FREE PAPER 1 · SEPARATE ANSWERS

Grade 8 English - Third Term

Original EWS teaching guide. Accept other accurate answers where meaning is correct. These are EWS rubrics, not an official provincial marking scheme.

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Task 1 (5 × 1 mark)

1. B (reliable); 2. D (donation); 3. E (generous); 4. A (confirm); 5. C (opportunity)

Task 2 (10 × 1 mark)

1. is cleaned; 2. lent; 3. themselves; 4. loaf; 5. clearly; 6. shortest; 7. because; 8. have; 9. to wait; 10. fewer

Task 3 (5 × 1 mark)

1. plan; 2. responsibilities; 3. record; 4. discuss; 5. improve

Task 4 (5 × 2 marks)

1. new library shelves.

2. to ensure books were clean and suitable.

3. a parent.

4. everyone could take a book even without money.

5. families found wanted books; pupils learnt planning/cooperation/accounting (any two).

Give 2 marks for a complete accurate answer; 1 for a partially correct answer where a required detail is missing; 0 for an incorrect answer. When only one fact is requested, that correct fact earns 2. Do not require full sentences unless needed to make meaning clear.

Coverage record

Annual consolidation: contextual vocabulary/grammar; reading for detail and meaning; written communication; listening for information; spoken interaction. Grade 8 tasks sample these outcomes and do not certify complete mastery.

Authority source:
https://e-thaksalawa.moe.gov.lk/lcms/pluginfile.php/6205/mod_resource/content/3/eGr8_TG%20English.pdf

Writing model and marking

Task 5 - illustrative response

A. NOTICE: Book Donations. Our Reading Club is collecting clean, suitable children’s books to help our library. Please bring donations to Room 8 on 6 November before 2 p.m. Kindly avoid books with missing pages. Every contribution is welcome. Secretary, Reading Club.

B. Organising a school project teaches more than the subject itself. Pupils must agree on a purpose, divide responsibilities and keep to deadlines. For example, a book sale requires clear prices and accurate records. A pupil who is shy may gain confidence by welcoming visitors. When a plan goes wrong, the group can discuss the problem instead of blaming one person. These experiences develop cooperation and responsibility. After the event, an honest review helps everyone recognise both their achievements and the changes they should make next time.

Other relevant original responses are welcome.

Writing 10: Task A 5 (required content 2, suitable form/organisation 1, clear language 2); Task B 5 (relevant developed ideas 2, organisation 1, grammar/vocabulary 2). Assess approximate word lengths flexibly. Do not deduct the same error twice.

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Feedback and follow-up

After marking, ask the learner to explain one reading answer using the passage. Correct two language errors and write new examples. Rewrite a short part of the writing after feedback. Keep listening/speaking scores separate to identify needs.

Listening and speaking guide

Task 6 - exact administration

Give 30 seconds to read the five questions. Say: “Listen to the message. I will read it twice. Circle one answer for each question.” Read naturally, clearly and at a suitable pace. Do not display the script, translate during the scored attempt or emphasise answer words.

ප්‍රශ්න කියවීමට කාලය දෙන්න. විස්තරය දෙවරක් පැහැදිලිව කියවන්න. ලකුණු දෙන අවස්ථාවේ පිළිතුරු පෙන්වීම හෝ පරිවර්තනය කිරීම නොකරන්න.

The book-sale team will meet on Monday in Room Eight. The meeting was originally at two, but it will now begin at two thirty. Please bring your expense record, not the unsold books. Ms Silva will check the accounts. The meeting should end at three.

Pause 20 seconds and read the identical message again. Give one minute to check. Use the same conditions for each learner.

Listening key (1 mark each): 1. Monday; 2. 8; 3. 2.30; 4. expense record; 5. 3.00

Task 7 - speaking administration

Allow one minute to plan. Use the student prompt, listen, then ask one relevant follow-up question. For role-play prompts, take the partner’s role and give a natural response. Do not supply a memorised answer before the attempt.

Speaking 5: relevant information 2; understandable language/pronunciation 1; interaction and response 1; appropriate polite language 1. Consider age and reasonable accessibility adjustments. A local accent is not an error. If a learner cannot access the oral task, record the adjustment and do not invent a listening score.

Sample follow-up: “Why did you choose that?” / “What would you do next?” For primary pupils use simpler questions such as “Who is with you?” or “Where do you play?”

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Total 50 marks

Vocabulary 5 + grammar 10 + cloze 5 + reading 10 + writing 10 + listening 5 + speaking 5. Written 40; oral 10. The first paper and this complete guide remain free.