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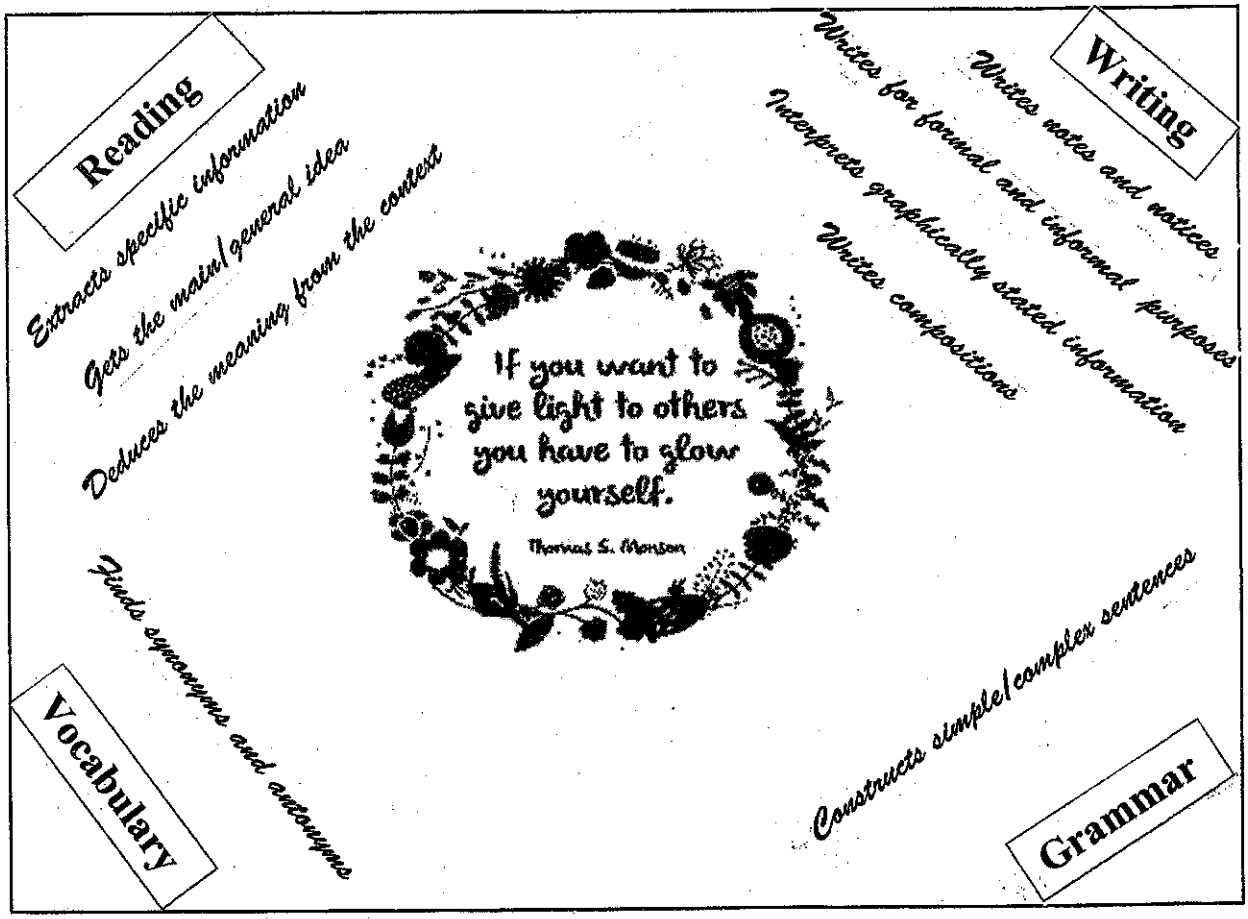
Confidential

Department of Examinations – Sri Lanka

G.C.E. (O/L) Examination - 2018

31- English Language

Marking Scheme



This document has been prepared for the use of Marking Examiners. Some changes would be made according to the views presented at the Chief Examiners' meeting.

Amendments to be included

Paper I

Question No.	Skill	Marks Distribution	Total
01	Vocabulary	1×5	05
02	Grammar	1×5	05
03	Vocabulary	½×10	05
04	Reading	1×5	05
05	Reading	1×5	05
06	Writing	C – 2, L - 3	05
07	Reading	1×5	05
08	Writing	C – 2, L - 3	05
	Total		40

Paper II

Question No.	Skill	Marks Distribution	Total
09	Vocabulary	1×5	05
10	Grammar	½×10	05
11	Language Proficiency	½×14	07
12	Grammar	1×5	05
13	Reading	1×5	05
14	Writing	C- 3, L - 3, O - 2, M - 2	10
15	Reading	1 - 1x1 = 1 2 - 1x1 = 1 3 - ½×2 = 1 4 - ½×2= 1 5 - ½×4 = 2 6 - ½×2 = 1 7 - 1×1 = 1	
		Total	08
16	Writing	C- 5, L - 5, O - 2, M - 3	15
	Total		60

Paper I	=	40 marks
Paper II	=	60 marks
Total	=	100 marks

Common Techniques of Marking

It is compulsory to adhere to the following standard method in marking answer scripts and entering marks into the mark sheets.

1. Use a red color ball point pen for marking. (Only Chief/Additional Chief Examiner may use a mauve color pen.)
2. Note down Examiner's Code Number and initials on the front page of each answer script.
3. Write off any numerals written wrong with a clear single line and authenticate the alterations with Examiner's initials.
4. Write down marks of each subsection in a △ and write the final marks of each question as a rational number in a □ with the question number. Use the column assigned for Examiners to write down marks.

Example: **Question No. 03**

(i) ..... √ $\frac{4}{5}$

(ii) ..... √ $\frac{3}{5}$

(iii) ..... √ $\frac{3}{5}$

03 (i) $\frac{4}{5}$ + (ii) $\frac{3}{5}$ + (iii) $\frac{3}{5}$ = $\frac{10}{15}$

MCQ answer scripts: (Template)

1. Mark the correct options on the template according to the Marking Scheme. Cut off the marked windows with a blade. Cut off the cages for Index Number and the number of correct options so as to be able to keep the template correctly on the answer script. Cut off a blank space to the right of each options column to mark the answers. Submit the prepared template to the Chief/ Additional Chief Examiner for approval. **For G.C.E. (A/L and GIT examinations templates will be prepared by the Department. It is the responsibility of the marking examiner to use a certified template.)**
2. Then, check the answer scripts carefully. If there are more than one or no answers to a certain question write off the options with a line. Sometimes candidates may have erased an option marked previously and selected another option. In such occasions, if the erasure is not clear write off those options too.
3. Place the template on the answer script correctly. Mark the right answers with a 'V' and the wrong answers with a 'X' against the options column. Write down the number of correct answers under each column. Then, add those numbers and write the number of correct answers in the relevant cage. When marks are to be transformed write the transformed marks inside a circle.

Example:

No. of correct responses $\frac{30}{50}$ ⟶ Marks $\frac{60}{100}$

Structured essay type and essay type answer scripts:

1. Cross off any pages left blank by candidates. Underline wrong or unsuitable answers. Show areas where marks can be offered with check marks.
2. Use the right margin of the overland paper to write down the marks.
3. When a candidate has faced only one paper of a certain subject (one / two papers of subjects which have three papers) and the **Detailed Mark Sheet** indicates that the candidate was absent for the other paper or papers, marks should be finalized as if he has obtained 00 marks for those absent papers.

Examples: (i) Total marks 100

Final Marks 100	Total Marks 100	Paper I	Paper II
44	44	AB	44

(ii) Total marks 200

Final Marks 100	Total Marks 200	Paper I	Paper II
31	62	62	AB

4. Write down the marks given for each question against the question number in the relevant cage on the front page in two digits. Selection of questions should be in accordance with the instructions given in the question paper. Mark all answers and transfer the marks to the front page, and write off answers with lower marks if extra questions have been answered against instructions.
5. Add the total carefully and write in the relevant cage on the front page. Turn pages of answer script and add all the marks given for all answers again. Check whether that total tallies with the total marks written on the front page. When marks are required to be given as a percentage act accordingly. (Final marks and the percentage may be the same in some papers while it may differ in some others)

Occasions where marks cannot be finalized:

1. When a packet of Paper I or II belonging to a certain Examination Center has not been received in your Panel.

   Example: Mathematics Subject has two papers as Paper I and Paper II. Your Panel has received only Paper II answer scripts packet from Examination Center No.10.

2. When one or two answer scripts of a certain candidate's Paper I, II or III is not found in the packet and Supervisor has not marked in the **Detailed Marks Sheet** that the candidate was absent for those papers.
3. When the **Index Number** mentioned in the answer script and **Detailed Mark Sheet** does not match.
4. When a certain problem which affects all candidates has occurred in an Examination Center.

   Example: When a certain part of a question paper has not been given to the candidates.

In such occasions,

1. Write the relevant **Index Number** in the **'Remarks'** column of **Detailed Mark Sheet** and note down that ***'Marks cannot be finalized.'*** Include the same note in the bottom of the front page of answer script too. Also insert a note about it in the journal.

2. Prepare separate **Incomplete Mark Sheets (9IML)** for each Examination Center regarding such candidates. Insert these **Incomplete Mark Sheets** in **IML cover** and handover to the Evaluation Center Coordinator.

Deciding the final marks:

Once all answer scripts (Paper I, II and/ or III) relevant to a certain day packet are marked, write down the final marks of each candidate on the front page of Paper II.

Examples:

A	
Paper I	28/40
Paper II	61/80
Paper III	66/80
Total	155÷ 3
Percentage In figures	51.66% 52
In words	Fifty two

B	
Paper I	22/40
Paper II	34/60
Paper III	-
Total	56
Percentage In figures	56% 56
In words	Fifty six

C	
Paper I	60.5/100
Paper II	81/100
Paper III	-
Total	141.5÷2
Percentage In figures	70.75% 71
In words	Seventy one

When decimal numbers are received, round off the final marks to the nearest whole number as shown in the above examples. When doing so, 0.5 and above should be rounded to the next higher number and marks less than 0.5 should be ignored. Final Marks are the percentage of marks earned by a candidate for all papers of a certain subject. Write down the final marks on Paper II in words too.

***

IMPORTANT POINTS

Please note

- All sections of each test item are marked and marks added correctly.
- In writing tests, marks given to each criterion are added to get the total marks.

eg. C – 3
L – 2
O – 1
M – 2
Total 8

- Marks of both paper I and paper II are added together to get the final mark. Marks of paper II should be transferred to paper I correctly.

- All written answers have to be read carefully, spending a considerable time before deciding the mark.

- To be quick in order to finish early should not be the attitude.

- Standardization helps you to become a confident marker.

- Marking is an experience which enhances your knowledge about teaching, learning and testing.

- Please follow the guide lines given in the check list for the chief examiners.

Assessing writing

Please note

- Please pay attention to the length of the answer in awarding marks for the content.
- If 0 (zero) marks are awarded to the content do not award marks for language, format, organization and mechanics of writing.
- If 0 (zero) marks are awarded to language do not award full marks for content.

Paper I – Questions 6 & 8

Paper II – questions 14 & 16

Paper I - Questions 6 & 8

Content - 2
Language - 3
Total - 5

Content – Questions 6 & 8

	Question 6	Question 8
2	All points included	Meaningful paragraph with required length
1	Most of the points included	Insufficient content
0	Question copied / Totally irrelevant	Question copied / Totally irrelevant

Language - Questions 6 & 8

3	Almost no errors, well connected sentences, correct spelling and punctuation
2	Some errors, well connected sentences, some errors in spelling and punctuation
1	Only a few correct sentences
0	All sentences incorrect

Paper II - Question 14

Content - 3
Language - 3
Format & organization - 2
Mechanics of writing - 2

Total - 10

14 (a)

Content - Formal letter

3	All points included
2	Most of the points included
1	Only a few points included
0	Question copied /Totally irrelevant

14 (b)

Content – Bar graph

3	Correct interpretation of the bar graph, all the information included.
2	Has written most of the information, correct interpretation
1	Interpretation not sufficient
0	Question copied /Totally irrelevant

14 (a) & (b)

Language

3	Almost no errors, well connected sentences, good range of vocabulary
2	Some errors, well connected sentences, good range of vocabulary
1	Only a few correct sentences
0	All sentences incorrect

Format & organization

2	Well organized ideas, connected meaningful paragraphs (format of a formal letter)
1	Ideas not well connected, errors in format
0	No organization at all

Mechanics of writing

2	No spelling errors, correct punctuation, clear handwriting
1	Hand writing clear but errors in spelling and punctuation
0	Unintelligible writing

Paper II - Question 16

Content	**- 5**
Language	**- 5**
Format & Organization	**- 2**
Mechanics of writing	**- 3**
Total	**15**

(16 a)

Content – Article

4 - 5	Has written on all points including sufficient facts. Article is of required length.
2 - 3	Has written on most of the points. Information and facts given not sufficient. Article is of required length.
1	Has attempted to write on the topic. Content and descriptions not sufficient.
0	Question copied / Totally irrelevant

Language

4 - 5	Almost no errors, well connected sentences, good range of vocabulary. Style of language is suitable for an article.
2 - 3	Some errors – Meaning is not clear at times due to language problems. Good range of vocabulary
1	Only a few correct sentences
0	All sentences incorrect

(16 b) Content – essay

4 - 5	All points included. Essay is of required length. Sufficient and clear description given on each point
2 - 3	Most of the points included. Factual description not sufficient. Sufficient and clear description of the points included.
1	Only few points are included
0	Question copied / Totally irrelevant

Language

4 - 5	Almost no errors, well connected sentences, good range of vocabulary. Style of language is suitable for an essay.
2 - 3	Some errors – Meaning is not clear at times due to language problems. Good range of vocabulary
1	Only a few correct sentences
0	All sentences incorrect

(16 C)

Content – speech

4 - 5	Has written on all points including sufficient facts. Speech is of required length.
2 - 3	Has written on most of the points. Factual description not sufficient. Speech is of required length.
1	Has attempted to write a speech. Content and descriptions not sufficient.
0	Question copied / Totally irrelevant

Language

4 - 5	Almost no errors, well connected sentences, good range of vocabulary. Style of language is suitable for a speech.
2 - 3	Some errors – Meaning is not clear at times due to language problems. Good range of vocabulary
1	Only a few correct sentences
0	All sentences incorrect

(16 D)

Content – dialogue

4 - 5	Dialogue is complete and meaningful There is a beginning and an end The dialogue is of required length
2 - 3	The dialogue is not developed properly and therefore not meaningful The dialogue is of required length
1	Has attempted to write the dialogue but not complete
0	Question copied / Totally irrelevant

Language

4 - 5	Almost no errors, well connected sentences, good range of vocabulary. Style of language is suitable for a dialogue.
2 - 3	A few errors – Meaning is not clear at times due to language problems. Good range of vocabulary
1	Only a few correct sentences
0	All sentences incorrect

16 a & b

Format and organization

2	Well organized ideas, connected meaningful paragraphs
1	Ideas not well connected
0	No organization at all

16 c

2	Appropriate beginning and ending for a speech. Well organized ideas, connected meaningful paragraphs
1	Some Ideas not well connected properly and not meaningful
0	No organization at all

16 d

2	Well-connected ideas, connected meaningful utterances
1	Some ideas not well connected properly and not meaningful
0	No organization at all

Mechanics of writing

16 a, b, c & d

3	No spelling errors, Correct punctuation, Clear handwriting
2	A few errors in spelling and punctuation. Clear handwriting
1	Hand writing clear but errors in spelling and punctuation
0	Unintelligible writing

Paper I

Question No.	Skill	Marks Distribution	Total
01	Vocabulary	1×5	05
02	Grammar	1×5	05
03	Vocabulary	½×10	05
04	Reading	1×5	05
05	Reading	1×5	05
06	Writing	C – 2, L - 3	05
07	Reading	1×5	05
08	Writing	C – 2, L - 3	05
	Total		40

○ **Test 1** *Objective:- Assess the ability to use words appropriately and accurately in a context.* *Technique:- Matching*

Match the following places with their descriptions, Write the correct letter in the blank. *The first one is done for you.*

A	B	C	D	E	F
Hospital	University	Library	Temple	Zoo	~~Airport~~

(1) A place where planes land and take off ..... F .....

(2) A place of religious worship ..... D .....

(3) A place where animals, birds and reptiles are kept for exhibition ..... E .....

(4) Sick people are given medical treatment here. ..... A .....

(5) An institution of higher education ..... B .....

(6) Books, magazines and newspapers are kept here. ..... C .....

○ **Test 2** *Objective:- Assess the ability to use propositions appropriately in a given context.* *Technique:- Fill in the blanks*

Fill in the blanks in the following dialogue. Use the words given in the box. *The first one is done for you.*

~~inside,~~ around, for, with, behind, from

Policeman: Where were you exactly when the accident happened?

Raveendra: I was (1) ..... inside ..... the school bus.

Policeman: Did you clearly see what happened?

Raveendra: Yes, a motorbike was coming (2) ..... behind ..... our bus. The driver stopped the bus because of heavy traffic.

Policeman: After that...?

Raveendra: The motorbike tried to overtake us and collided (3) ..... with ..... a van coming (4) ..... from ..... the opposite direction.

Policeman: When did this happen?

Raveendra: I think it was (5) .. around ... 7.00 a.m.

Policeman: Thank you (6) ..... for ..... the information.

Raveendra: You're welcome.

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Q. 1

1 ×
Total 5

Q. 2

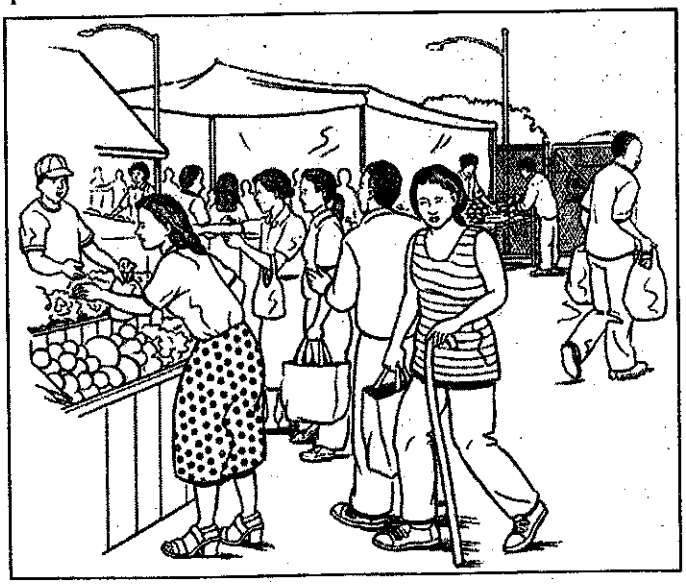
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Total 5

(See page two

For examiners' use only

Test 3 *Objective:- Assess the ability to use words appropriately to complete a text. Technique:- Fill in the blanks*

Study the picture. Fill in the blanks with the words given in the box. *The first one is done for you.*



~~buying~~
salesman
leaving
buyers
tent
man
heavy
busiest
crowded
lamp posts
lady

This picture shows a market place. People seem to be busy (1) **buying** various things. Some (2) .... **buyers** ..... are waiting in a queue before a stall where a (3) .. **salesman** ... with a cap is selling goods. There is a (4) ..... **lady** ..... with a walking stick in the middle of the picture. A man carrying two bags is (5) .... **leaving** .... the place. The bags look (6) ... **heavy** ..... . The area around the counter is (7) . **crowded** . . Two (8) .. **lamp posts** ..can also be seen in the picture. There is a (9) ..... **tent** ..... between the lamp posts. A (10) ..... **man** .....standing near one lamp post seems to be talking to someone. This is one of the (11) .... **busiest** ..... days at the market place.

Q. 3

½ ×
Total 5

Test 4 *Objective:- Assess the ability to read and extract specific information from a content page. Technique:- Matching*

Study the content page of a text book given in **Box A**. Write the relevant page numbers of the units against the titles given in **Box B**. *The first one is done for you.*

Box A

Units	Pages
A Brief History of the Earth	26 - 30
Agricultural Equipment	31 - 36
The Human Waste Stream	~~37 - 40~~
The Challenge of Homeless People	41 - 45
The War of Pests	56 - 55
International Waters	56 - 60

Box B

Titles	Pages
(1) Water pollution	37 - 40
(2) The tools that ancient people used in farming	31-36
(3) How the planet in which we live looked like in the past	26-30
(4) Oceans in different parts of the world	56-60
(5) Low cost housing schemes	41-45
(6) Insects that are harmful for crop growing	56-55

Q. 4

1 ×
Total 5

(See page three

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○ **Test 5** *Objective:- Assess the ability to read and extract relevant information to complete a text.* *Technique:- Fill in the blanks*

Read the following dialogue. Fill in the blanks of the summary given below. Select a suitable word/phrase from the dialogue. *The first one is done for you.*

Teacher : Amal, is everything ready for the trip?
Amal : Yes, almost everything.
Teacher : Have you decided on the destination? Kandy or Nuwara Eliya?
Amal : Yes Madam, everyone's choice is Kandy.
Teacher : Why are you so interested in visiting Kandy?
Amal : I think it is the Botanical Gardens, Madam.
Teacher : Will your parents join too?
Amal : Only a few.
Teacher : Well, I want to meet all of you tomorrow at 10.00 a.m. to discuss more about the trip. We have not yet decided on the cost per head. I suppose it won't be more than five hundred rupees.
Amal : Madam, do we have to inform the principal about the trip?
Teacher : Yes, of course. We need his written permission.
Amal : Madam, do you think he will give us permission?
Teacher : Why not! He is the one who suggested me to organize the trip.

● Summary

The discussion is about a trip to (1) Kandy . The students' one and only (2) .. **choice** ... is Kandy. The most attractive place for the students is (3) ..... **(the)Botanical Gardens** ..... . A few (4) ..... **parents** ..... also will join the trip. Students will not have to spend much as the (5) .....**cost** ..... per person for the trip will not exceed Rs. 500. The written (6) ... **permission** .... of the principal is yet to be obtained.

Q.5
1 ×
Total 5

○ **Test 6** *Objective:- Assess the ability to write a note with the given information.* *Technique:- Guided writing*

You are interested in joining an English Camp with your best friend after the examamination. You went to his/her place to talk about it. But your friend was not at home. Write a note to be left in his/her letter box telling him/her about it. Use about **40 - 50** words.
Include: - when you came - why you came - ask him or her to call back

Dear Nadeesha,

I heard there is an English camp in our school after the examination. I'm interested in taking part in it with you. I came to your house last evening but you were not at home. Can you please call me and confirm it?

Sanudhi

(46 words)

Q.6
C
L
Total 5

(See page four

For examiners' use only

○ **Test 7** ***Objective:- Assess the ability to read and understand directly stated information in a given text. Technique:- Writing short answers and underlining.***

Read the following text and answer the questions.

The pupils stopped talking as Miss Yapa entered the classroom. Then they stood up and greeted, "Good morning, teacher." Miss Yapa smiled and greeted them back and asked the children to sit down. There were thirty pupils in the class. All the pupils were watching her **intently**, waiting to know her name.

"I suppose you want to know my name." she said. But before she could tell them, someone called out, "You are Miss Yapa." Everybody laughed including Miss Yapa.

"News travels quickly." she said.

Miss Yapa opened the attendance register and called their names in turn. When she came to the last name on the list, Naveen, she noticed that he had been absent for over a month.

"What's the matter with Naveen?" asked the teacher. "Naveen has been ill and is still in hospital." said a girl in the front row.

"Did you all go to see him?" asked the teacher. No one replied.

It was the time to start the lesson.

"Please tell us a story." The pupils shouted.

"No, first of all I want you to write letters to your friend Naveen. We will send the best ones to cheer him up in hospital. I'll tell you a story, later."

(1) What were the pupils doing before Miss Yapa entered the classroom?

..... **(They / The pupils were) talking** .....

(2) How many pupils were there in the class? ..... **thirty** .....

(3) Complete the sentence.

The pupils wanted the teacher to ..... **tell a story** .....

(4) Write the line which says that Naveen would receive letters from his classmates.

"No, first of all I want you to write letters to your friend Naveen. We will send the best ones to /

We will send the best ones to cheer him up in hospital.

● Underline the correct answer.

(5) The word 'intently' in line 3 means

(a) by chance. (b) attentively. (c) silently.

Q. 7

1 ×
Total 5

○ **Test 8** ***Objective:- Assess the ability to write a short paragraph on a given topic. Technique:- Free writing***

Write a paragraph on **one** of the following topics. Use about **50** to **60** words.

(a) My best friend (b) The book that I like most

The book that I like most

The book that I like most is 'Madol Duwa'. It is a very interesting children's novel written by the great writer Martin Wickramasinghe. Upali and Jinna are the main characters of the story. They are very brave and adventurous children. The story tells about their life in a small island called 'Madol Duwa'.

(53 words)

Q. 8

C
L
Total 5

Paper II

Question No.	Skill	Marks Distribution	Total
09	vocabulary	1×5	05
10	Grammar	½×10	05
11	Language Proficiency	½×14	07
12	Grammar	1×5	05
13	Reading	1×5	05
14	Writing	C- 3, L - 3, O - 2, M - 2	10
15	Reading	1 - 1x1 = 1 2 - 1x1 = 1 3 - ½×2 = 1 4 - ½×2 = 1 5 - ½×4 = 2 6 - ½×2 = 1 7 - 1× 1 = 1	
		Total	08
16	Writing	C- 5, L - 5, O - 2, M - 3	15
	Total		60

Objective:- Assess the ability to use words appropriately in a context.

○ **Test 9** *Technique:- Fill in the blanks*

Select a word from the box which has a similar meaning to the word/phrase given within brackets and write it in the space provided. *The first one is done for you*. There are **three** extra words.

ancient, attractions, common, destinations, located, prevails, stay, tourists, identical

Anuradhapura and Polonnaruwa are two (1) ancient (belong to distant past) cities in Sri Lanka. They have a lot in (2) ...common ..... (similar in many ways). Both these cities are (3) located (situated) in the North Central Province. Usually, dry weather (4) prevails (exists) there in most of the months of the year. These two cities are famous tourist (5) attractions (places of interest). Many local and foreign (6) tourists (persons visiting places) visit these cities throughout the year. They have a fast growing economy with the development of infrastructure facilities.

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Q. 9

1 ×

Total 5

(See page six

For examiners' use only

Objective:- Assess the ability to use the correct form of a word in context.

○ **Test 10** *Technique:- Underlining the correct word*

Underline the most suitable word within brackets.

Exercise is one of the best ways of keeping depression away. It improves your body and your mind and (1) ..... (enable, enables, enabling) you to perform better in the work place and at home. Proper (2) ..... (breathe, breath, breathing) is essential if you want to get the most from exercise, and you should take into (3) ..... (consider, consideration, considering) your heart rate. It can be (4) ..... (harmful, harmfully, harm) to do exercises too much. All good (5) ..... (fit, fitness, fitting) instructors emphasize the importance of 'listening to your body'. When you first start, you should use good (6) ..... (judgment, judge, judging), because it's easy to make the mistake of using the equipment (7) ..... (incorrectly, correctly, incorrectness). Exercise should not be seen as a (8) ..... (demand, demanded, demanding) task. To increase your fitness, exercise (9) ..... (steady, steadily, steadying) for 20 minutes a week. And you will notice a (10) ..... (different, differentiating, difference) in your body and mind in a few weeks.

Q. 10

½ ×
Total 5

Objective:- Assess the overall proficiency of the language.

○ **Test 11** *Technique:- Modified cloze*

Fill in the blanks with the words given within the box. There are **three** extra words.

also, to, and, numerous, after, of, for, have, first, money, fashion, do, clothes, come, century, who, not

Throughout history, people have worn clothing of one description or another. Apart from protection against the weather, (1) **clothes** were also often used (2) **to** show the wearer's status (3) **and/of** wealth. Over the years, (4) **numerous** fashions in clothing have (5) **come** and gone while some (6) **of** those have been popular (7) **for** relatively short periods. Meanwhile, others (8) **have** lasted longer.

Until the (9) **first** half of the 20th (10) **century** the ability to follow (11) **fashion** was limited to those (12) **who** had the money to (13) **do** so. Following fashions (14) **not** only demand money but also require large amounts of leisure time.

Q. 11

½ ×
Total 7

(See page seven

For examiners' use only

Objective:- Assess the ability to use the correct form of the verb in a context.

○ **Test 12** *Technique:- Fill in the blanks*

Complete the following passage using the most appropriate form of the verb given within brackets. *The first one is done for you.*

P Sara Oval is one of the oldest cricket grounds in Sri Lanka. It (1) ...is considered..... (consider) a historic cricket venue of the country for many reasons. First, this ground (2) .....hosted..... (host) Sri Lanka's first test match, against England in 1982. Further, in 1985, it (3) .....became..... (become) the venue for Sri Lanka's first-ever Test win, over India. Next, the ground (4) .....was used..... (use) as a neutral venue for a test match series between Australia and Pakistan in 2002. So far, 15 Test matches, 12 ODIs and one T20 (5).....have been played.....(play) at P Sara Oval. This historic stadium (6) .....is located..... (located) in Colombo, the commercial capital of the country.

Q. 12

1 ×
Total
5

Objective:- Assess the ability to form directly stated information from a dictionary page.

○ **Test 13** *Technique:- Writing short answers*

Here is a page from a dictionary. Refer to it and answer the questions given below it.

spic /spɪk/ *noun* (⚠ *slang, especially AmE*) a very offensive word for a person from a country where Spanish is spoken, for example a Mexican or Puerto Rican IDM **,spic and 'span** = SPICK AND SPAN at SPICK

spice /spaɪs/ *noun, verb*
■ *noun* **1** [C, U] one of the various types of powder or seed that come from plants and are used in cooking. Spices have a strong taste and smell: *common spices such as ginger and cinnamon* ◊ *a spice jar/rack* **2** [U] extra interest or excitement: *We need an exciting trip to add some spice to our lives.* IDM see VARIETY
■ *verb* [VN] **~ sth (up) (with sth) 1** to add spice to food in order to give it more flavour: *highly spiced dishes* **2** to add interest or excitement to sth: *He exaggerated the details to spice up the story.* ◊ *Her conversation is always spiced with humour.*

spick /spɪk/ *adj.* IDM **,spick and 'span** (also **,spic and 'span**) [not usually before noun] neat and clean: *Their house is always spick and span.*

spicy /'spaɪsi/ *adj.* **(spici·er, spici·est) 1** (of food) having a strong taste because spices have been used to flavour it: *spicy chicken wings* **2** (*informal*) (of a story, piece of news, etc.) exciting and slightly shocking ▶ **spici·ness** *noun* [U]

spider /'spaɪdə(r)/ *noun* a small creature with eight thin legs. Many spiders spin WEBS (= nets of thin threads) to catch insects for food: *She stared in horror at the hairy black spider.*—picture on page A7

'spider monkey *noun* a S American monkey with very long limbs and a long PREHENSILE tail—picture on page A6

'spider's web (*especially BrE*) (also **'spider web** especially in *AmE*) (also **web**) *noun* a fine net of threads made by a spider to catch insects: (*figurative*) *a spider's web of overhead wires and cables* ◊ (*figurative*) *to be caught in a spider's web of confusion*—see also COBWEB

spiel /ʃpiːl; spiːl/ *noun* (*informal, usually disapproving*) a long speech that sb has used many times, that is intended to persuade you to believe sth or buy sth

spiff /spɪf/ *verb* PHRV **,spiff 'up|,spiff sb/sth↔'up** (*AmE, informal*) to make yourself/sb/sth look neat and attractive: *He got all spiffed up.* ◊ *She spiffed up her old shoes.*

spiffy /'spɪfi/ *adj.* (*AmE, informal*) attractive and fashionable

spigot /'spɪgət/ *noun* **1** (*technical*) a device in a tap/faucet that controls the flow of liquid from a container **2** (*AmE*) any tap/faucet, especially one outdoors

spike /spaɪk/ *noun, verb*
■ *noun* **1** [C] a thin object with a sharp point, especially a pointed piece of metal, wood, etc: *a row of iron spikes on a wall* ◊ *Her hair stood up in spikes.*—see also SPIKE HEEL **2** [C, usually pl.] a metal point attached to the sole of a sports shoe to prevent you from slipping while running—compare CLEAT **3 (spikes)** [pl.] shoes fitted with these metal spikes, used for running: *a pair of spikes* **4** [C] a long pointed group of flowers that grow together on a single stem
■ *verb* [VN] **1** to push a sharp piece of metal, wood, etc. into sb/sth; to injure sth on a sharp point **2 ~ sth (with sth)** to add alcohol, poison or a drug to sb's drink or food without them knowing: *He gave her a drink spiked with tranquillizers* ◊ (*figurative*) *Her words were spiked with malice.* **3** to reject sth that a person has written or said; to prevent sth from happening or being made public: *The article was spiked for fear of legal action against the newspaper.* IDM **spike sb's 'guns** (*BrE*) to spoil the plans of an opponent

spiked /'spaɪkt/ *adj.* with one or more spikes: *spiked running shoes* ◊ *short spiked hair*

spike 'heel *noun* (*especially AmE*) a very thin high heel on a woman's shoe; a shoe with such a heel SYN STILETTO

● Find a word/phrase for each of the following descriptions.

(1) A phrase similar in meaning to 'neat and clean'. ..... spick and span .....

(2) A metal point set into the sole of a running shoe. ..... spike .....

(3) A creature that feeds on insects. ..... spider .....

(4) An outdoor tap ..... spigot .....

Q. 13

1 ×
Total
5

● Complete the sentence selecting a word from the dictionary page.

(5) Sri Lankan food is very ..... spicy ..... because the cooks add many things to flavour them.

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Objective:- Assess the ability to write a formal letter

○ **Test 14** *Technique:- Guided writing*

Write on **one** of the following. Use about **100** words.

(a) Your English teacher asked you to read some English story books after the exam. Write a letter to the manager of the Lake House Bookshop, Colombo asking for information about the books for children.

Ask for the following information:

(a) The titles of the books available (b) The prices and discounts, if any

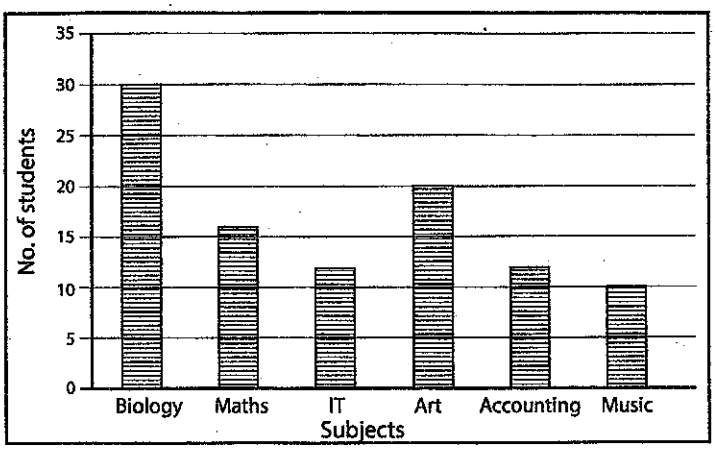
(c) Mode of payment (d) Mode of delivery

Objective:- Assess the ability to write a short paragraph using graphical information in a text .

OR *Technique:- Guided writing*

(b) The following bar graph shows the results of a survey conducted among 100 grade 11 students in a school about the choice of the subjects for Advanced Level streams. Study the chart and write a description about their choices. The following words will help you.

more, most, less, least, equal, highest, lowest, higher, lower



Start like this: This bar graph shows the choice of the subjects of Grade 11 students in a school.

a)

32, Temple Road,
Nugegoda
07th December 2018.

The Manager,
Lake House Bookshop,
Colombo.

Dear sir,

Requesting information about the books for children.

As our English teacher asked us to read some

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18

story books after the exam, I need to purchase some English books from your bookshop.

I would be much obliged, if you could send me the titles of the books available in your bookshop, mode of payment, the prices of the books and the mode of delivery. I am glad, if you could give me a reasonable discount for the books too.

Please be kind enough to send me a favourable response.

Thank you.

Yours faithfully,

Hiranya Thennakoon.

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Q. 14

C	
L	
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Total	10

Objective:- Assess the ability to read, understand and interpret directly and indirectly stated information in a given text

○ **Test 15** *Technique:- answering questions*

Read the following text and answer the questions given below it.

① Penguins are one of the world's most interesting birds. They waddle when they walk. They have flippers instead of wings. The bones in a penguin's flippers are heavier and more solid than **those** in the wings of a flying bird. This helps the penguin 'fly' through the water. The penguin's black back and white front has an important function too – camouflage in the water. Penguins blend in with the sea from above and with the sky from below. This makes it harder for predatory birds, leopard seals, sea lions, orcas and sharks to see them. Many people think all penguins live in the cold and ice of Antarctica. However, only 6 of the 17 species or types of penguins live in Antarctica. The others live in parts of New Zealand, Australia, South Africa and South America and on the Falkland and Galapagos Islands.

② Let's talk about the Emperor penguin of Antarctica. The Emperor penguin is the world's largest penguin. Its oily outer feathers help keep it dry. Its dense inner down feathers and thick fat layer help keep it warm. Emperor penguins also often huddle in groups to conserve heat. A mother Emperor penguin lays only one egg at a time. After the mother Emperor penguin lays the egg, **she** travels to open sea to feed on fish, squid and krill (shrimp-like ocean crustaceans). The father stays behind with the egg. He keeps it warm and protected by balancing it on **his** feet and covering it with feathered skin called a brood pouch. The mother returns two months later, to feed the newly hatched chick, then stays with it while the father goes out to sea to feed.

③ The loss of sea ice harms Emperor penguin chicks and adults. Emperor penguins rear their chicks on land-locked sea ice. When sea ice breaks up before **their** chicks have matured and grown their waterproof feathers, chicks that are swept into the ocean are likely to die. For adults, the loss of sea ice can lead to lower food availability, which can result in increased mortality.

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(1) What is special about the way the penguins walk?

waddle / They waddle / They waddle when they walk

..... (01 *mark*)

(2) Which sentence in **paragraph 1** says that people think all penguins live only in one place in the world? Copy the sentence.

Many people think all penguins live in the cold and ice of Antarctica.

..... (01 *mark*)

(3) Say whether the following statements are **True (T)** or **False (F)** by writing **'T'** or **'F'** in the space given.

(i) All types of penguins are found in Antarctica. (**F**)

(ii) The major challenge for the Emperor penguin is the loss of sea ice. (**T**)

(½ × 2 = 01 *mark*)

(4) Find the words from the text which mean the following.

(i) The colour or shape that protects an animal from attack (Paragraph 1) (**camouflage**)

(ii) To come close together in a group (Paragraph 2) (**huddle**)

(½ × 2 = 01 *mark*)

(5) What do the following words in the text refer to? Write your answer in the space given.

(i) 'those' in paragraph 1 line 3 **(The) bones**

(ii) 'she' in paragraph 2 line 5 **(the)Mother emperor penguins**

(iii) 'his' in paragraph 2 line 7 **father's/father**

(iv) 'their' in paragraph 3 line 2 **emperor penguins'/ emperor penguins**

(½ × 4 = 02 *mark*)

(6) Underline the word closest in meaning to each word/phrase given below.

(i) 'Blend in' (paragraph 1 line 5)

(a) mixed with (b) dive (c) join

(ii) 'Conserve' (paragraph 2 line 3)

(a) reduce (b) slow down (c) save

(½ × 2 = 01 *mark*)

(7) Study the three subheadings given below. Underline the most suitable subheading to the **last paragraph** of the text.

(a) 'Safety measures for penguins'

(b) 'World penguins are at a risk'

(c) 'Food for penguins' (01 *mark*)

Q. 15

Total 8

20

(*See page eleven*

Objective:- Assess the ability to write (a)an article to a newspaper (b) an assay (c)a speech on a given topic (d) a dialogue

○ **Test 16** *Technique:- Guided writing*

Write on **one** of the following. Use about **200** words.

(a) An article to the Junior Observer on the following topic.
"Public property belongs to all of us."
You may include the following.
- ▲ What public property means
  – Some examples — (schools, buses, trains etc.)
- ▲ Use of public property
- ▲ How to protect them — (e.g. awareness programmes for school children)

(b) An essay on 'Sports as an important part of a student's life'
You may include the following:
- ▲ The place for sports in the school calendar (sportsmeets, matches, tournaments)
- ▲ Facilities provided (playground, courts for netball, basketball etc.)
- ▲ Importance – (promotes – team spirit, good health, friendship, unity, leadership, accepting victory or defeat)

(c) Write the speech you would make at the school assembly on 'The Effects of Using Polythene'.
You may include the following:
- ▲ Why people use polythene
- ▲ How the use of polythene affects the environment
- ▲ Steps that you could take to prevent the harmful effects of using polythene

(d) Complete the dialogue between – Rizvi and Anupama. They have just met after the G.C.E.(O/L) exam.

Rizvi : Now the exam is over. What's next? Have you planned anything to do?

Anupama : Yes, I have a lot of plans.

(b) Sports as an important part of a student's life.

"All work and no play makes Jack a dull boy", is an old proverb which highlights the importance of doing sports. Sports is a great asset to a student's life.

There is an important place for sports in the school calendar. Almost all the schools organize sportsmeets, matches, tournaments etc. throughout the year to ensure the physical development of the students. They have provided facilities such as playgrounds, courts for netball, basketball etc. Sports helps the students to maintain good health.

Among many other things, sports has some additional benefits as students

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play in groups and in healthy competitive spirit. It helps to promote good health, quality of leadership and team spirit. Sports makes students adventurous, sacial, disciplined and more conscious of their responsibilies.

Unlike the students who donot engage in any kind of sport, those who do, learn how to accept victory and defeat with grace. It is very important to deal with victory and defeat equally as some unpleasant situations in a field may create bad impressions among the spectators.

Sports is a great way of building up one's personality. It is an essential source of encouragement to all students for the betterment of their future.

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Q. 16

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L
O
M
Total 15

* * *