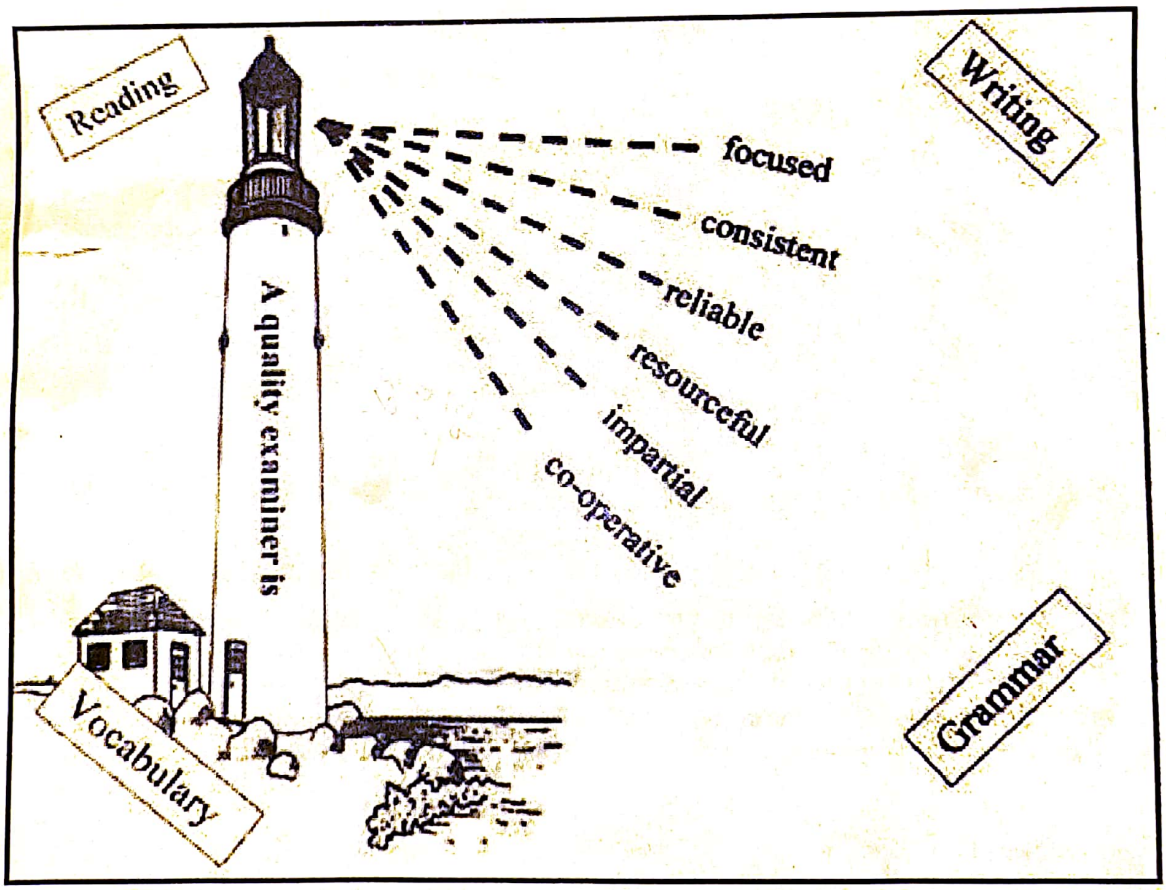
Confidential

# Department of Examinations - Sri Lanka

## G. C. E. (O/L) Examination - 2021 (2022)

## 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

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# G.C.E.(O/L) EXAMINATION - 2021 (2022)

## Common Techniques of Marking Answer Scripts.

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

1. Each Assistant Examiner should use red colour ball-point pen for marking answer scripts.
2. A purple colour ball-point pen should be used by Chief Examiners.
3. Code number of the Assistant Examiner should be noted down on front page of each answer script. Enter marks in **clear numerals.**
4. Write off incorrectly written numerals with a clear single line and authenticate the alterations with Examiner's initial.
5. Enter the marks of each subsection of a question as a rational number in the given space of Δ and the final marks of each question should be entered as a total rational number in the given space of □ by denoting respective question number as well. Use the column assigned for the Examiners to write marks.
6. Evaluation Mark Finalizer should use blue or black colour pen to verify the accuracy of the marks.

**Example:** **Question No. 03**

(i) ..... √ Δ 4/5

(ii) ..... √ Δ 3/5

(iii) ..... √ Δ 3/5

03 (i) (ii) $\frac{4}{5}$ + (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. Cut off the cages for the subject number and the subject to be clearly visible. Submit the prepared template to the Chief Examiner for approval.

2. Then, check the answer scripts carefully. If there are more than one or no answers marked 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 '√' and the wrong answers with a 'X' against the options column. Write down the number of correct answers inside the cage given under each column. Then, add those numbers and write the number of correct answers in the relevant cage.

**Structured essay type and essay type answer scripts:**

1. Cross off any pages left blank by candidates. Underline wrong or unsuitable answers and write cross mark. Point-out areas by a check mark, where marks can be offered.
2. Use the right margin of the overland paper to write down the marks.
3. 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.
4. Add the total marks 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.

**Preparation Of Mark Sheets.**

Except for the subjects with a single question paper, final marks of two papers will not be calculated within the evaluation board. Therefore add separate mark sheets for each of the question paper. Enter paper I marks in "Total Marks" column of the mark sheet and write them in words as well. Enter paper II Marks in the " Total Marks" Column and include the relevant details. For the subject 43 Art, Paper I, II and III Marks should be entered numerically in the separate mark sheets and should also be written in words.

For subjects 21 Sinhala language and literature and 22 Tamil Language and literature, paper I marks once entered numerically should be written in words. Use separate marks sheets for the papers II and III and enter the total marks in the "Total marks column". Write the relevant detailed marks against each of the total mark.

**N.B.:-**

I. Final marks for paper I, paper II or paper III should always be rounded up to the nearest whole number and they should never be kept as decimal or half values.

II. Each page of the mark sheet should be compulsorily verified by the Assistant Examiner who entered marks to the mark sheet, Assistant Examiner who checked the mark sheet, the Verifying Examiner of the evaluation marks and Chief Examiner by placing respective code number and the signature.

***

## Paper I

| Question No | Skill | Marks Distribution | Total |
|---|---|---|---|
| 01 | Reading | 1×5 | 05 |
| 02 | Vocabulary | 1×5 | 05 |
| 03 | Vocabulary | ½×10 | 05 |
| 04 | Grammar & Language Functions | 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 & Language Functions | 1×5 | 05 |
| 11 | Reading | ½×14 | 07 |
| 12 | Grammar & Language Functions | 1×5 | 05 |
| 13 | Reading | 1×5 | 05 |
| 14 | Writing | C- 3, L - 3, O - 2, M - 2 | 10 |
| 15 | Reading | (1) ½x 4 = 2<br>(2) 1x2 = 2<br>(3) 1×2 = 2<br>(4) 1×1 = 1<br>(5) 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 |

## IMPORTANT POINTS

**Please note**

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

eg.
| | | |
|---|---|---|
| C | – | 3 |
| L | – | 2 |
| O | – | 1 |
| M | – | 2 |
| Total | | 8 |

- All written answers have to be read carefully, spending a considerable time before deciding on 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 guidelines given in the check list for the Chief Examiners.

# Assessing writing

**Please note**

- To 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 for language, do not award full marks for content.

Paper I – Questions 6 & 8
Paper II – Questions 14 & 16

underline the grammar mistakes
circle the spelling mistakes.

## 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 | Only some points included | Insufficient content |
| 0 | Question copied / Totally irrelevant | Question copied / Totally irrelevant |

### Language - Questions 6 & 8

| | Question 6 |
|---|---|
| 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 one/two correct sentences |
| 0 | All sentences incorrect |

## Paper II -Question 14

Content - 3
Language - 3
Organization - 2
Mechanics of writing - 2

Total - 10

**14 (a)**

**Content – Informal 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 – Pie chart**

| | |
|---|---|
| 3 | Correct interpretation of the pie chart, all the information included. |
| 2 | Has written on most of the information, correct interpretation of the pie chart |
| 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 |

**Organization**

* If the letter is in one para: don't give full marks for '0'

| | |
|---|---|
| 2 | Appropriate format, well organized ideas, connected meaningful paragraphs |
| 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 | Handwriting clear but errors in spelling and punctuation |
| 0 | Unintelligible writing |

## Paper II - Question 16

| | | |
|---|---|---|
| Content | - | 5 |
| Language | - | 5 |
| Organization | - | 2 |
| Mechanics of writing | - | 3 |
| Total | | 15 |

### (16 a)

### Content – Article

| | |
|---|---|
| 4 – 5 | Has written on all points including sufficient facts relevant to the topic. Article is of required length. |
| 2 – 3 | Has written on most of the points relevant to the topic.<br>Information and facts given not sufficient.<br>Article is of required length. |
| 1 | Has attempted to write on the topic.<br>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 – speech

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

### Language

| | |
|---|---|
| 4 – 5 | Almost no errors, well connected sentences, good range of vocabulary. Use of language is suitable for 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 C) Content – essay

| | |
|---|---|
| 4 – 5 | All points included.<br>Essay is of required length.<br>Sufficient and clear description given on each point |
| 2 – 3 | Most of the points included.<br>Factual description not sufficient.<br>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 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 fully developed and relevant to the theme/clue given<br>Dialogue is complete with a beginning and end.<br>Dialogue is of the required length. |
| 2 – 3 | Dialogue is partially developed but relevant to the theme/clue given. Dialogue is incomplete.<br>Dialogue is not of required length. |
| 1 | Has attempted to write the dialogue. |
| 0 | Question copied / Totally irrelevant |

## Language

| | |
|---|---|
| 4 – 5 | Almost no errors, well connected exchanges, good range of vocabulary. Style of language(informal) 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 exchanges. |
| 0 | All sentences incorrect. |

## 16 a & c Organization

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

## 16 b

| | |
|---|---|
| 2 | Appropriate beginning and ending of a speech.<br>Well organized ideas, connected meaningful paragraphs. |
| 1 | Some ideas not well connected properly and not meaningful. |
| 0 | No organization at all. |

## 16 d

| | |
|---|---|
| 2 | Appropriate beginning and ending of a dialogue.<br>Well-connected ideas, connected meaningful exchanges. |
| 1 | Some ideas not well connected and 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. |

## Specifications - Paper 1

| | |
|---|---|
| **Test 1 Reading**<br>***Testing Technique*** :-Matching<br>***Text type:-*** Picture based words<br>***Competency:-*** Extracts necessary information from various types of texts.<br>***Competency Level:-*** Assess the ability to use visual clues to derive the meaning of the texts. | **Test 2 Vocabulary**<br>***Testing Technique:-*** Gap filling<br>***Text type:-***Invitation<br>***Competency:-*** Building up vocabulary using words appropriately and accurately to convey precise meaning<br>***Competency Level:-*** Assess the ability to use nouns, verbs, adjectives and adverbs appropriately. |
| **Test 3 Vocabulary**<br>***Testing Technique:-*** Gap filling<br>***Text type:-*** A picture description<br>***Competency:-*** Building up vocabulary using words appropriately.<br>***Competency Level:-*** Assess the ability to use nouns verbs adjectives & adverbs appropriately. | **Test 4 Grammar & Language functions**<br>***Testing Technique:-*** Gap filling<br>***Text type:-*** Dialogue<br>***Competency:-*** Uses English grammar for the purpose of accurate and effective communication.<br>***Competency Level:-*** Assess the ability to use prepositions appropriately. |
| **Test 5 Reading**<br>***Testing Technique:-*** Transferring information<br>***Text type:-*** Descriptive text<br>***Competency:-*** Extracts necessary information from various types of texts.<br>***Competency Level:-*** Assess the ability to extract information from various types of simple texts/ Transfer information into other forms. | **Test 6 Writing**<br>***Testing Technique:-*** Guided writing<br>***Text type:-*** A notice<br>***Competency:-*** Uses English creatively and innovatively in written communication.<br>***Competency Level:-*** Assess the ability to write for official purposes. |
| **Test 7 Reading**<br>***Testing Technique:-*** MCQs<br>***Text type:-*** A narrative text<br>***Competency:-*** Extracts necessary information from various types of texts.<br>***Competency Levels:-*** Assess the ability to extract information from various types of simple texts | **Test 8 Writing**<br>***Testing Technique:-*** Free writing<br>***Text type:-*** A paragraph<br>***Competency:-*** Uses English creatively and innovatively in written communication.<br>***Competency Level:-*** Assess the ability to write simple compositions on different types of topics. |

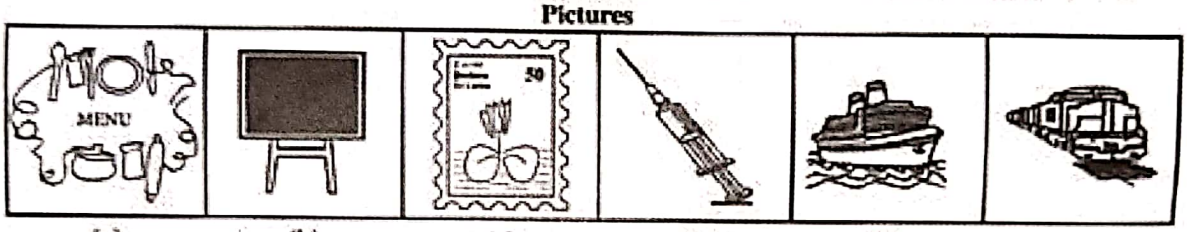
| Question No | Skill | Marks Distribution | Total |
|---|---|---|---|
| 01 | Reading | 1×5 | 05 |
| 02 | Vocabulary | 1×5 | 05 |
| 03 | Vocabulary | ½×10 | 05 |
| 04 | Grammar & language functions | 1×5 | 05 |
| 05 | Reading | 1×5 | 05 |
| 06 | Writing | C – 2, L - 3 | 05 |
| 07 | Reading | 1×5 | 05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

**Test 1**

Match the following pictures with the names of the places given below. Write the letter of the most suitable picture in the box given against each place. *The first one is done for you.*

For examiners' use only

**Pictures**




(a) (b) (c) (d) (e) (f)

**Places**

(1) Post Office — c
(2) School — b
(3) Hospital — d
(4) Restaurant — a
(5) Railway Station — f
(6) Harbour — e

* Any kind of indication can be accepted.

Q. 1

| 1 × |
|---|
| Total 5 |

**Test 2**

Fill in the blanks in the following invitation using the words given in the box. Write the letter of the correct word in the space given. *The first one is done for you.*

**Invitation**

The Photographic Society of
Wijayaba Maha Vidyalaya
(1) ....b..... invites
Mr. Kithsiri Dahanayake,
the (2) ....e.... of Media Unit - Provincial Council
as the (3) ...d... Guest
to deliver a (4) ....f....
on 'The Art of Photography'
at the (5) ....a... Exhibition
which will be (6) ...c.... on 30th July 2022
from 8.30 a.m. to 12.30 p.m.
at the auditorium.

(a) Photographic
(b) ~~cordially~~
(c) held
(d) Chief
(e) Director
(f) speech

* Word indication accepted.

Q. 2

| 1 × |
|---|
| Total 5 |

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## Test 3

Study the picture and fill in the blanks using the words given in the box. Write the letter of the correct word in the blank. *The first one is done for you.*



(a) feeble
(b) pond
(c) work
(d) small
(e) bed
(f) family
(g) neat
(h) mending
(i) shade
(j) soil
(k) plants

My home garden is the best place to spend my leisure time. It is very (1) .....d..... but we keep it (2) .....g..... and tidy. We all (3) .....c..... there every Sunday. Today while my mother is watering the (4) .....k..... my father is cleaning the (5) .....b..... . I have a (6) .....e..... of roses in the corner, and I am digging the (7) .....j..... for manuring. I can see my brother (8) .....h..... the broken fence. Although my grandfather is very (9) .....a..... he enjoys sitting in the (10) .....i..... of the mango tree and watching the (11) .....f..... at work. Working together in the garden is indeed a pleasure.

Q.3
½ ×
Total 5

## Test 4

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

at, to, ~~in~~, for, of, with

* spelling must be correct.

Raini : Good Morning Teacher! Glad to see you this morning.
Teacher : Good Morning Raini. Nice to see you too.
Raini : Teacher, where are you going so early (1) .....in..... the morning?
Teacher : I'm going (2) .....to..... Kandy to see my parents.
Raini : Really! Whereabout in Kandy?
Teacher : In Galaha. It's close to Kandy. I'm waiting (3) .....for..... my elder sister. She'll come in her car (4) .....with..... her son.
Raini : OK, teacher. Our train leaves (5) .....at..... seven from the Fort. We are going for a practice match with the under nineteen team (6) .....of..... Rajasinghe Vidyalaya.
Teacher : Good Luck Raini.
Raini : Thank you teacher. Have a safe journey.

Q.4
1 ×
Total 5

**Test 5**

Read the text and complete the table given below. *The first one is done for you.*

**Snakes in Sri Lanka**

Sri Lankan reptiles count nearly 209 known species with great diversity. These reptiles consist of snakes, lizards, crocodiles, turtles and tortoises. Almost 125 species of them are endemic to Sri Lanka.

Around 83 species of snakes have already been found in Sri Lanka. Twelve species of earthly snakes and twelve species of sea snakes are venomous. The specimens of extremely venomous snakes in Sri Lanka are mostly found in the dry zone. In addition, sea snakes living in the sea around Sri Lanka are more venomous than earthly snakes.

It is reported that at present there are nearly 4060 species of amphibians in the world. The number of amphibian species found in Sri Lanka, however, is 50.

| | | |
|---|---|---|
| 1. | The approximate number of known reptile species in Sri Lanka | (i) 209 |
| 2. | A type of reptiles mentioned in the text | (ii) snakes, lizards, crocodiles, turtles, tortoises |
| 3. | The approximate number of species of snakes found in Sri Lanka | (iii) 83 |
| 4. | The two species of venomous snakes | (iv) earthly snake<br>(v) sea snakes |
| 5. | The number of amphibian species found in Sri Lanka | (vi) 50 |

*one than can g

* without give the n

**Test 6**

You lost your pencil case in the school library. You want to find it. Write a notice to be displayed in the school notice board. Use about **40 - 50** words.

Include - the date it was lost
- things in the pencil case
- if found, where to return it

Lost

I lost my pencil case in the school library on Monday 27th. It's a brown leather pencil case with a sticker of a teddy bear, two marker pens, some pencils and some coins. If found, please hand it over to the school librarian.

Kalana
Grade - 11.C

**O Test 7**

**Read the story and answer the questions.**

Once there lived a girl named Narmada. She had a lovely house and a beautiful garden on a top of a hill. She was very happy living there because there were many insects such as butterflies, dragonflies, ants, bees and beetles there. She loved to watch her pet, the baby squirrel chasing butterflies. All these creatures made her garden their permanent home. Narmada took care of them well. But among all, the baby squirrel was her best friend.

One day, the baby squirrel had a fall and fell sick, so everyone became sad as it lay upwards keeping its eyes closed. She sprinkled a little water on its eyes, but it did not respond.

Narmada was so worried and she fed her little pet with some milk. She stroked its head until it fell asleep.

Then she murmured in a soft voice. "You, my baby squirrel, get well soon. If you hear me, please open your eyes".

A few minutes passed by. The baby squirrel opened its eyes. It looked at Narmada in a very grateful manner as if it was thanking her for all what she had done.

The baby squirrel limped slowly near Narmada and looked at her eyes as to say, "Thank you for taking good care of me".

Narmada held the baby squirrel, kissed its forehead and said, "A friend in need is a friend indeed".

Underline the correct answer.

(1) How many insects are mentioned in the first paragraph?
(a) three (b) four (c) five

(2) Narmada loved to be in her garden
(a) to play with her pet.
(b) to see her pet running behind butterflies.
(c) to feed her pet.

(3) Narmada fed her sick pet with
(a) some water. (b) some milk. (c) both water and milk.

(4) According to the story, the phrase similar in meaning to 'stroked' is
(a) patted tenderly. (b) shook hard. (c) lifted quickly.

(5) The most suitable title for the story is
(a) A lost friend.
(b) Saved at last.
(c) A troublesome pet.

**O Test 8**

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

(a) Good health habits in the classroom (b) An unforgettable incident in my life

Good health habits in the classroom

Good health habits are good practices in our lives. These habits help us to lead healthy lives. During the period of Covid-19, we started to wear face masks properly, to keep a two metre distance and to cover our mouths or noses when coughing and sneezing. These good habits help us to create a healthy and a happy classroom.

* Ignore if the child has written two paras.

## Specifications - Paper II

| | |
|---|---|
| **Test 9 Vocabulary**<br>***Testing Technique:-*** Gap filling<br>***Text type:-*** A descriptive text<br>***Competency:-*** Building up vocabulary using words appropriately and accurately to convey precise meaning<br>***Competency Level:-*** Assess the ability to use nouns, verbs, adjectives and adverbs appropriately. | **Test 10 Grammar & Language functions**<br>***Testing Technique:-*** Question formation<br>***Text type:-***Dialogue<br>***Competency:-*** Uses English grammar for the purpose of accurate and effective communication.<br>***Competency Level:-*** Assess the ability to construct simple sentences. |
| **Test 11 Reading**<br>***Testing Technique:-*** Gap filling/ Banked cloze<br>***Text type:-*** A short descriptive text<br><br>***This test item tests overall language proficiency.*** | **Test 12 Grammar & Language functions**<br>***Testing Technique:-*** Gap filling<br>***Text type:-*** An e - mail<br>***Competency:-*** Uses English grammar for the purpose of accurate and effective communication.<br>***Competency Level:-*** Assess the ability to construct simple sentences. (using correct verb forms) |
| **Test 13 Reading**<br>***Testing Technique:-*** Matching<br>***Text type:-*** A descriptive text<br>***Competency:-*** Extracts necessary information from various types of texts.<br>***Competency Levels:-*** Assess the ability to extract the general idea of a text. | **Test 14 writing**<br>***Testing Technique:-*** Guided writing<br>***Text type:-*** (a) An informal letter (b) Pie chart<br>***Competency:-*** Uses English creatively and innovatively in written communication.<br>***14(a) Competency Level:-*** Assess the ability to write for personal purposes. ***14(b)*** Assess the ability to interpret information given in a chart using defferent sentence patterns. |
| **Test 15 Reading**<br>***Testing Technique:-*** True/False , MCQs, short answers<br>***Text type:-*** A descriptive text<br>***Competency:-*** Extracts necessary information from various types of texts.<br>***Competency Level:-*** Assess the ability to infer implied information/Assess the ability to extract information from various types of simple texts/ find synonyms and antonyms for given words. | **Test 16 Writing**<br>***Testing Technique:-*** Guided Writing<br>***Text type:-*** An article/ speech/essay/dialogue<br>***Competency:-***Uses English creatively and innovatively in written communication.<br>***Competency Level:-*** Assess the ability to write compositions. |

## Paper II

| Question No | Skill | Marks Distribution | Total |
|---|---|---|---|
| 09 | Vocabulary | 1×5 | 05 |
| 10 | Grammar & language functions | 1×5 | 05 |
| 11 | Reading | ½×14 | 07 |
| 12 | Grammar & language functions | 1×5 | 05 |
| 13 | Reading | 1×5 | 05 |
| 14 | Writing | C- 3, L - 3, O - 2, M - 2 | 10 |
| 15 | Reading | (1) ½x 4 = 2<br>(2) 1x2 = 2<br>(3) 1×2 = 2<br>(4) 1×1 = 1<br>(5) 1×1 = 1 | |
| | | Total | 08 |
| 16 | Writing | C- 5, L - 5, O - 2, M - 3 | 15 |
| | Total | | 60 |

For examiners' use only

○ **Test 9**

**Read the text and underline the most suitable word given within brackets.**

You can get rid of Covid-19 soon if you behave sensibly in society. Keeping a (1) ..... ((a) to (b) two (c) too) meter distance is a must whenever you are in a crowded place. Don't forget to (2) ..... ((a) wear (b) where (c) ware) your mask too. Have it (3) ..... ((a) right (b) write (c) rite) on your face covering both your mouth and (4) ..... ((a) knows (b) norse (c) nose). If you have signs and symptoms such as headache and fever lasting for more than (5) ..... ((a) fore (b) foe (c) four) days, go to a doctor for advice. Remember that it is not advisable to take medicine without consulting a doctor. If found to be Covid positive, inform the Public Health Inspector in your area immediately.

* writing words with correct spellings should be accepted.

Q.9

1 ×

Total 5

## ○ Test 10

**Read the dialogue given below and fill in the blanks with the correct form of the verb given within brackets.**

* correct spellings should be there.

Zaneer : Hi! Samith, did you hear the announcement?

Samith : No. What was it about? Something special?

Zaneer : Of course, it was about some short courses.

Samith : Sounds interesting. What are the courses mentioned?

Zaneer : Well, I have some information. A leaflet (1) ..was distributed.. (distribute) yesterday at the student leaders' meeting.

Samith : Wow! Have you got it? I want to see it.

Zaneer : Yes. Let's read it together.

Samith : Oh! Only two courses (2) ..can be followed.. (can / follow) by a student. Each course (3) ..has been designed / is designed.. (design) for three months.

Zaneer : Did you see this? Only 20 students (4) ..are recruited / will be recruited.. (recruit) for the next intake scheduled for August.

Samith : What about the course fee?

Zaneer : Look here. It says that all these courses (5) ..are funded/ will be funded.. (fund) by the Old Boys' Association.

Samith : A great chance. Let's select one and apply soon.

## ○ Test 11

**Fill in the blanks with the words given in the box. There is one extra word.**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| because, | to, | provides, | make, | out, | four, | shorter, | not, |
| above, | handle, | wide, | suitable, | the, | Furthermore, | However | |

### Choosing a cage for parrots

African gray parrots need large cages. However, cages that are at least three or (1) ..four.. feet wide are more (2) ..suitable.. than tall ones. This (3) ..provides.. more space for them (4) ..to.. hangout and play on (5) ..the.. bottom of their cages. (6) ..However.., many parrot owners prefer (7) ..wide.. cages as they can (8) ..make.. ply-top areas on them. (9) ..Furthemore.., cage-top play area should (10) ..not.. be above eye level (11) ..because.. it is difficult to (12) ..handle.. a parrot that is (13) ..out.. of reach and playing (14) ..above.. one's head. When choosing a cage, there are many options to investigate. However, it is advisable to let animals enjoy their freedom.

* Ignore capital or simple letters.
* correct spelling should be there.

## O Test 12

**Yoga received the following e-mail from his friend Shenal who is on a holiday in Japan. Fill in the blanks using the most appropriate form of the verb given within brackets.**

Dear Yoga, * correct spellings should be there.

Thank you for your e-mail. I'm pleased to hear that you are having a good time in the university. How (1) is ..... (be) the English course going on? belive

I (2) had ..... (have) a wonderful time in Japan last week. I was invited to stay with a Japanese family for a week. You (3) won't belive/ will not belive /would not believe ..... (not / believe) I had to learn Japanese customs very quickly. I have lot more to tell you. I (4) will get / 'll get ..... (get) back to you once I come back. (5) Give ..... (give) my regards to all in your family.

Shenal.

## O Test 13

Read the following paragraphs. Select the most suitable caption for each paragraph and write the letter of the caption in the box given against the paragraph. There is one *extra* caption.

* Any kind of correct indication is accepted.

**Captions**

A - Finally, a vacant table B - Disappointing news C - An ideal place for guests
D - Sudden invasion E - Long wait for the service F - A pleasant experience

| | | |
|---|---|---|
| (1) | It was my birthday last week and I decided to celebrate it with a few friends of mine. I chose a homely place in a quiet part of the town. It is one of my favourite restaurants because the food there is cheap, and it provides an excellent service. It is hardly crowded, and many people did not know about the place. So, I did not book a table for the occasion. | C |
| (2) | When we came to the restaurant, I was surprised because it was completely full. There wasn't a single table free. One of the waiters recognized me and explained the situation. "A party of tourists have come unexpectedly, and the place is full." | D |
| (3) | The waiter pointed to a table far behind. "The people occupying that table are just about to leave" he said. "Just hold on and you will find a place there." He was right. Twenty minutes later, the people occupying a table in the middle paid their bill and left the hotel. I got my friends there and we all sat down. | A |
| (4) | Unfortunately, our table was almost out of sight. We tried to get the attention of the waiter who sent us there, but he, like all the other waiters, was busy with the party of tourists. Forty five minutes later, once the tourists finished their meal, the waiter, appeared at our table and he looked exhausted. | E |
| (5) | A few moments later the waiter came back to our table. We could tell from his face that he had bad news for us. Apologizing to us he informed that there was no fish or meat left. "All we can offer you is" he said, "one omelette each". | B |

O **Test 14**

For examiners' use only

(a) **One of your friends has lost his/her interest in studies. Write a letter to him/her encouraging him/her to pay attention to studies. Use about 100 words.**
**Include the following:**

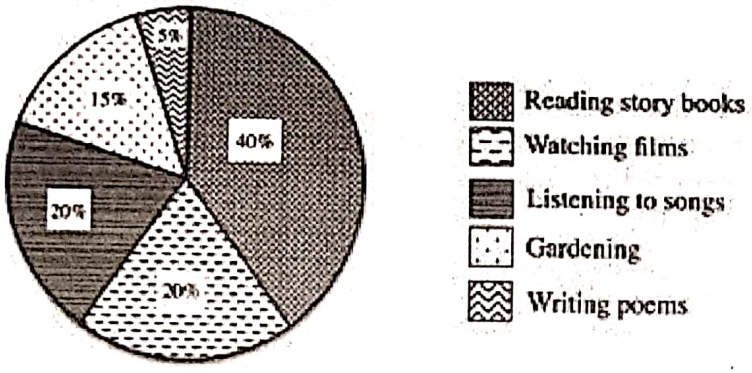
- **How you came to know about it**
- **Disadvantages of not paying attention to studies**
- **Advise your friend to start studies again**

**OR**

(b) **The following pie chart shows the leisure time activities of a group of grade 11 students of Central College, Veyangoda. Write a description about it. Use about 100 words.**
**The following words/phrases will help you.**

most popular, more/less popular, more than, less than, equal

**Leisure Time Activities**




26th May 2022.

Dear Kamalesh,

Hope you are doing well. I'm getting ready for the upcoming o/L exam. How about you? Since I left our old school, I missed studying together with you. But I always think of yourstudies

I met Gemunu last week. He told me you spend more time for your sports activities these days and you sometimes miss your after school and online lessons too.

Doing sports is a very good thing, to have a healthy life. But, you need to study well and pass the exams to have a good future If you do not study hard, you will not find a good job.

Therefore, do your sports, but study hard. Hope you will not miss your lessons again. Work according to a timetable. That is how I balance both sports and studies. Hope to meet you during the next school vacation.

Yours,

Nikesh

Answer 14 (b) is on page 22

○ **Test 15**

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

**The World's Oldest First Grader**

① On January 12, 2004, Kimani Maruge knocked on the door of the primary school in his village in Kenya. It was the first day of his school, and he was ready to start learning. The teacher let him in and gave him a desk. The new student sat down with the rest of the first graders-six and seven year old boys and girls. However, Kimani Maruge was not an ordinary first grader. He was 84 years old, the world's oldest first grader.

② In 2003, when the Kenyan government began offering free primary education to everyone and Maruge wanted an education, too. However, it wasn't always easy for Maruge to attend school like other children. But with the help of his school principal, Jane Obinchu, he was able to stay in school.

③ Maruge was a motivated and successful student. In fact, he was one of the top five students in his first grade class. In the second grade, Maruge became a prefect in his school. Over the years Maruge studied Swahili, English and Mathematics. He wanted to use his education to read religious books and to study veterinary medicine.

④ In 2005, Maruge flew in a plane for the first time in his life. He travelled to the New York City, where he gave a speech at the United Nations. He spoke about the importance of education and asked for help to educate the people of Kenya. Maruge also wanted to improve primary education for children in Africa.

⑤ Maruge died in 2009, at the age of 89. However, his story lives on. The 2010 movie 'The First Grader' showed Maruge's amazing fight to get an education. Many older Kenyans decided to start school after seeing 'The First Grader'. One of those was 19 year old Thoma Litei. Litei said, 'I knew that it was not too late. I wanted to read, and to know more language, so I came to learn'. That is why it is important for his story to be known.

(1) Say whether the following statements are **True** or **False**. Put a tick (√) in the relevant column.

* T or F accepted.

| | True | False |
|---|---|---|
| (1) Maruge started his education in a city in Kenya. | | X |
| (2) He was very much older than other students in the class. | ✓ | |
| (3) In Kenya, the primary education was made free from the year 2003. | ✓ | |
| (4) The school principal objected Maruge to continue his education. | | X |

(½ x 4 = 02 marks)

(2) Complete the following statements. *'Grade' should be there. *Answer in figures can give marks.

(a) Maruge was a prefect in school when he was in grade two / second grade

(b) Subjects he studied in school were Swahili, English and Mathematics. *either 2 or 3 subjects should be there to give full marks. (02 marks)

(3) Read paragraph ③ and find a word which has the same meaning as the following.

(a) achieving the results wanted or hoped for : Successful

(b) connected with taking care of the health of animals : Veterinary

(02 marks)

(4) Underline the best title for the passage.

(a) The oldest first grader in the school

(b) Education should be free for all

(c) You are never too old to learn

(01 mark)

(5) Write the statement that says the movie 'The First Grader' influenced older aged Kenyans' schooling.

Many older Kenyans decided to start school after seeing 'The First Grader'.

*Full sentence should be there. (01 mark)

**Test 16**

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

(a) Write an article to a local newspaper on the 'Importance of learning another language'. Use the guidelines given.

- Your first language and the other languages you can learn
- The language that you would like to learn and its advantages
- State how you would use it for your higher studies

(b) A speech you would make at the English Literary Association on the topic 'Home Gardening'.

Include

- what home gardening is
- its importance and advantages
- your personal experiences

(c) Write an essay on 'How I managed to study during the Covid-19 Pandemic'.

Include the following.

- Changes in the learning and teaching process of the school system (zoom meetings, online lessons)
- Advantages (national level study programmes, chances to learn from experts, flexible study hours)
- Problems faced (lack of facilities-internet, devices)

(d) Nimali meets Kumari at the Annual Book Fair after a long time. They had been in the primary classes together in the school. Imagine how they would have shared their past experiences and complete the dialogue they had between them.

For examiner's use only

Nimali : Hello! Kumari, how are you? Hope you remember me.
Kumari : Of course. I'm fine, thanks. How are you?
Nimali : .....

a) Importance of learning another language

We use languages to communicate with each other. In Sri Lanka our main languages are Sinhala and Tamil. We learn one as our mother language and the other one as our second language. Learning either of the languages helps to maintain ethic harmony.

We also have opportunities to learn Japanese, French, German, Chinese, Russian, Hindi and Korean in our school system. I like to learn English as well as Japanese. English is the most widely used language in the world. We need to learn English to learn more about the latest trends in the areas we are interested in.

For example, the mostly used language to browse the internet is English. In order to use Google or any other search engine, we should have a good knowledge in English.

We need English for our higher education too. Many courses in both government and private universities are conducted in the English medium. The books we have to refer to for higher education are also written in English.

I would like to be a mechanical engineer one day. My dream is to go to Japan for my higher studies. Therefore I am learning both English and Japanese. One day I hope to go to Japan and find employment there after completing my higher studies.

14 b : The above pie chart depicts the leisure time activities of a group of Grade 11 students of Central College, Veyangoda. Reading story books, watching films, listening to songs, gardening and writing poems are the activities they do.

According to the pie chart, their most popular activity is reading story books. Watching films is more popular than gardening but less popular than reading story books. An equal percentage of students do watching films and listening to songs.

According to the pie chart, it is obvious that the least number of students like gardening out of the 5 activities given in it.