FREE PAPER 1 · SEPARATE ANSWERS

Grade 5 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.

අදාළ අර්ථය නිවැරදි නම් වෙනත් පිළිතුරු ද පිළිගන්න. ගුරුවරයාගේ සටහන් ශිෂ්‍ය පත්‍රයේ නොමැත.

Task 1 (5 × 1 mark)

1. B (pedestrian); 2. D (helmet); 3. E (country); 4. A (pilot); 5. C (careful)

Task 2 (10 × 1 mark)

1. walks; 2. made; 3. are; 4. at; 5. a; 6. are; 7. us; 8. want; 9. carefully; 10. because

Task 3 (5 × 1 mark)

1. nurse; 2. people; 3. day; 4. kind; 5. communication

Task 4 (5 × 2 marks)

1. last Saturday.
2. a police officer.
3. a helmet.
4. Sri Lanka and India.
5. a small safety leaflet.

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 5 tasks sample these outcomes and do not certify complete mastery.

Authority source: https://nie.lk/pdffiles/tg/eGr05TG%20English.pdf

Writing model and marking

Task 5 - illustrative response

I want to be a teacher. Teachers work in schools. They help children read and write. I like sharing ideas with others. I can practise explaining things clearly now. I must learn to be patient.

Other relevant original responses are welcome.

Writing 10: five relevant understandable ideas/sentences 5; suitable vocabulary and grammar 3; capitals and full stops 2. The model is a guide, not required wording.

උදාහරණ පිළිතුරු කටපාඩම් කිරීම අවශ්‍ය නැත. පැහැදිලි අදහස්, සුදුසු ආකෘතිය සහ නිවැරදි භාෂාව සලකා බලන්න.

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 safety club will visit the town library on Tuesday. Meet at the school gate at eight thirty. Bring a notebook and a pencil. The bus returns at twelve. Ask Ms Perera if you need help.

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. Tuesday; 2. gate; 3. 8.30; 4. notebook; 5. 12.00

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?”

පිළිතුරු දීමට දරුවාට කාලය දෙන්න. අර්ථය පැහැදිලිද, සංවාදයට ප්‍රතිචාර දක්වනවාද සහ ආචාරශීලීද යන්න බලන්න. ලකුණු අඩු කොටසට වෙනම පුහුණුවක් දෙන්න.

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.