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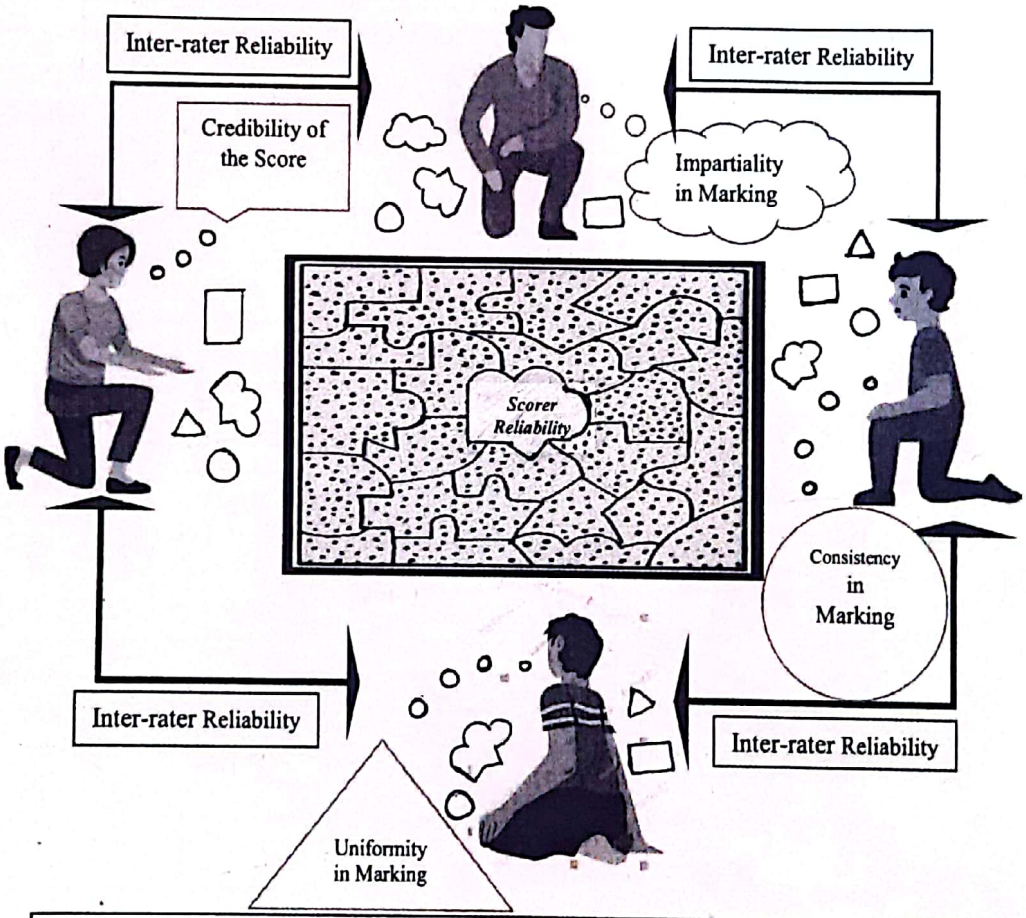
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Department of Examinations – Sri Lanka

G.C.E. (O/L) Examination – 2022 (2023)

31 – English Language

Marking Scheme



QUALITY ASSESSMENT DEPENDS ON SCORER RELIABILITY

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 are to be included.

G.C.E.(O/L) EXAMINATION - 2022 (2023)

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 $\frac{4}{5}$

(ii) .... √ Δ $\frac{3}{5}$

(iii) .... √ Δ $\frac{3}{5}$

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

MCQ answer scripts: (Template)

1.
   - i. Mark the correct options on the template according to the Marking Scheme.
   - ii. Cut off the marked windows with a blade.
   - iii. 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.
   - iv. Cut off a blank space to the right of each options column to mark the answers.
   - v. Cut off the cages for the subject number and the subject to be clearly visible.
   - **vi. 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	1x5	05
02	Vocabulary	1x5	05
03	Vocabulary	½x10	05
04	Grammar & Language functions	1x5	05
05	Reading	1x5	05
06	Writing	C – 2, L - 3	05
07	Reading	1x5	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 (2) 1x1 = 1 (3) 1×1 = 1 (4) 1×1 = 1 (5) 1×2 = 2 (6) 1×1 = 1	
			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 marks 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 by the chief examiner.

Assessing writing

Please note

- To pay attention to the length of the answer in awarding marks for the content.
- If 0 (zero) mark is awarded to the content, do not award marks for language, organization and mechanics of writing.
- If 0 (zero) mark is awarded for 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 **three** points included - the date of visiting, items to be handed over, to whom should the items be handed over	Meaningful paragraph with required length and minimum of **three** points according to the topic.
1	Only **one or two** points included	At least **one** point included
0	Question copied/Points copied without any additions	Not attempted /irrelevant/Question copied

Language - Questions 6 & 8

3	Almost no errors in language, well connected sentences in paragraphs, correct spelling and punctuation
2	Some errors in language, well connected sentences in paragraphs, some errors in spelling and punctuation
1	Only one/two correct sentences, errors in spelling and punctuation
0	All sentences incorrect

If the word count is less than 20, overall mark for the answer should not exceed 2 marks.)

underline grammar
circle spellings

Paper II -Question 14

Content	**- 3**
Language	**- 3**
Format & Organization	**- 2**
Mechanics of writing	**- 2**
Total	**- 10**

14 (a) – Formal letter to the principal of Weldeniya Maha Vidyalaya by the secretary of Weldeniya Sports Club

Content –Formal letter

3	Include all **three points** with sufficient facts - reasons for selecting the school, the sports equipment donated and the request for a convenient date to visit the school.
2	Only **two points** included with sufficient facts.
1	Only **one point** included.
0	Question copied /Totally irrelevant

14(b) Bar chart

Content – Bar chart

3	Correct interpretation of the bar-chart, that shows the different places of grade 11 students of Nilwala Central College like to visit including all facts and figures.
2	Has written on most of the information with the correct interpretation of the bar-chart
1	Has written some information about the chart, interpretation not sufficient.
0	Question copied, points copied.

14 (a) & (b)

Language

3	Almost no errors in language, well connected sentences in paragraphs, 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	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	Hand writing clear but errors in spelling and punctuation.
0	Unintelligible writing.

(If the word count is less than 40, overall mark of the answer should not exceed 4 marks)

Paper II - Question 16

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

(16 a) An article on the importance of outdoor activities - sports, games, clubs and associations.

Content – Article

4 – 5	Has written including all **4 points** - naming a few outdoor activities, how those help students, activities they participated in, benefits they have gained from them including sufficient facts. Article is of required length.
2 – 3	Has written on **2-3 points** relevant to the topic. 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.

Language

4 – 5	Almost no errors in language, well connected sentences in paragraphs, 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) Speech made at an international conference to introduce Sri Lanka by a student.

Content – speech

4 – 5	Has written including all **4 points** - introduction of self and Sri Lanka, descriptions of customs and traditions and festivals in Sri Lanka, description of attractive historical places and a suitable conclusion including sufficient facts. Speech is of required length.
2 – 3	Has written on **2-3 points** relevant to the topic. Factual description not sufficient. Speech is of required length.
1	Has attempted to write a speech including at least **1 point**. Content and descriptions not sufficient.
0	Question copied / Totally irrelevant

Language

4 – 5	Almost no errors in language, well connected sentences in paragraphs, good range of vocabulary. Use of language suitable for a speech.
2 – 3	Some errors in language, 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) An essay on advantages and disadvantages in studying in a foreign country

Content – essay

4 – 5	All points included – **4-6** points - advantages– better learning opportunities, sharing experience with people from different cultures, learning to work independently, disadvantages – being away from family, experiencing climate changes and reluctant to return to the native country etc. Essay is of required length. Sufficient and clear description given on each point.
2 – 3	Included **2 -3** points. Factual description not sufficient. Sufficient and clear description of the points included.
1	Attempted to write the essay.
0	Question copied / Totally irrelevant.

Language

4 – 5	Almost no errors in language, well connected sentences and paragraphs, good range of vocabulary. use 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 D) Describe what happened and how you apologized to your neighbour and solved the problem.

Content – Description of an incident (accept the answer either written in the form of a dialogue or a description)

4 – 5	Incident is fully described including sufficient facts relevant to the incident and clues given Incident is described by using proper punctuation marks appropriately. Incident is of the required length
2 – 3	Incident is partially described but relevant to the clues given. Description of the incident is incomplete Description is not of required length
1	Has attempted to write the description of the incident
0	Question copied / Totally irrelevant

Language

4 – 5	Almost no errors well connected sentences and paragraphs or exchanges, a good range of vocabulary. Style of language is suitable for description or 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 Format and 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. Well organized ideas, connected meaningful paragraphs.
1	Some Ideas not well connected and not meaningful.
0	No organization at all.

16 d

2	Well organized ideas connected meaningful paragraphs/ appropriate beginning and ending of a dialogue. Well-connected ideas, connected meaningful exchanges.
1	Some ideas not well connected and meaningful.
0	No organization at all.

Mechanics of writing

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.

(If the word count is less than 50, overall mark of the answer should not exceed 5 marks)

Specifications - Paper 1

Test 1- Testing Reading	Test 2 Testing Vocabulary
Text Type - Instructions / Places **Competency-5** Extracts necessary information from various types of texts. **Competency Level - 5.2** Extracts necessary information from various types of simple texts **Total Number of items** 05 Assessing the ability to find specific information from visual clues and match with instructions. **Marks** 1 x 5 = 05 **Cognitive Process** - Understanding factual knowledge	**Text Type** - Dialogue **Competency 4.** Builds up vocabulary using words appropriately and accurately to convey precise meaning. **Competency Level 4.7** Uses nouns, verbs, adjectives, and adverbs appropriately. **Total number of items** - 05 Assessing the ability to expand productive and receptive vocabulary of students to use English language appropriately and accurately in any real-life situation. **Marks** 1 x 5 = 05 **Cognitive Process** – Remember and Understand - Testing factual and conceptual knowledge.
Test 3 Testing Vocabulary	**Test 4 – Grammar and Language Functions**
Text Type – Picture Description **Competency 4.** Builds up vocabulary using words appropriately and accurately to convey precise meaning. **Competency Level 4.7** Uses word classes like verbs, adjectives, and adverbs appropriately. **Total number of items** - 10 Assessing the ability to expand productive and receptive vocabulary of students to use English language appropriately and accurately in any real-life situation. **Marks** – ½ x 10 = 05 **Cognitive Process** - Remember Understand and apply conceptual knowledge	**Text Type** – A Passage **Competency 6** Uses English Grammar for the purpose of accurate and effective communication. **Competency Level 6.7 6.8** Uses word classes like prepositions ,verbs, adjectives, and adverbs appropriately. **Total number of items** - 5 Assessing the ability to use word classes appropriately in a context. **Marks** – 1 x 5 = 05 **Cognitive Process** - Understand and apply conceptual knowledge

Test 5 – Reading **Text Type** - A descriptive passage **Competency-5** Extracts necessary information from various types of texts. **Competency Level** - 5.2 Extracts necessary information from various types of simple texts. **Total Number of items** 05 Assessing the ability to locate necessary information and process such information accurately and appropriately to comprehend a reading text. **Marks** 1 x 5 = 05 **Cognitive Process** - Understanding factual knowledge.	**Test 6 – Writing** **Text Type** - A Notice **Competency** - 7- Uses English creatively and innovatively in written communication. **Competency Level** - 7. 1 Writes descriptions of people, animals, places, and things 7.3 Writes for personal purposes **Total Number of items** 01 Assessing the ability to enable the candidates to face writing tasks of the national level examinations with confidence and understanding. To enable the students to write a note/ notice. **Marks** Content 2 Language 3 = 05 **Cognitive Process** - Understanding and create factual knowledge.
Test 7 – Reading **Text Type** – A story **Competency** – 5 - Extracts necessary information from various types of texts. **Competency Level** - 5.2 Extracts necessary information from various types of simple texts **Total Number of items** 05 Assessing the ability to locate necessary information and process such information accurately and appropriately to comprehend a reading text. **Marks** 1 x 5 = 05 **Cognitive Process** -Understanding and applying factual knowledge	**Test (8) – Writing** **Text Type** – A paragraph **Competency** – 7- Uses English creatively and innovatively in written communication. **Competency Level** – 7. 1 Writes descriptions of people, animals, places, and things **Total Number of items** 01 Assessing the ability to enable the candidates to face writing tasks of the national level examinations with confidence and understanding. To enable the students to write a note/ notice. **Marks** Content 2 Language 3 = 05 **Cognitive Process** - Understand and create factual knowledge

Specifications - paper II

Test 9 Testing Vocabulary **Text Type** - A Descriptive Text **Competency 4.** Builds up vocabulary using words appropriately and accurately to convey precise meaning. **Competency Level 4.7** Uses nouns, verbs, adjectives, and adverbs appropriately. **Total number of items** - 05 Assessing the ability to expand productive and receptive vocabulary of students to use English language appropriately and accurately in any real-life situation. **Marks** 1 x 5 = 05 **Cognitive Process** – Remember and Understand and Apply - Testing factual and conceptual knowledge.	**Test 10 Grammar and Language Functions** **Text Type** - A Passage **Competency 6** Uses English Grammar for the purpose of accurate and effective communication. **Competency Level 6.7** Uses word classes like prepositions, verbs, adjectives, and adverbs appropriately. **Total number of items** - 5 Assessing the ability to use word classes appropriately in a context. **Marks** 1 x 5 = 05 **Cognitive Process** - Understand and apply conceptual knowledge
Test 11 – Reading – Banked Cloze Test **Text Type** – A descriptive passage **Competency- 5** Extracts necessary information from various types of texts **Competency Level - 5.2** Extracts necessary information from various types of simple texts **Total Number of items** 14 Assessing the ability to locate necessary information and process such information accurately and appropriately to comprehend a reading text. **Marks** ½ x 14 = 7 **Cognitive Process** - Understanding and applying factual knowledge	**Test 12 Grammar and Language Functions** **Text Type** – A Speech **Competency 6** Uses English Grammar for the purpose of accurate and effective communication. **Competency Level 6. 8** Uses conjunctions appropriately. **Total number of items** 5 Assessing the ability to write and speak compound and complex sentences to express precise meaning. **Marks** 1 x 5 = 05 **Cognitive Process** - Understand and apply conceptual knowledge

Test 13 – Reading **Text Type** – Short Passages and Ads **Competency – 5** - Extracts necessary information from various types of texts **Competency Level - 5.2** Extracts necessary information from various types of simple texts **Total Number of items** 5 Assessing the ability to locate necessary information and process such information accurately and appropriately to comprehend a reading text. **Marks** 1 x 5 = 5 **Cognitive Process** - Understanding and applying factual knowledge	**Test 14a 14 b Writing** **Text Type** – 14a - letter 14b - bar chart **Competency – 7**- Uses English creatively and innovatively in written communication. **Competency Level – 7. 1** Writes descriptions of people, animals, places and things **Total Number of items** 02 Assessing the ability to enable the candidates to face writing tasks of the national level examinations with confidence and understanding. To enable the students to write a letter / description of chart **Marks** C 3 L 3 O 2 M 2 = 10 **Cognitive Process** - Understand and create factual knowledge
Test 15 – Reading **Text Type** – A Story **Competency – 5** - Extracts necessary information from various types of texts **Competency Level - 5.2** Extracts necessary information from various types of simple texts **Total Number of items** 6 Assessing the ability to locate necessary information and process such information accurately and appropriately to comprehend a reading text. **Marks** 8 **Cognitive Process** - Understanding and applying factual knowledge	**Test 16 Writing 16a, 16b, 16c, 16 d** **T. Type** (a) Article (b) Speech (c) essay 16d description/ dialogue **Competency – 7**- Uses English creatively and innovatively in written communication. **Competency Level – 7. 5** Writes simple compositions on different types of topics. **Total Number of items** 04 Assessing the ability to enable the candidates to face writing tasks of the national level examinations with confidence and understanding. To enable the students to write a article/ speech/ essay/ description/ dialogue **Marks** C 5 L 5 O 2 M 3 = 15 **Cognitive Process** - Understand and create factual knowledge

Paper 1

Question No.	Skill	Marks Distribution	Total
01	Reading	1x5	05
02	Vocabulary	1x5	05
03	Vocabulary	½x10	05
04	Grammar & Language functions	1x5	05
05	Reading	1x5	05
06	Writing	C – 2, L - 3	05
07	Reading	1x5	05
08	Writing	C – 2, L - 3	05
Total			40

Test 1

The instructions below are to be displayed at each place given. Write the correct letter of the place in the cage given against each instruction. *The first one is done for you.*

For examiners' use only

Places



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

Instructions

(1) Borrow two books at a time. [c]
(2) Wait in the queue for your turn. [d]
(3) Keep the classroom neat and tidy. [f]
(4) Do not smell or taste chemicals. [a]
(5) Do not bring pen drives into the computer room. [b]
(6) Do not run - the area is slippery. [e]

Q. 1 | 1 × | Total 5

Test 2

Fill in the blanks in the following dialogue 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.*

Siva : Is this your album? I'm sure this is you in the first (1) .....c..... .

Fathima : Yeah. That's in front of my grandparents' house on the (2) .....e..... . We used to spend a few days there during school (3) .....a..... .

Siva : Wow! I'm sure you would have enjoyed a (4) .....f..... .

Fathima : Yeah. We always had a great time. Every day we used to get up (5) .....b..... and walk along the beach collecting seashells.

Siva : Hey! I (6) .....d..... collected seashells when I was small.

Fathima : Really! We all have had same hobbies, haven't we?

Siva : Yes, of course. Isn't it great?

(a) holidays
(b) early
(c) photo
(d) also
(e) beach
(f) lot

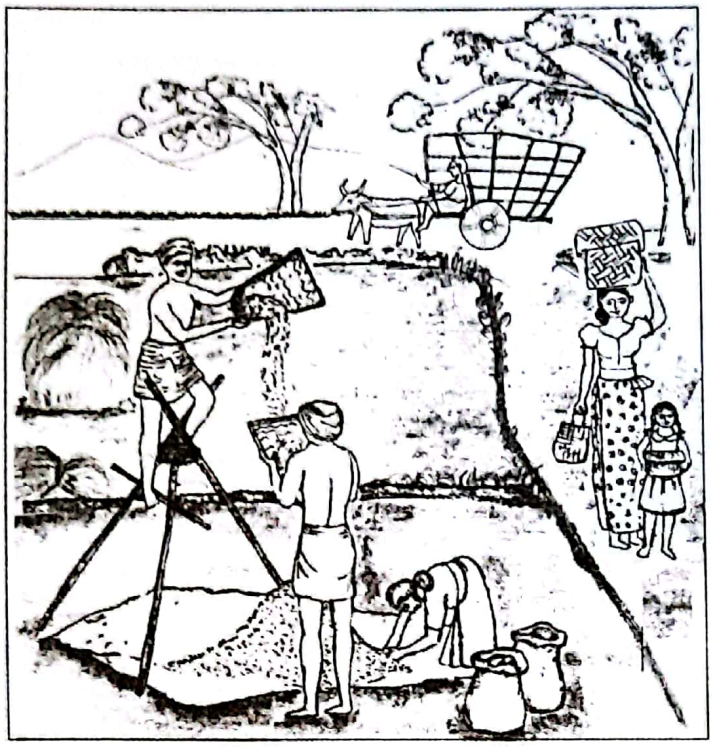
* If the sts writ the words care about spellings

Q. 2 | 1 × | Total 5

For examiners' use only

Test 3

Study the picture and fill in the blanks in the paragraph 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) memorable
(b) busy
(c) meals
(d) woman
(e) head
(f) there
(g) bullock
(h) season
(i) too
(j) carrying
(k) road

words ok. spellings should correct.

I recently visited a village and this is the picture that I drew for an art competition recollecting a scene of my visit. This is a paddy field during the harvesting (1) ..h.. . Two men and a woman are working (2) ..f.. . Two men are (3) ..b.. with winnowing paddy. The (4) ..d.. is helping them by collecting paddy into gunny bags. Another woman is bringing their (5) ..c.. in a reed box kept on her (6) ..e.. . A little girl is walking ahead of her. She is also (7) ..j.. a basket which seems to be (8) ..i.. heavy for her. A man in a (9) ..g.. cart is passing the paddy field along the (10) ..k.. nearby. It is really a (11) ..a.. scene. Many who came for the exhibition appreciated my drawing.

Q. 3

½ ×
Total 5

Test 4

Underline the most suitable word given within brackets to fill in each blank. *The first one is done for you.*

In a city, there lived a girl of about five and she had only her mother. They (1) ..... (spend, spent, spends) their life happily though they (2) ..... (have, having, had) many hardships. The mother who (3) ..... (worked, work, works) in a hospital earned only a small amount of money. Every rupee she (4) ..... (earn, earning, earned) was carefully spent to (5) ..... (fed, feed, feeds) her child and for all other needs. One day, while they (6) ..... (were travelling, was travelling, travelling) in a bus, the little girl bought a lottery ticket and wished that she would win the first prize.

Q. 4

1 ×
Total 5

For examiners' use only

Test 5

Read the introduction given by a zoo keeper to a group of children. Complete the table given below with the information of the bird. *The first one is done for you.*

"Hello, Good Morning children! Welcome to the 'Bird Paradise'. I'm going to give you an introduction about Hyacinth Macaw.

It is the largest flying species in the world. It is a parrot native to Central and Eastern-South America. The bird is one metre long from the top of its head to the tip of its long-pointed tail. Its feathers are entirely blue. Its diet consists of nuts from specific palm species. Hyacinth Macaw has a very strong beak for eating nuts and seeds. It can live for 30-50 years. Macaws nest in hollows in trees high up from the ground from July to December. Hyacinth Macaw is one of the most colourful and attractive birds in the world. If you are interested in finding more information about the bird, visit our information centre near the exit gate."

1. Native place	(a) Central and Eastern-South America
2. Colour of the feathers	(b) **blue**
3. Food	(c) **nuts/ seeds/ nuts and seeds** Any one of these 3.
4. Life span	(d) **30 – 50 (Years)** Range should be there
5. Nesting place	(e) **(in) hallows (in trees)**
6. Nesting period	(f) **(from) July to December** / July, December

July to December

Q.5

1 ×

Total 5

Test 6

The Welfare Association of your school visits a children's home in the area every year to make some donations. Write a notice to be put up on the school notice board informing all the students about it. Use about **40-50** words.

If the word count less than 20, overall marks should be (02)

Include - the date of visiting
- items that can be donated
- to whom the items should be handed over

NOTICE

The Welfare Association of our school has organized its annual visit to "Sarana" Children's home on 2nd July, 2023.

All donations including stationery items, clothes and dry rations should be handed over to the organizing committee before 10th of July, 2023

Kalana — Grammar

The secretary. — Spellings

Q.6

C

L

Total 5

For examiners' use only

Test 7

Read the story given below and answer the questions.

① A young woman was travelling in Italy. She was in a street in Florence, admiring some leather handbags in a shop window. Suddenly, an old woman touched her arm and said in Italian, 'Excuse me, Miss.'

'Yes?' asked the young woman, wondering what this old woman wanted.

'Is there someone in your family, maybe your mother, called Jennifer?'

⑤ 'Yes', said the young woman. 'My mother's name is Jennifer. Why? How did you know that?'

'Because you look exactly like the lady who taught me English when I was living in Boston in 1950.' replied the old woman.

'That's strange' said the young woman. 'I come from Boston. But no one in my family is a teacher.'

'Are you sure?' asked the stranger. 'Pretty sure,' she said, but feeling doubtful.

⑩ That night back at the hotel, the young woman phoned her parents' home in Boston and she told her mother what had happened that day. Her mother told her that for about five years in the 1950s she had volunteered to help foreign students to learn English. Many of **them** had come to America from Italy.

Underline the correct answer.

(1) What was the young woman doing in the street?
- (a) talking to people
- (b) helping older people
- (c) watching handbags in shops

(2) Who was Jennifer?
- (a) the old woman
- (b) the young woman's mother
- (c) the young woman

(3) The old woman was talking about her
- (a) mother.
- (b) teacher.
- (c) sister.

(4) The word 'them' in line 12 refers to
- (a) the young woman and her mother.
- (b) foreign students.
- (c) Jennifer and her students.

(5) Which sentence is correct according to the story?
- (a) A young woman meets an old woman who had taught her English.
- (b) The young woman's mother had taught English to the old woman in Boston.
- (c) The young woman in the story looks exactly like the old woman.

Q. 7

1 ×

Total 5

Test 8

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

(a) How we should look after the elderly people

(b) A television programme I watched – It should be past tense

How we should lookafter the elderly people.

The elderly people are the treasure of a country. Therefore we should lookafter them with much care. When they grow old they become weak. It's then we should treat them by giving food and medicine. Also we can be good listeners and companians to keep them happy and content. They should not be isolated in their old age.

wordcount is less than 50 overall so 2 marks should be (02)

Q. 8

C

L

Total 5

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 (2) 1x1 = 1 (3) 1×1 = 1 (4) 1×1 = 1 (5) 1×2 = 2 (6) 1×1 = 1	
			08
16	Writing	C- 5, L - 5, O - 2, M - 3	15
	Total		60

○ **Test 9**

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

words - correct spellings should be there.

You are a doctor of medicine from Sri Lanka. You are at an international meeting in Switzerland. You want to (1) ..... ((a) communication, (b) communicate, (c) communicative) with a doctor from Africa. In which language would you (2) ..... ((a) speak, (b) speaker, (c) speaking) with him? The answer is most (3) ..... ((a) probable, (b) probably, (c) probability) English.

Today, nearly 1.5 billion people around the world use English for many (4) ..... ((a) different, (b) differentiate, (c) differently) purposes.

Why is English (5) ..... ((a) use, (b) useful, (c) uses) for international communication? For one thing, many books and papers are in English. Therefore most of the people from different countries learn English for international communication.

For examiners' use only

Q. 9

1 ×

Total 5

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Test 10

Complete the following passage using the correct form of the verb given within each bracket.

Ms. Jane Rita works in a language school in Sri Lanka as a senior teacher. First I asked her whether she (1) ..enjoyed.. (enjoy) teaching English. "Yes, I do" she replied. "How long have you been teaching here?", I asked. "Since I (2) ..returned.. (return) from Maldives, three years ago", she continued. Then talking about her future plans she said, "Well, I'm interested in teaching young children and I (3) ..am going to start/will be starting/will start/ am starting.. (start) a special English Language Course next month." Then I asked her, "Are you going to stay in Sri Lanka for a few more years?" "I (4) ..think.. (think) I should. Of course, if someone (5) ..offers.. (offer) me a well-paid job in another country I will accept it, but that is not very likely", she replied.

Spellings

I shall be / Shall start

Q. 10

1 ×
Total 5

Test 11

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

about	be	business	cage	captivity	exactly	estimated
expensive	harm	have	how	in	known	tigers	to

Animal lovers go to wildlife sanctuaries because they want to see animals up close. They believe sanctuaries are in the (1) ..business.. of taking care of animals that (2) ..have.. nowhere else to go. Nobody knows (3) ..exactly.. how many of exotic animals now live-in (4) ..captivity.. in the Unites States, though it's (5) ..estimated.. that there are at least 5,000 (6) ..tigers.. roaming in the wild. What is (7) ..known.. is that many of these animals end up (8) ..in.. wildlife sanctuaries when they become too (9) ..expensive.. and too dangerous for their owners (10) ..to.. keep. But there is serious disagreement (11) ..about.. what exactly a sanctuary is and (12) ..how.. the animals in its care should (13) ..be.. treated. Some irresponsible visitors cause more (14) ..harm.. than good by visiting the animals at irregular times. Such issues can be minimized with a proper management system.

spellings should be corrected

Q. 11

½ ×
Total 7

Test 12

The following is a part of Amanda's speech that she made at the end of the year, thanking the teacher-in-charge of her class. Fill in each blank in the speech selecting the most suitable word from the box.

although, because, however, whenever, while,

* No capitals

Dear teacher, I take this opportunity on behalf of my friends to thank you for your guidance as the teacher-in-charge of our class. We all know that (1) ..whenever.. we had difficulties and problems, you were always there to help us. (2) ..although.. you spoke to us in a strict manner at times, we knew it was (3) ..because.. you loved us so much. I remember once we all cried together (4) ..while.. you were lying in a hospital bed for several days. (5) ..however.., this will not be our final day of meeting you. We love you so much and you will be in our hearts forever! Thank you!

Q. 12

1 ×
Total 5

For examiners' use only

Test 13

Read the following advertisements. Match them with the descriptions given below them. Write the correct letter of the advertisement in the box given against each description.

Advertisements

A

Adventurer's Binoculars from MILAN'S SHOP

- Magnifying up to 8 times to let you see the smallest details.
- Can be carried everywhere.
- Perfect gift for a nature lover.
- Free delivery for orders of three or more.

B

WANTED - Your old shoes
Rs. 250.00 Reward

Take any usable old pair of shoes into HILO's Flagship Store in Bristle Street between now and 30 September. You will receive Rs. 250.00 off any new pair of HILO shoes. Your old shoes will go to a charity organization.

C

Lakeside Cabins

Just half an hour's drive from the glorious scenery of Kandy District.

WANT TO GO SIGHTSEEING?
YOU COULD NOT BE IN A BETTER PLACE.

Resort with a private health and leisure complex and a gymnasium.

D

View Bolgoda Lake

Enjoy the day in the largest natural lake in Sri Lanka!

Visit Bolgoda Lake View Resort in Bolgoda. Lot of activities including water sports facilities and sightseeing. Boat rides in the lake can be arranged. Ideal for bird watching for nature lovers.

E

FOLK MUSEUM

Get a glimpse into traditional Sri Lankan way of life.

Visit Martin Wickramasinghe Museum in Koggala. Learn about Martin Wickramasinghe's life. Buy traditional items like masks, clothing and historical utensils. Open every day from 9.00 a.m. to 5.00 p.m.

Descriptions

1	Shehani doesn't like to use her clothes or shoes for a long time. She gives her used clothes and shoes to poor people. Now, she wants to buy a new pair of shoes.	B
2	Yoga likes to watch wild animals in their natural habitat. He frequently visits national parks to watch wild animals. But he is unable to observe them closely as he does not have necessary equipment.	A
3	Gihan is always busy with his work. But he finds time to go to gymnasium to keep his fitness. His family plans to go on a trip to see the natural beauty in the hill country. But he is worried about skipping his fitness exercise.	C
4	Prathiba is a student of Literature. She is interested in reading about lives of well-known writers and visiting their places. She loves collecting information and objects related to their lives.	E
5	Fathima is a lover of natural water ways, and she likes to observe behaviour of birds and fish in wetlands. She regularly visits natural wetlands in the country.	D

Q. 13

1 ×

Total 5

○ **Test 14**

For examiners' use only

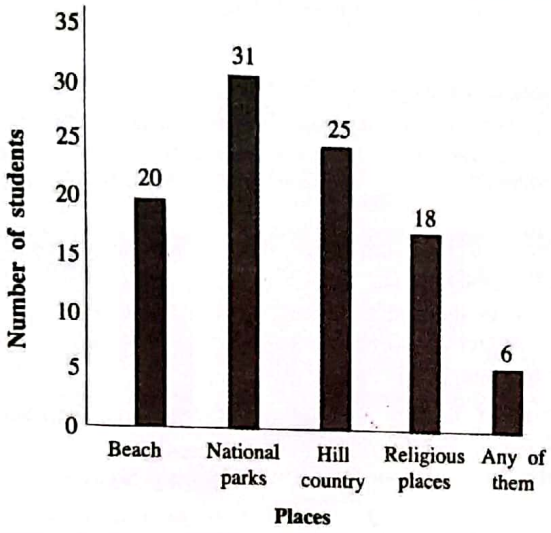
(a) You are the secretary of the Weldeniya Sports Club. Write a letter to the principal of Weldeniya Maha Vidyalaya informing that you wish to donate some sports equipment to the school. Use about **100** words.
Include the following:

- reasons for selecting that school
- the sports equipment you donate
- request for a convenient day to visit the school

OR

(b) The following bar chart shows the different places that grade 11 students of Nilwala Central College like to visit. Write a description about it. Use about 100 words. The following words and phrases given in the box may help you.

most popular, least popular, most, many, some, a few



The above bar chart depicts the different places that grade 11 students of Nilwala Central College like to visit. The horizontal axis represents the students' choice of places and the vertical axis represents the number of students.

The most popular choice is the national parks as thirty one students like it. Twenty five students like hill country while some students like to visit the beaches. Eighteen students like religious places. A few students have mentioned any of the places

and it is the least popular choice. The information shows that most students prefer to visit animals, birds and wild life and some others have different choices.

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Q. 14

C
L
O
M
Total
10

○ **Test 15**

Read the following text and answer the questions given below.

'Tom!'

The old lady put on her glasses and looked about for him.

'Tom!' she called out again, but there was no response. She walked up to the open door and looked out in the garden for him. Just then she heard a noise behind her and she turned around to find Tom sneaking out of the large cupboard in the room. She grabbed him by the collar of his shirt.

'So that's where you were!' she said. 'How many times have I told you to keep your fingers out of my jam jars. I will teach you a lesson this time.'

With that she marched him over to the umbrella stand next to the door and pulled out a cane. Tom knew he was going to get it and he had to think up something very quickly.

'Look out Aunt Polly! There is a rat in the closet.' He shouted.

The old lady shrieked and let go of Tom's collar. Before she discovered the imaginary rat, Tom ran out of the door and disappeared over the fence.

'I guess, I will never learn, this boy seems to have a new trick up his sleeve each time I try to get him.'

That evening Tom got late coming home and he decided to climb through the window rather than use the front door. As he climbed through the window, he found aunt Polly waiting for him.

'Ah! So you found time to come back!' She said.

'Aunt Polly I .....

'No! don't answer me, I can see that you have been busy, I guess since it is past dinner time you would not be hungry, so wash yourself and go to sleep.'

With that she closed the door and walked out of the room with a firm resolve that she would teach him a lesson the next day.

*(Adapted from **The Adventures of Tom Sawyer**)*

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

	True	False
(1) The old lady thought that Tom was in the garden.	✓	
(2) Tom came out of the cupboard as there was a rat in it.		✓
(3) Aunt Polly was looking for Tom to give him a jam jar.		✓
(4) Tom knew that Aunt Polly was frightened of rats.	✓	

(½ × 4 = 02 *marks*)

Underline the correct answer for questions 2, 3 and 4 from the options given for each of them.

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(2) Aunt Polly wanted to punish Tom because he
(a) answered when she called his name.
(b) frightened her by telling about a rat.
(c) ate jam from the jar without permission.
(d) tried to escape aunt Polly by jumping over the fence. (01 *mark*)

(3) Tom was ..... ((a) eating jam, (b) hiding in the cupboard, (c) jumping over the fence) when aunt Polly was looking for him. (01 *mark*)

(4) Aunt Polly understood that Tom ..... ((a) hid the cane, (b) lied about a rat, (c) hid in the garden) to escape punishment when she couldn't find a rat in the room. (01 *mark*)

(5) Find a word/phrase from the passage that is closest in meaning to each of the following. Write them below.
(a) walking out very quietly ..... **sneaking** .....
(b) screamed or cried in a loud manner .....**shrieked**...../shouted (02 *marks*)

(6) Find the most suitable sentence from the passage that gives the idea that aunt Polly was going to beat-up Tom as punishment. Write it below.
"With that she marched him over to the umbrella stand next to the door and pulled out a cane."
Full sentence should be given * Half of start - No marks (01 *mark*)

Q. 15
1-
2-
3-
4-
5-
6-
Total 8

O Test 16

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

(a) Write an article to a school magazine on 'Importance of outdoor activities'.
Include the following:
- A few outdoor activities. (sports / games / clubs / associations)
- How these activities help students
  - to improve talents and skills
  - to face challenges
  - to build personality
- Outdoor activities you have participated in.
- benefits that you have gained from them.

(b) You have been selected to represent Sri Lanka in an International Student Conference. Write a speech you would make at the conference to introduce your country to the audience.
Include the following:
- introduction of yourself and your country
- description of customs, traditions and festivals
- description of attractive / historical places
- An appropriate conclusion

(c) Write an essay on 'Advantages and disadvantages in studying in a foreign country'.
- advantages – better learning opportunities
  – sharing experiences with people from different cultures
  – learning to work independently etc.
- disadvantages – being away from family
  – experiencing climatic changes
  – reluctance to return to the native country etc.

(d) You were playing cricket in your home garden with your friends and accidentally broke a window of your neighbour's house. Your neighbour wanted to complain to your parents. Describe what happened and how you apologized your neighbour and solved the problem.

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Test 16

C. Advantages and disadvantages in studying in a foreign country.

In the fast moving and busy society, it is a trend to move to a foreign country for different purposes. As a result of being commercialized and colonialized with the arrival of Europeans, like the British, most of the people in the Asian countries embraced the western culture. The interest to learn in a foreign country, especially in a European country is rooted in the mindset of the Asians. Thus, most of the SriLankans also have decided to give their children education in a foreign country.

There are not only advantages, but also disadvantages in studying in a foreign country. Let's discuss the disadvantages. The first thing is that, we have to be away from not only our family, but also from our beloved ones such as friends and relatives. We will feel the loneliness due to the isolation from our family members. We won't be able to taste our traditional food, visit the favourite places etc. The climatic changes will also affect us. Further, the natives won't welcome us as our own countrymen. So, we must have a good knowledge also for a better life in a foreign country, and also have to learn their language for better communication. These are the disadvantages which affect us, studying in a foreign country.

But in spite of these effects, there are

advantages in studying in a foreign country, as well. Especially in the countries in Europe, there are very useful ways of learning according to the new technology. And also, as those countries are international centers of sharing knowledge, we can meet different people from different cultures. It will be a golden opportunity for us to have a clear idea of learning about the western culture. It is great for a young student who is willing to have a comfortable life, to use knowledge as a good investment.

Eventhough foreign education has some adverse effects, I think it will be a great opportunity for the younger generation to build their future.

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Q. 16

C
L
O
M
Total
15

* * *