Grade 8 English Model Paper 6

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. True.

Marking scheme

- True.

b. False. She calls at half past nine.

Marking scheme

- False.

c. True.

Marking scheme

- True.

d. False. He can see only the roof and half her chin.

Marking scheme

- False.

e. True. She sighs after the call and says that a phone can't eat the bread she fries.

Marking scheme

- True.

Reading 2 — 5 × 1 = 5

a. Dried apples.

Marking scheme

- Dried apples.

b. This Magh, if his parents agree.

Marking scheme

- In Magh.

c. They sleep on the roof at night, and they keep their drinking water in a clay pot.

Marking scheme

- Both: sleeping on the roof, and keeping water in a clay pot.

d. A cold place high in the mountains, because he wears a jacket in summer and has snow.

Marking scheme

- A cold or mountain place, with one reason from the letter (a jacket in summer, snow).

e. Yes. They can learn about a different way of life, and each can see a part of Nepal that is new to them.

Marking scheme

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

Reading 3 — 5 × 1 = 5

a. Story hour with our grandmothers.

Marking scheme

- Story hour (with the grandmothers).

b. Rs. 50.

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Marking scheme

- Rs. 50.

c. Three days: Magh 6, 13 and 20.

Marking scheme

- Three (Magh 6, 13 and 20).

d. The book quiz, because I read a lot, and I would enjoy testing what I remember and trying to win a prize.

Marking scheme

- Any event from the calendar with a sensible reason.

e. Yes. Events bring in children who would not come only for books, and once they are there, they may start reading.

Marking scheme

- A clear opinion with one sensible reason.

Reading 4 — 10 × 1 = 10

a. sunken

Marking scheme

- sunken

b. carved

Marking scheme

- carved

c. neglected

Marking scheme

- neglected

d. survey

Marking scheme

- survey

e. rely

Marking scheme

- rely (on)

a. **(i)** 570 AD.

b. **(iii)** 479

c. **(i)** they were part of a planned water system.

d. **(ii)** more than half of the spouts on record have stopped giving water.

e. **(iii)** take care of the spouts in the future.

Punctuation — 5 marks

5. Last Friday, we went to see Sharmila's new calf. It has a white face, black ears and a very long tongue. Who would not love it? Her uncle said that it was born in Baisakh. I touched its nose, and it licked my hand. What a wet tongue it has! **[5]**

The ten errors:

1. *Last* (a capital for the first word)
2. *Friday* (a capital for a day)
3. *Sharmila's* (a capital for a name)
4. the apostrophe in *Sharmila's*
5. the comma after *white face*

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6. the full stop after *tongue*
7. *Baisakh* (a capital for a month)
8. *I* (always a capital)
9. *What* (a capital for the first word of a sentence)
10. the exclamation mark after *it has*

Marking scheme

Half a mark for each error corrected:

- Errors 1 and 2: *Last*, *Friday*.
- Errors 3 and 4: the capital and the apostrophe in *Sharmila's*.
- Errors 5 and 6: the comma after *face*, the full stop after *tongue*.
- Errors 7 and 8: *Baisakh*, *I*.
- Errors 9 and 10: *What*, the exclamation mark at the end.

Guided writing — 5 marks

6. The Chautari in Our Village [5]

The chautari is a resting place beside the trail that passes through our village. It is a raised stone platform with a pipal tree and a banyan tree growing together in the middle. Their branches give deep shade, even in the hottest months.

Porters stop here to put down their loads and catch their breath. Old men sit together, talking and playing cards, while children climb over the great roots. In the afternoon, a cool wind blows through the leaves. It is only a heap of stones and two trees, but it is the heart of our village.

Marking scheme

Content 3, organization 1, language 1:

- Content: a title, and what and where the chautari is.
- Content: how it looks (the platform, the two trees, the shade).
- Content: who uses it and why it matters to the village.
- Organization: from the place to the people, in one or two clear paragraphs.
- Language: the present simple and describing words, with correct spelling, in about 100 words.

Free writing — 10 marks

7. Our Annual Sports Day [10]

Our school's annual sports day was held on 14 Falgun on the open ground beside the river. It was the best day of the year.

The day began at ten o'clock, when the head teacher lit a torch and all four houses marched past. First came the running races, and the Grade 6 girls ran so fast that the dust flew. After that, the sack race made everybody laugh, because our class teacher fell down twice.

At noon, we ate beaten rice and pickle under the trees. In the afternoon came the event that we had all been waiting for, the tug of war. Our house, Blue, pulled for almost a minute and won at last.

At four o'clock, the ward chairperson gave out the prizes, and Blue House took the cup. We went home tired and sunburned, but very happy.

Marking scheme

Title 1, content 4, organization 2, language 3:

- Title: a suitable title.
- Content: when and where the sports day was held.
- Content: how the day began, with one detail.
- Content: at least two events described in order.
- Content: how the day ended, with the writer's feeling.
- Organization: the events in the order they happened, in clear paragraphs.
- Organization: time words that join the events (*first*, *after that*, *at noon*).

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- Language: correct past 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. Will Prabin join the music club?

Marking scheme

- Will Prabin join the music club? (*will* comes before the subject)

b. These vegetables must be washed.

Marking scheme

- These vegetables must be washed (by you). (modal + *be* + the past participle)

c. is going to rain

Marking scheme

- is going to rain (*is* agrees with *it*, then *going to* + the base form)

d. The teacher asked Bibek why he had come late.

Marking scheme

- The teacher asked Bibek why he had come late. (*did you come* moves back to *he had come*, in statement word order)

e. haven't they

Marking scheme

- haven't they? (*everyone* becomes *they*, and *they* needs *have*)

Grammar: multiple choice — 5 × 0.5 = 2.5

a. **(i)** used to mend

b. **(iii)** the

c. **(i)** because

d. **(i)** turn

e. **(i)** can't

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