FREE PAPER 1 · SEPARATE ANSWERS

Grade 11 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 (priority); 2. D (distraction); 3. E (consistent); 4. A (reflection); 5. C (realistic)

Task 2 (10 × 1 mark)

1. was prepared; 2. were; 3. had read; 4. whose; 5. despite; 6. will have completed; 7. doesn't it; 8. is; 9. multitasking; 10. If

Task 3 (5 × 1 mark)

1. purpose; 2. task; 3. feedback; 4. breaks; 5. progress

Task 4 (5 × 2 marks)

1. long sessions left no time for rest or responsibilities.

2. areas she found difficult.

3. by remembering without looking at notes.

4. after attempting the paper, to identify mistakes.

5. the simpler-looking plan worked better than the impressive but unrealistic one.

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

Authority source: https://nie.lk/pdffiles/tg/eGr11TG%20English.pdf

Writing model and marking

Task 5 - illustrative response

A. NOTICE: English Revision Group. Grade 11 pupils are invited to a revision session on 5 November from 2 to 3 p.m. in the library. Bring your completed practice paper and a notebook. We will discuss difficult questions together. Please inform your class teacher if attending. Secretary, English Club.
B. First, choose a paper that matches your syllabus and current revision needs. Attempt it within the stated time without checking the answers. Afterwards, mark it carefully and group your mistakes by skill. A wrong reading answer should send you back to the evidence in the passage. For writing, use the marking guidance to improve one paragraph rather than memorising an entire model. Ask a teacher about anything you cannot explain. Practise the weak skill before attempting another paper. This process turns a model paper into useful feedback, instead of making the score your only concern.

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.

Tomorrow’s revision group will meet in the library at two twenty. Bring Paper One and your own answers. Do not bring payment; the session is free. We will discuss reading first, then short writing. The group will finish at three fifteen.

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. library; 2. 2.20; 3. own answers; 4. reading; 5. 3.15

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.