THIRD-TERM / YEAR-END PRACTICE

Grade 9 English - Paper 1

Learning together and sustainable communities

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Written practice: about 75 minutes (40 marks). Teacher-led listening and speaking: about 10 minutes (10 marks). Total 50 marks.

Original EWS annual consolidation informed by the grade learning outcomes. This is not an official provincial test or final G.C.E. examination. School term allocation varies; check taught coverage with your teacher.

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Name: _____ Class: _____

Task 1. Match words and meanings. (5 marks)

Write the correct letter beside each word.

Word	Meaning
1. evidence ____	A. protect from damage or loss
2. voluntary ____	B. information that supports a claim
3. efficient ____	C. easy for people to reach or use
4. preserve ____	D. done by choice
5. accessible ____	E. working without wasting resources

Language in context

Task 2. Choose the correct form. (10 marks)

1. The notice _____ yesterday. (was displayed / displays)

2. The room _____ by volunteers tomorrow. (will be cleaned / will clean)

3. By Friday we _____ the report. (will have finished / finish)

4. The pupil _____ won the prize thanked her team. (who / which)

5. If I had more time, I _____ the club. (would join / will join)

6. Both Nila _____ Rani helped. (and / or)

7. Neither the teacher nor the pupils _____ late. (were / was)

8. She said that she _____ ready. (was / is being)

9. Please put the box _____ the table, not on it. (beneath / among)

10. The group worked _____. (patiently / patient)

Task 3. Complete the passage. (5 marks)

Use the words in the box once each.

box: problem · decision · improve · evidence · needs

Before changing a service, gather (1) ____. Listen to people with different (2) ____. A quick solution may create a new (3) ____. Compare the possible choices and make a clear (4) ____. Review the result so that the service can (5) ____.

Read and understand

Task 4. Reading (10 marks)

The youth centre wanted to reduce the amount of paper it used. Some members suggested replacing every printed notice with a phone message. Others pointed out that not everyone had a suitable phone or reliable internet. The group collected evidence before deciding. For two weeks they counted the notices people actually read and asked visitors how they preferred to receive information. Their final plan combined a small, well-kept noticeboard with optional digital messages. Important instructions remained available in print. After a month, paper use had fallen, but older visitors could still find the information they needed. The members learnt that an efficient solution should also be accessible.

Answer each question. Short accurate answers are acceptable. (2 marks each)

1. What resource did the centre want to save?

2. Why was an entirely digital system unsuitable?

3. Name the two ways the group collected evidence.

4. What two methods did the final plan combine?

5. What does the final sentence suggest about good solutions?

Writing, listening and speaking

Task 5. Writing (10 marks)

A. Write a 40–50-word email asking a youth-centre coordinator for information about a study group. Include two specific questions. (5)
B. Write about 100 words explaining why communities should consider different people's needs when making changes. Use one example. (5)

Task 6. Listen to your teacher. (5 marks)

Your teacher will read a short message twice. Circle one answer each time.

1. Day: Thursday / Tuesday
2. Time: 4.15 / 4.50
3. Main venue: upstairs hall / garden
4. Bring: survey / payment
5. Length: 45 minutes / 15 minutes

Task 7. Speaking (5 marks)

Compare a printed noticeboard with digital messages. Recommend a fair arrangement, justify your choice and respond to a concern about access.

Teacher: Listening ____ /5 Speaking ____ /5 Total ____ /50