

English in everyday school life

Marking and next steps

Upper-primary learners revising English foundations with a teacher or family member

Keep this guide separate from the student pages. Accept equivalent correct wording and methods. Discuss the reasoning before repeating a task.

1. There are 26 questions worth 29 points in total. All questions are worth 1 point except U18, which is worth 4. Activities 1, 2, 3, 4, 6 and 7 are each out of 4; activity 5 is out of 5.
2. For grammar questions, the required form and meaning must be correct. Accept full or contracted negatives. For reading, accept equivalent accurate wording. U10 and U22 require both a supported inference and a relevant text detail for their 1 point.
3. U17 earns 1 point when its plan names an activity, 2 actions and a reason. U18 earns 1 point each for relevant content, logical organisation, mostly accurate past-tense sentences, and capitals with end punctuation. See the exact criteria in its prompt and key.
4. The suggested paragraph length is a guide, not a separate scoring condition. Outside U18's stated writing criteria, correct minor unrelated spelling or punctuation errors as feedback without adding a deduction.
5. Record missed skills and support rather than a pass/fail label. A total does not establish a language level or diagnose a learning difficulty. Keep the first attempt and any revised result separate.

The starting and exit checks are different practice sets, not calibrated parallel tests. Compare specific skills and the support needed rather than treating the score difference as a standardized learning measure. No named teacher or institution has certified these materials.

U01 - U03

Answers with explanations

U01 · Starting check

Choose: Every Tuesday, Sami ___ with the reading club.

Answer: works

Every Tuesday describes a routine. Sami is a singular third-person subject, so the present-simple verb takes s: works.

Skill: Present simple subject agreement

U02 · Starting check

Where did the group move the low shelf last week?

Answer: Near the door. Accept an equivalent phrase or sentence.

The passage states that the group moved a low shelf near the door.

Skill: Retrieve a detail from a text

U03 · Starting check

Change this sentence to the negative: The members bought new books last week.

Answer: The members did not buy new books last week. Also accept: The members didn't buy new books last week.

Use did not plus the base form buy. Bought changes back to buy after did not.

Skill: Past simple negative

U04 - U06

Answers with explanations

U04 · Starting check

Choose the connector that gives a reason: Sami likes the club ___ everyone has a useful job.

Answer: because

Having a useful job is the reason Sami likes the club. Because introduces a reason.

Skill: Connect ideas with a reason

U05 · Build a clear present sentence

Choose: The garden tools ___ beside the door.

Answer: are

Tools is a plural subject, so it takes are.

Skill: Present be subject agreement

U06 · Build a clear present sentence

Correct the verb and write the full sentence: Huda carry a small watering can every morning.

Answer: Huda carries a small watering can every morning.

Huda is a singular third-person subject. Carry changes to carries in the present simple: consonant plus y becomes ies.

Skill: Present simple third-person form

U07 - U09

Answers with explanations

U07 · Build a clear present sentence

Change this sentence to the negative: The students leave the tools outside.

Answer: The students do not leave the tools outside. Also accept: The students don't leave the tools outside.

The plural subject students takes do not plus the base verb leave.

Skill: Present simple negative

U08 · Build a clear present sentence

Arrange all the words into a question: does / Huda / where / keep / the / seeds

Answer: Where does Huda keep the seeds?

Use question word + does + subject + base verb. Keep stays in its base form after does.

Skill: Present simple question order

U09 · Read for detail and evidence

Who made a card for each book?

Answer: Yara

The passage directly states that Yara made a card for each book.

Skill: Retrieve a detail from a text

U10 - U12

Answers with explanations

U10 · Read for detail and evidence

Why did Salma probably add the arrow? Give a likely reason and one text detail supporting it. Both are needed for 1 point.

Answer: She probably wanted visitors to find the reading corner more easily. Visitors had stopped at the door and looked from one table to another. Accept an equivalent supported inference.

The text does not state the arrow's purpose directly. The visitors' uncertain-looking search supports the inference that the arrow guides them. A reason without a supporting detail is incomplete.

Skill: Make an inference supported by a text detail

U11 · Read for detail and evidence

In this passage, what does borrow mean?

Answer: Take for a time and return

The next actions explain the word: pupils take a book to class and return it before the day ends.

Skill: Understand vocabulary from context

U12 · Read for detail and evidence

Choose the best main idea for the whole passage.

Answer: A class creates a reading corner that more pupils begin to use.

This choice covers both the creation of the corner and its growing use. The other choices introduce events or places absent from the text.

Skill: Identify the main idea

U13 - U15

Answers with explanations

U13 · Describe a finished event

Choose: Last Thursday, the class ___ paper bridges.

Answer: made

Last Thursday is a finished past time. Made is the past form of make.

Skill: Past simple irregular affirmative

U14 · Describe a finished event

Correct the verb after did not and write the full sentence: Our group did not stopped after the first test.

Answer: Our group did not stop after the first test. Also accept: Our group didn't stop after the first test.

Did carries the past meaning, so it must be followed by the base form stop, not stopped.

Skill: Past simple negative

U15 · Describe a finished event

Choose the connector showing contrast: The first bridge bent, ___ the group continued testing.

Answer: but

Continuing contrasts with the failure of the first bridge. But connects those contrasting ideas; because would give a reason.

Skill: Connect contrasting ideas

U16 - U18

Answers with explanations

U16 · Describe a finished event

What did the class do immediately after writing the results on a chart?

Answer: Each group explained its design to the class. Accept equivalent wording.

The explanation of each design follows the chart-writing sentence. Keeping the designs is mentioned after that.

Skill: Follow the order of events

U17 · Plan and write a paragraph

Plan a helpful activity at school or at home. Write 4 short notes: the activity, 2 actions you did, and a reason it was useful. All 4 notes are needed for 1 point.

Answer: Example notes: sorted the class books; cleaned a shelf; put the books in groups; classmates could find books easily. Accept any relevant activity with 2 actions and a sensible reason.

The plan supplies an event, a sequence and a purpose for the paragraph. Notes need not be full sentences. Award 1 point when all 4 requested parts are present.

Skill: Plan relevant paragraph content

U18 · Plan and write a paragraph

Use your plan to write one paragraph about a helpful activity you completed. Aim for 5 sentences, about 45-65 words. Maximum 4 points: 1 for naming the activity, describing at least 2 actions and explaining why it was useful; 1 for putting the actions in a sensible order with a sequence word such as first, then or finally; 1 for mostly correct complete sentences in the past tense, allowing one minor grammar error; 1 for capital letters at sentence starts and correct end punctuation, allowing one slip. Length is a guide, not a separate point.

Answer: One possible paragraph: Last week, I helped my brother organise his school shelf. First, we took all the books off the shelf and cleaned it. Then we put the books in groups by subject. We made small labels for each group. The activity was useful because he could find his books quickly before school. Accept any original paragraph meeting the prompt and rubric.

Award the 4 criteria separately; do not require the sample story or exact wording. Content needs the activity, at least 2 actions and a reason. Organisation needs a sensible order and at least one sequence word. Grammar needs mostly complete past-tense sentences, with at most one minor error. Mechanics needs sentence-start capitals and end punctuation, with at most one slip. A missing criterion loses only its own point; a copied or incomplete response must still be judged against each criterion. Do not add an unstated spelling or word-count penalty.

Skill: Write and organise a short past-event paragraph

U19 - U21

Answers with explanations

U19 · Put the skills together

Choose the present-simple form for this routine: Each afternoon, Noura ___ unclaimed tools in the box.

Answer: puts

The task asks for a present routine. Noura is singular, so the base verb put takes s: puts. The passage itself tells the event in the past.

Skill: Present simple subject agreement

U20 · Put the skills together

What did Noura ask pupils to do before taking an item?

Answer: Describe the lost item. Accept: Say what the item they had lost was like.

The passage says that she asked pupils to describe a lost item before taking it.

Skill: Retrieve a detail from a text

U21 · Put the skills together

In the passage, unclaimed tools are tools that ___.

Answer: nobody has collected or identified as their own yet

The tools have been left behind, and Noura does not know their owners. Pupils use the box to find and collect their missing items.

Skill: Understand vocabulary from context

U22 - U24

Answers with explanations

U22 · Put the skills together

What did the teacher probably think of Noura's idea? Give a likely opinion and one text detail supporting it. Both are needed for 1 point.

Answer: The teacher probably thought the idea was useful or worth continuing, because the teacher suggested keeping the box for the rest of the term. Accept an equivalent supported opinion.

The teacher's opinion is not directly stated. Suggesting that the box stay supports a positive judgment. Do not require an invented emotion or praise that is absent from the text.

Skill: Make an inference supported by a text detail

U23 · A different exit check

Choose: Every Sunday, Maha ___ the dates on the notices.

Answer: checks

Every Sunday marks a routine. The singular subject Maha takes the present-simple form checks.

Skill: Present simple subject agreement

U24 · A different exit check

Where did the group move the sports notice last week?

Answer: Beside the classroom door. Accept: Next to the classroom door.

The passage directly states the new place of the sports notice.

Skill: Retrieve a detail from a text

U25 - U26

Answers with explanations

U25 · A different exit check

Change this sentence to the negative: The group printed a new notice last week.

Answer: The group did not print a new notice last week. Also accept: The group didn't print a new notice last week.

Use did not with the base verb print. Printed must change to print after did not.

Skill: Past simple negative

U26 · A different exit check

Choose the connector that gives a reason: Maha enjoys the job ____ it helps classmates remember events.

Answer: because

Helping classmates remember events is the reason for Maha's enjoyment, so because fits.

Skill: Connect ideas with a reason
