FREE PAPER 1 · SEPARATE ANSWERS

Grade 9 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 (evidence); 2. D (voluntary); 3. E (efficient); 4. A (preserve); 5. C (accessible)

Task 2 (10 × 1 mark)

1. was displayed; 2. will be cleaned; 3. will have finished; 4. who; 5. would join; 6. and; 7. were; 8. was; 9. beneath; 10. patiently

Task 3 (5 × 1 mark)

1. evidence; 2. needs; 3. problem; 4. decision; 5. improve

Task 4 (5 × 2 marks)

1. paper.

2. some people lacked suitable phones or reliable internet.

3. counted notices read; asked visitors preferences.

4. a noticeboard and optional digital messages.

5. they should reduce waste while remaining usable by everyone.

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

Authority source: https://nie.lk/pdffiles/tg/eGr09TG%20English.pdf

Writing model and marking

Task 5 - illustrative response

A. Dear Coordinator, I would like to join your English study group next month. Could you tell me which days it meets and whether beginners can attend? Please also let me know what materials I should bring. Thank you for your help. Kind regards, N. Perera.
B. A useful community change should help people without excluding others. For example, sending every library notice by phone may save paper, but some visitors may not have reliable internet. Keeping a clear noticeboard as well as optional messages gives people a choice. Communities should ask users about their needs before selecting a plan. They should also check the results after making the change. This approach may take longer than accepting the first suggestion, but it can prevent avoidable problems. Listening to different voices makes a service fairer and more practical for everyone.

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.

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 youth centre’s information meeting is on Thursday at four fifteen, in the upstairs hall. Visitors who cannot use the stairs should ask the receptionist for the ground-floor meeting link. Bring your completed survey. The coordinator will discuss results, not collect new payments. The session lasts forty-five minutes.

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. Thursday; 2. 4.15; 3. upstairs hall; 4. survey; 5. 45 minutes

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.