writing — 5 marks

6. One-Horned Rhinos in Nepal [5]

The table shows the number of one-horned rhinos counted in Nepal in 2011, 2015 and 2021. Overall, the number rose at every count. In 2011, there were 534 rhinos. The number grew to 645 in 2015, a rise of 111. By 2021, it had reached 752, which was 107 more than in 2015. In that year, 694 of the rhinos, or most of them, lived in Chitwan National Park. To sum up, the number rose by 218 in ten years, so the work to protect these animals seems to be succeeding.

Marking scheme

Content 3, organization 1, language 1:

- Content: an opening sentence saying what the table shows (the rhinos counted in Nepal, the years).
- Content: the overall trend, a steady rise, with the first and last numbers (534 and 752).
- Content: the figure for 2015, and one more detail (the size of a rise, or Chitwan's 694).
- Organization: one paragraph in order of the years, with a closing sentence, joined with words like *overall*, *then*, *to sum up*.
- Language: correct past tenses (*rose*, *grew*, *reached*) and spelling, in about 100 words.

Free writing — 10 marks

7. Should Every School Have a Garden? [10]

In my opinion, every school in Nepal should have a small garden, even if it is only a few pots along a wall.

First, a garden teaches what books cannot. Students who plant beans see how a seed grows and how insects help flowers. A science lesson is easier to remember when your hands are in the soil. Second, a garden gives healthy food. Spinach and radish from the school garden can go into the day meal at almost no cost. Third, it teaches responsibility, because a plant dies if nobody waters it.

Some people say that a garden takes time away from study. However, one hour a week is not too much, and students come back to class fresh. Others say that there is no land. Even then, old tins and bottles can be used.

To sum up, a garden costs little and teaches a lot. I believe that every school should start one this year.

Marking scheme

Content 5, organization 2, language 3:

- Content: a title and an opening that states a clear view.

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- Content: a first reason, explained or with an example.
- Content: a second reason, explained or with an example.
- Content: a third reason, or an answer to the other side.
- Content: a conclusion that sums up the view.
- Organization: three clear parts (introduction, body, conclusion).
- Organization: ideas in a logical order, joined with connectives (*first*, *however*, *to sum up*).
- Language: correct grammar and tenses.
- Language: correct spelling and punctuation.
- Language: a good range of words and sentences, in about 150 words.

Grammar: reproduction — 5 × 0.5 = 2.5

a. does he

Marking scheme

- does he? (*seldom* makes the statement negative, so the tag is positive)

b. has visited

Marking scheme

- has visited (*so far* calls for the present perfect)

c. Basanta has not (hasn't) finished his homework.

Marking scheme

- Basanta has not (hasn't) finished his homework.

d. Kiran asked Anju if (whether) she was coming to the fair.

Marking scheme

- Kiran asked Anju if/whether she was coming to the fair. (all of *asked*, *if/whether* and *she was coming* needed)

e. The road will be finished by the team next year.

Marking scheme

- The road will be finished (by the team) next year. (*by the team* may be left out)

Grammar: multiple choice — 5 × 0.5 = 2.5

a. **(i)** is

b. **(ii)** an

c. **(i)** at

d. **(ii)** but

e. **(i)** will have

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