THIRD-TERM / YEAR-END PRACTICE

Grade 11 English - Paper 1

Reading, simple living and wise use of time

Prepared by Indika Mallawarachchi | Teacher of IESD Sri Lanka

English Language Educator | Educational Content Creator

Written practice: about 90 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. priority ____	A. careful thought about an experience
2. distraction ____	B. something that needs attention first
3. consistent ____	C. sensible and achievable
4. reflection ____	D. something that draws attention away
5. realistic ____	E. regular and steady

Language in context

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

1. The revision plan _____ by our group yesterday. (was prepared / prepares)

2. If I _____ more organised, I would waste less time. (were / will be)

3. She asked whether I _____ the chapter. (had read / has read)

4. The pupil _____ notes were missing borrowed mine. (whose / who)

5. He kept working _____ the noise. (despite / although)

6. By next week we _____ the first section. (will have completed / completed)

7. The library closes at four, _____? (doesn't it / isn't it)

8. Neither answer _____ supported by the text. (is / are)

9. You should avoid _____ during study time. (multitasking / to multitask)

10. _____ you need help, ask your teacher. (If / Unless)

Task 3. Complete the passage. (5 marks)

Use the words in the box once each.

box: feedback · breaks · progress · purpose · task

Effective revision begins with a clear (1) ___. Choose a manageable (2) ___ and attempt it without copying. Then use (3) ___ to understand mistakes. Regular (4) ___ help maintain concentration. A realistic plan supports steady (5) ___.

Read and understand

Task 4. Reading (10 marks)

Before the final term, Sashini copied an impressive revision timetable from a friend. It filled every evening with long study sessions, leaving no time for rest or family responsibilities. Within three days she had fallen behind. Her teacher did not tell her to work through the night. Instead, they identified the areas she found difficult and divided them into smaller tasks. Sashini began each session with a clear purpose and checked what she could remember without looking at her notes. She kept short breaks and a regular bedtime. When she attempted a practice paper, she used the answer guide afterwards to identify mistakes rather than simply counting marks. Progress was gradual, but she could explain more of what she had learnt. Her new plan looked less impressive on paper, yet it worked better in daily life.

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

1. Why was the first timetable impractical?

2. What did the teacher and Sashini identify?

3. How did she check recall?

4. How did she use the answer guide?

5. Explain the contrast in the final sentence.

Writing, listening and speaking

Task 5. Writing (10 marks)

A. Write a 40–50-word notice announcing an after-school English revision group. Include audience, date/time and venue. (5)
B. Write about 100 words advising a friend how to use model papers effectively. (5)

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

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

1. Place: library / hall
2. Start: 2.20 / 2.12
3. Bring: own answers / money
4. First topic: reading / speaking
5. Finish: 3.15 / 3.50

Task 7. Speaking (5 marks)

Advise a classmate who keeps checking answers before finishing a paper. Explain two useful study steps and respond kindly to their concern about low marks.

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