

English

Test Specification Chart and Model Questions for External Examination (Grade 6-8)

The final examination is based on the written test which covers reading and writing skills. Grammar is incorporated in writing section. The test follows the following test specification chart.

Reading (25 marks)

The assessment of reading skill follows the following structure:

1. **Reading 1:** One short reading text from the textbook with one type of comprehension question (5 marks)
2. **Reading 2:** One short reading text from the textbook with one type of comprehension question (5 marks)
3. **Reading 3:** One short reading text not given in the textbook with one type of comprehension question (5 marks)
4. **Reading 4:** One short reading text not given in the textbook with two types of questions. (10 marks)

Note:

- *Text types for reading 3 and 4: Story, timetable, menus, charts, calendar, notice, letter, news stories, brochure, biography/autobiography and short essay).*
- *The length of the text of reading 3 and 4 should not exceed 250 and 300 words respectively.*
- *Question types:*
 1. *True/False*
 2. *Fill in the gaps*
 3. *Multiple choice*
 4. *Matching*
 5. *Ordering*
 6. *Short Answer Questions*
- *Text type should be different for reading 1 and 2. For example, letter in Reading 1 and story in Reading 2.*
- *Type of texts in Reading 1 and 2 should not be repeated in Reading 3 and 4 too.*

- Reading 4 should at least contain three questions for testing of vocabulary.
- The distribution of comprehension questions should be based on the following table:

Type of comprehension	Number of questions
Literal comprehension	10
Reorganization	6
Inference	6
Evaluation and reflection	3

Writing¹ (25 marks)

The assessment of writing skill follows the following structure:

1. **Punctuation:** A short and simple paragraph containing ten punctuation errors. (5 marks)
2. **Guided writing:** One task: paragraph/ news story/ story/ description of tables/charts and diagrams with some guidelines (5 marks)
3. **Freewriting:** One task: personal or official letter, or a short essay (10 marks)

Grammar: 5 marks

The grammar questions should cover the following contents:

Grade 6	Grade 7	Grade 8
1. Article	1. Article	1. Article
2. Prepositions	2. Prepositions	2. Preposition
3. Tense	3. Tense	3. Tense
4. Connectives	4. Connectives	4. Connectives
5. Comparative and superlative	5. Comparative and superlative	5. Question tag
6. Negation and question	6. Subject and Verb agreement	6. Reported speech
7. Common nouns	7. Negation and questions	7. Voice
	8. Reported speech (statements)	8. Conditional sentences

¹ In case of writing tasks, give the tasks that are included in the course of the respective grades.

8. Modal verbs 9. Used to 10 Imperative	9. Conditional sentences 10. Modal verbs	9. Subject-verb agreement 10. Question and negation
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Types of questions:

There will be 10 multiple choice questions (one question from each content) for grades 6 and 7. But, the type of questions for grade 8 will be as given below:

1. **Reproduction:** It should cover tense, question tag, reported speech, voice, question and negation) (5X0.5=2.5 marks)

2. **Multiple choice** (individual sentences or a contextual passage): It should contain article, preposition, connectives, conditional sentence and subject-verb agreement) (5X0.5=2.5)

Note:

The writing task type should not be similar to that of reading texts given in the reading section.

Model Question Set
(Grade 6)
Compulsory English
(Reading and writing)

Grade: 6

Time : 2 hrs

F. M.: 50

Attempt all the questions.

1. Read the text and answer the questions.

5

In towns and cities, the use of fossil fuels (oil, coal and gas) for heating results in large amounts of carbon dioxide filling the atmosphere. Although some cities have been made smokeless zones, the exhaust fumes from the vehicles on the roads has meant that air pollution continues to be a major problem.

Each of us is guilty of polluting our environment to some extent. Almost everything we buy today comes in some sort of container or packaging, made of plastic, glass or aluminium which we usually throw away. Attempts have been made to encourage factories to recycle these materials.

How long can we allow this pollution to continue? Scientists tell us that the increased amount of carbon dioxide in the atmosphere may soon have disastrous effects. They fear that it will raise average temperature around the world and cause the polar ice caps to melt. If this happens, the level of the ocean will rise by four to six metres and vast populated areas of planet will be covered by water. Can we afford to make such risks by continuing to pollute our environment?

- a. Give examples of fossil fuels.
- b. What causes air pollution in the cities?
- c. What do people do with the plastic containers?
- d. What will be the effect of the increased carbon dioxide in the atmosphere?
- e. What according to the passage will happen to the vast populated areas?

2. Read the text and complete the given sentences with the words/phrases from the text.

5

A few years ago, while I was on holiday in the Himalayas, I stopped for the night in a small village. It was a poor place and there was no proper hotel, but the owner of a restaurant offered me a bed for the night.

"Please wait here," he said, pointing to a table just outside his restaurant, "while I prepare your room." It was a beautiful evening. The sun was setting behind the dark mountains and the stars were just beginning to come out. The villagers were lighting fires and the stars were just beginning to come out. The villagers were lighting fires for their evening meals and there was a pleasant smell of wood smoke in the air.

Then I noticed that I was no longer alone. Someone was sitting at the table beside me. It was an old man with a long white beard. His clothes were dirty and almost in rags.

"What do you want?" I asked. "Let me tell your fortune, sir", he said. I laughed. "I don't believe in that sort of thing," I told him. All the same, the old man took hold of my hand. "I can tell you your future," he said. I tried to take my hand away, but the old man held on to it, gently but very firmly.

- a. There was no good in the village.
- b. He waited at a while the owner was preparing his room.
- c. The writer liked the of wood smoke.
- d. The old man was wearing dirty and they were almost in rags.
- e. The old man wanted to tell the writer's
- f. The old man continued catching the writer's hand and very firmly.

3. Read the text and write whether the given statements are True or False. **5**

Are cartoons always nice?

The first time I took my daughter to the movie theatre she was 6 and the movie was "Bambi". I'm a movie lover, so I had chosen it carefully and thought a cartoon movie would be an effective introduction to the Seventh Art World.

My point is: are cartoons really safe for kids? Or do parents need to pay attention to the type of cartoons kids are watching during their spare time?

Once I sat on the sofa to watch a cartoon with my 8-year-old son and got completely dumbfounded when I realized a cartoon character was agonizing right in front of us, bleeding as if it was an action adult movie!

Everybody knows that the cartoon "The Simpsons" doesn't spread nice manners or behaviour, but what about the "kid stuff" they display in the afternoon for young children?

The next time you take a kid to the movies may be a cartoon doesn't make the best choice, unless you take the time to watch it and analyze its content first. Or you take the risk of exposing your child to messages s/he isn't prepared to get yet.

- a. Bambi is a cartoon movie.
- b. There isn't violence in cartoon movies.
- c. Parents shouldn't worry about the cartoons' contents.
- d. "The Simpsons" spreads nice manners and behaviour.
- e. Before taking a child to the movies, it's important to check the movie content.

4. Read the text and do the given tasks.

10

Hi Nishu

I'm really sorry but don't have time to visit you so I'm writing this email instead. Last night, I went to the cinema and saw a great film. You can also read the book – and I heard on the radio that it's true story. It's about a family with three children, two boys and a girl, who lived in a village in India. The children went to school there and had lots of friends. When the children grew up, they started thinking about moving abroad. The sister went to France to become a teacher. The older brother went to America to open a restaurant, only the younger brother stayed in their home country and worked on his father's farm.

When they grew up, they all got married and had lots of children. The film shows us the good and sad times the three families had and how the brothers and sister didn't see each other for ages. The children, who were cousins never met when they were little. Many years later, when the sister became a grandmother, she decided to see her brothers again and meet their wives and children, so she invited them all to her big house in France.

I'm not going to tell you what happens in the end because I want you to see it yourself. I also have the book, I'm reading it now, but I think the film is better. I would like to see it again so you can come with me and my sister on Saturday. I'm sure you will love it when you see it. It's a little bit sad, but not all the time. Sometimes I laughed and sometimes I cried, but

I can't say the film is funny or sad.

I hope to see you next week.

Love

Gita

A. Find the words/phrases from the text for these meanings.

(5 X 1 = 5)

- a. messages distributed by electronic means
- b. began
- c. out of the country
- d. finally
- e. causing laughter, humorous

B. Answer the following questions.

(5 X 1 = 5)

- a. What did Gita do yesterday?
- b. What is the story of the film about?
- c. Who doesn't leave the country?
- d. Who arranged the visit to France?
- e. Why isn't Gita telling Nishu the ending of the story?

5. Punctuate the following text.

(10 X 0.5 = 5)

“yes,” she replied. “i threw a stone at the mango tree.” They asked her Did you throw any stone at the king the woman didnt answer but turned pale the woman was arrested and presented before the king

6. Write a description of one of your friends. Write 100-150 words. Include information about the following.

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- a. Your friend's name, age nationality, job etc.
- b. Your friend's physical appearance
- c. Your friend's personality
- d. Your friend's hobbies

7. Imagine that you were ill and visited a doctor yesterday. The doctor has advised you to take a rest for at least a week. Write an application letter to your class teacher for a one-week-leave. 10

8. Choose the best answer to complete the sentences and rewrite them.

(10 X 0.5 = 5)

- a. Look! There is owl on the window pane. (a/an/the)
- b. I come from Darchula. Where are you ? (in/at/from)
- c. My father always early in the morning. (wakes up/woke up/is weaking up)

- d. Nitu likes dancing she doesn't like singing.
(and/but/because)
- e. My sister is 15 years old and I am 12. I am than her.
(young/younger/ youngest)
- f. from me? (What you want/What do you want/What do want)
- g. '.....' is a common noun. (Kathmandu/Nitesh/Girl)
- h. you give me your pen? (Can/May/Must)
- i. I marble when I was young but now I don't. (played/was playing/used to play)
- j. the door! It's cold in here. (Close/ Closed/Closing)

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