Grade 8 English

First-term preparation - Paper 01

Grade 8 — EWS Term 1 Preparation — Paper 1: Planning a Reading Fair

Answers and marking guide

Original EWS practice based on the selected early-unit scope. This is not an official government or NIE examination paper. Compare the coverage with your school term plan.

Separate answers, model responses and marking guidance. Accept equivalent correct answers unless a task tests a specific form.

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Task 1. Test 1 — Vocabulary - 5 marks

1.1. C [1 marks]

1.2. E [1 marks]

1.3. A [1 marks]

1.4. D [1 marks]

1.5. B [1 marks]

Task 2. Test 2 — A Conversation - 5 marks

2.1. prepare a reading fair [1 marks]

2.2. school reading room [1 marks]

2.3. Friday [1 marks]

2.4. 2.00 p.m. [1 marks]

2.5. two suitable used books [1 marks]

Task 3. Test 3 — Grammar in Context - 10 marks

3.1. himself or herself [2 marks]

3.2. have to [2 marks]

3.3. in [2 marks]

3.4. but [2 marks]

3.5. is cleaned [2 marks]

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Task 4. Test 4 — Complete the Text - 10 marks

4.1. First [2 marks]

4.2. Before [2 marks]

4.3. because [2 marks]

4.4. therefore [2 marks]

4.5. Finally [2 marks]

Task 5. Test 5 — Reading - 10 marks

5.1. It was too expensive. [2 marks]

5.2. They borrowed tables and made signs from used cardboard. [2 marks]

5.3. They went to a repair table. [2 marks]

5.4. One room was unavailable. [2 marks]

5.5. It should be clear and flexible. [2 marks]

Task 6. Test 6 — Information in a Table - 10 marks

6.1. 1.00 p.m. [2 marks]

6.2. Team B [2 marks]

6.3. Arrange signs [2 marks]

6.4. 2.30 p.m. [2 marks]

6.5. Review the event; All teams. Award 1 mark for each. [2 marks]

Task 7. Test 7 — Language Skills - 10 marks

7.1. The books are sorted by the pupils. [2 marks]

7.2. Although the room was small, it was useful. [2 marks]

7.3. We don’t waste paper. [2 marks]

7.4. himself [2 marks]

7.5. We have to check the books. [2 marks]

Task 8. Test 8 — Understanding Instructions - 10 marks

8.1. Return anything you borrowed before you leave. [2 marks]

8.2. Do not block the entrance. [2 marks]

8.3. Get the organiser’s permission before using equipment. [2 marks]

8.4. Put materials that can be used again in the labelled box. [2 marks]

8.5. Tell the office if an item is missing. [2 marks]

Task 9. Test 9 — Capitals and Punctuation - 5 marks

9.1. Tharushi and Aman are ready. [1 marks]

9.2. Where is the school reading room? [1 marks]

9.3. Please write flexible, display and divide. [1 marks]

9.4. We will meet on Friday. [1 marks]

9.5. Tharushi said, “I can help.” [1 marks]

Task 10. Test 10 — Sentence Building - 5 marks

10.1. We made a plan before starting. [1 marks]

10.2. The notes are checked carefully. [1 marks]

10.3. We completed the work ourselves. [1 marks]

10.4. We have to follow the instructions. [1 marks]

10.5. The room was small but useful. [1 marks]

Task 11. Test 11 — Functional Writing - 10 marks

11.1. NOTICE
Planning a Reading Fair
Pupils are invited to prepare a reading fair on 6 February at the school reading room, from 2.00 p.m. to 4.00 p.m. Please bring two suitable used books. Join us and help make the activity successful.
Class Secretary
MARKING: five content points: activity/purpose (1), date (1), venue (1), start and finish times together (1), item to bring (1); clear notice format and logical order:2; accurate understandable sentences:2; spelling/punctuation:1. Accept an equally clear original notice containing all details. [10 marks]

Task 12. Test 12 — Extended Writing - 10 marks

12.1. Our reading club planned a fair to share books with younger pupils. We borrowed tables, sorted the books and made clear signs. My group repaired loose covers with the teacher’s help. On Friday, we discovered that our reading room was needed for another activity. At first, we felt worried because visitors were already arriving. We moved two tables to the veranda and directed people with new signs. The fair began only ten minutes late. Afterwards, we discussed what had worked well. I learned that a clear plan is useful, but a good team must also be ready to change it.
MARKING: content and relevance4 (situation1, actions1, difficulty/response1, learning1); language4 (grammar2, appropriate vocabulary2); organisation2 (logical order1, linking and clear paragraphing1). Award partial marks within each category. This is one model; assess other relevant original accounts with the same rubric. Do not require pupils to reproduce the reading passage. [10 marks]

END - 100 MARKS