FREE PAPER 1 · SEPARATE ANSWERS

Grade 10 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 (qualification); 2. D (experience); 3. E (initiative); 4. A (deadline); 5. C (ambition)

Task 2 (10 × 1 mark)

1. will be held; 2. contacted; 3. who; 4. will become; 5. what; 6. had started; 7. in; 8. be sent; 9. clearly; 10. Although

Task 3 (5 × 1 mark)

1. research; 2. requirements; 3. adviser; 4. records; 5. experience

Task 4 (5 × 2 marks)

1. a straight path from exams to work.

2. by observing trained staff during a supervised visit.

3. duties/training/costs/working conditions (any two).

4. to check details instead of relying on one advertisement.

5. he had a realistic enquiry plan though no final decision.

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

Authority source: https://nie.lk/pdffiles/tg/e10tim107.pdf

Writing model and marking

Task 5 - illustrative response

A. Dear Course Coordinator, I am a Grade 10 pupil interested in your English course. Could you explain the entry requirements and the total fees, including any examination charges? Please also tell me when the next course begins. I would appreciate a link to the full course information. Kind regards, D. Perera.
B. An informed career choice begins with understanding both yourself and the work. Pupils can consider their interests and strengths, then investigate the duties of a job. They should compare recognised training routes, entry requirements and costs. Speaking to a trained adviser can help them question unrealistic advertisements. A supervised visit may also show what a workplace is actually like. No single conversation has to decide the future. Keeping notes and reviewing the options allows a pupil to make a realistic plan while remaining open to new information.

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 careers talk has moved to the main hall. It will begin at nine forty on Friday. The first speaker is a laboratory technician. Bring the question sheet your class teacher gave you. There is no entrance fee. Please be seated ten minutes before the start.

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. main hall; 2. 9.40; 3. Friday; 4. technician; 5. question sheet

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.