Grade 9: The Value of a Quiet Space

Paper 1 - Student paper

Free original EWS skills practice | Grade 9 | 20 practice marks

Independent English language skills practice. Confirm the exact Pearson qualification and paper code before using an exam-specific mock.

Name: _____ Date: _____

Suggested time: 25-40 minutes. For speaking tasks, say your response before writing. Use extra paper where necessary.

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A. Read and understand - 5 marks

Read the text and answer the five questions. Each earns 1 mark.

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At first, only a few pupils used the quiet room at lunchtime. Some believed that a silent room would feel unfriendly. The school then asked users what they valued. Many said that the room helped them read, plan work or simply rest. In response, staff kept the room quiet but placed a welcome sign by the door. They also introduced a separate discussion area nearby. Use increased, suggesting that students did not all need the same kind of lunchtime space.

1. Why did some pupils avoid the room? [1 mark]

2. Name one benefit users reported. [1 mark]

3. What change made the entrance more welcoming? [1 mark]

4. Where could pupils discuss ideas? [1 mark]

5. What broader conclusion does the writer suggest? [1 mark]

B. Language practice - 5 marks

Choose or write the correct answer. Each earns 1 mark.

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1. Pupils can choose ___ they spend their break. (how / which to) [1 mark]

2. The room is used ___ quiet reading. (for / by to) [1 mark]

3. Rewrite with however: The room is quiet. It is welcoming. [1 mark]

4. Neither room ___ suitable for noisy games. (is / are) [1 mark]

5. Change to passive: Staff added a welcome sign. [1 mark]

C. Write for a purpose - 10 marks

Write 150-180 words giving your opinion on whether schools should provide quiet spaces. Give two reasons and address a different view.

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1. Write your response below. [10 marks]

Extra practice: examine a viewpoint

FREE EXTENDED PRACTICE - STUDENT WORKSHEET

Read: A club leader called the new peer-reading project a success because twelve pairs attended the first session. One pupil disagreed: "Attendance tells us who came, not whether the reading helped." The leader then asked pupils to choose a short text, note one difficulty and reread it after feedback. Most said they felt more confident, but the club had not yet compared their reading before and after the project. The next report included both the positive comments and this limitation.

1. Explain the distinction the pupil makes between attendance and learning.

2. Identify one action that could support learning and explain how.

3. Why is the confidence feedback useful but insufficient to prove reading improvement?

4. What effect does including the limitation have on the final report?

Use an extra sheet for longer writing if needed. Check the separate guide after your attempt.

Indika Mallawarachchi
WhatsApp 0703 101 101

www.englishwithasmile.lk
info@englishwithasmile.lk

Extra practice: a balanced argument

FREE EXTENDED PRACTICE - STUDENT WORKSHEET

Situation: Your school magazine asks, Should every pupil join a peer-learning club? Consider benefits, practical limits and individual needs.

1. Write a clear position that allows for a reasonable exception.

2. Improve this claim: Peer clubs always make everyone better.

3. Write 150-180 words for the magazine. Develop two reasons, address a different view and give a practical recommendation.

Use an extra sheet for longer writing if needed. Check the separate guide after your attempt.

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WhatsApp 0703 101 101

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