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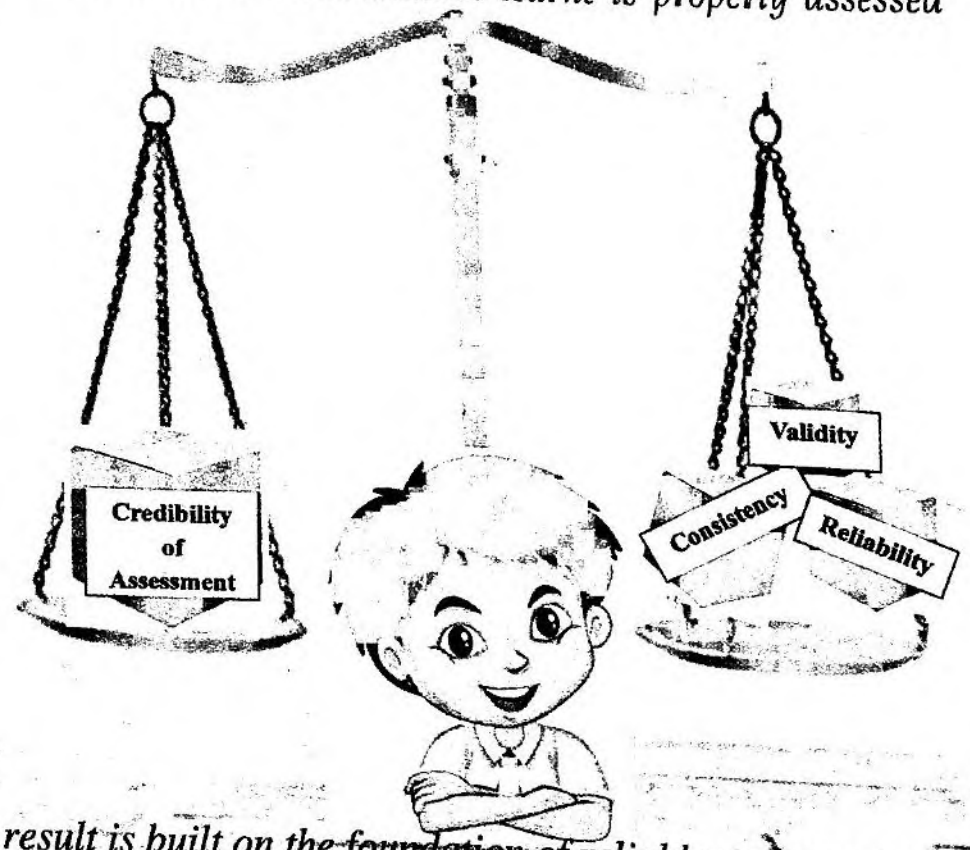
Confidential

Department of Examinations – Sri Lanka

G.C.E. (O/L) Examination (2024)2025

31 - English Language

"Wisdom is built when what is learnt is properly assessed"



Trust in result is built on the foundation of reliable and consistent marking.

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.

G.C.E.(O/L) EXAMINATION - 2024(2025)

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) .... √ △ 4/5

(ii) .... √ △ 3/5

(iii) .... √ △ 3/5

NA - Not attempted
TI - Totally Irrelav.
QC - Quest Copied
ES - Eng. Script
MT - Mother Tongue

03 (i) 4/5 + (ii) 3/5 + (iii) 3/5 = □ 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.

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Specifications - Paper I

Test 1 – Testing Reading **Text Type** - Pictures/ Statements **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 Learning outcome - Finds specific information from visual clues and match with the statements. **Testing technique** - Matching **Marks** 1 x 5 = 05 **Cognitive Process** - Understanding Factual Knowledge	**Test 2 – Testing Vocabulary** **Text Type** - A set of instructions **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 Learning outcome - Expand productive and receptive vocabulary of students to use English language appropriately and accurately in any real-life situation. **Testing technique** - Fill in the blanks **Marks** 1 x 5 = 05 **Cognitive Process** - Understand and apply Factual and Conceptual knowledge.
Test 3 – Testing Vocabulary **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 **Learning outcome** - Expand productive and receptive vocabulary of students to use English language appropriately and accurately in any real-life situation. **Testing technique** - Fill in the blanks **Marks** - ½ x 10 = 05 **Cognitive Process** - Understand and Apply Conceptual Knowledge.	**Test 4 – Grammar and Language Functions** **Text Type** - An e-mail **Competency 6** Uses English Grammar for the purpose of accurate and effective communication. **Competency Level 6.8** Uses conjunctions appropriately. **Total number of items** - 05 **Learning outcome** - Use conjunctions appropriately in a context. **Testing technique** - Fill in the blanks **Marks** - 1 x 5 = 05 **Cognitive Process** - Understand and Apply Conceptual and factual 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 **Learning outcome**- Locate necessary information and process such information accurately and appropriately to comprehend a reading text. **Testing technique** – Read and fill in the blanks **Marks** 1 x 5 = 05 **Cognitive Process** - Understand and apply Factual Knowledge	**Test 6 – Writing** **Text Type** - A notice **Competency** – 7 Uses English creatively and innovatively in written communication. **Competency Level** - 7.7 Writes for official purposes **Total Number of items** 01 **Learning outcome** - to enable the candidates to write a railway announcement. **Testing technique** – Guided writing **Marks** Content 2 Language 3 = 05 **Cognitive Process** - Understand 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 **Learning outcome** - Locate necessary information and process such information accurately and appropriately to comprehend a reading text. **Testing technique** - MCQ **Marks** 1 x 5 = 05 **Cognitive Process** - Understand and apply 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 **Learning outcome** - 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. **Testing technique** - Free writing **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 **Learning outcome** - Expand productive and receptive vocabulary of students to use English language appropriately and accurately in any real-life situation. **Testing technique** - MCQ **Marks** 1 x 5 = 05 **Cognitive Process** - Understand and Apply Factual and Conceptual knowledge.	**Test 10 – Grammar and Language Functions** **Text Type** - A narrative text. **Competency 6** Uses English Grammar for the purpose of accurate and effective communication. **Competency Level 6.1** Construct simple sentences **Total number of items** - 05 **Learning outcome** - Use different verb forms appropriately in a context. **Testing technique** - Fill in the blanks **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 **Learning outcome** - Locate necessary information and process such information accurately and appropriately to comprehend a reading text. **Testing technique** - Fill in the blanks **Marks** ½ x 14 = 7 **Cognitive Process** - Understand and apply Factual Knowledge	**Test 12 – Grammar and Language Functions** **Text Type** - Sentences **Competency 6** Uses English Grammar for the purpose of accurate and effective communication. **Competency Level 6. 10** Uses the conditional clauses appropriately. **Total number of items** - 05 **Learning outcome** - Express the ideas logically and rationally **Testing technique** - MCQ **Marks** 1 x 5 = 05 **Cognitive Process** - Understand and Apply Conceptual Knowledge

Test 13 – Reading **Text Type** - Texts and Captions **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 **Learning outcome** - Locate necessary information and process such information accurately and appropriately to comprehend a reading text. **Testing technique** - Matching **Marks** 1 x 5 = 05 **Cognitive Process** - Understand and apply Factual Knowledge	**Test 14a 14 b – Writing** **Text Type** - 14 A Letter 14b A Pie chart **Competency** - 7- Uses English creatively and innovatively in written communication. **Competency Level - 7.7** Writes for official purposes **Total Number of items** - 02 **Learning outcome** - Write a formal letter and a description of a pie chart. **Testing technique** - Guided writing **Marks** C 3 L 3 O 2 M 2 = 10 **Cognitive Process** - Understand and create Factual Knowledge
Test 15 - Reading **Text Type** - A narrative text. **Competency - 5** - Extracts necessary information from various types of texts **Competency Level - 5.2** Extracts necessary information from various types of simple texts 5.6 Extract the general ideas of a text **Total Number of items** - 06 **Learning outcome** - Locate necessary information and process such information accurately and appropriately to comprehend a reading text. **Testing technique** – MCQ/ True or False/inference **Marks 8** **Cognitive Process** - Understand and apply Factual and conceptual knowledge.	**Test 16 – Writing 16a, 16b, 16c, 16 d** **T. Type** e (a) Article (b) Essay (c) Speech (d) Story **Competency - 7-** Uses English creatively and innovatively in written communication. **Competency Level - 7. 5** Writes simple compositions on different types of topics. **Testing technique** - Guided writing and free writing **Total Number of items** - 04 **Learning outcome** - Write a composition/ article/ speech/story. **Marks** C 5 L 5 O 2 M 3 = 15 **Cognitive Process** - Understand and create Factual Knowledge

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.

e.g. C – 5
L – 5
O – 2
M – 3
Total 15

- 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, testing and evaluation.

- Please follow the guidelines given by the chief examiner.

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

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

Marks	Question 6	Question 8
2	If four points are given in writing a notice on distributing plants among the students to mark the Environment Day, full marks for the content.	Meaningful paragraph with required length and minimum of three points according to the topics on (a) Advantages of travelling or (b) My favourite sport, award full marks for the content.
1	If only a single point is given, award one mark	If at least one point is included, award one mark.
0	Question copied/Points copied without any additions no marks.	If question copied/not attempted and an irrelevant answer is given -no marks for the content.

Language - Questions 6 & 8

- **Language measures correctness (accuracy) in terms of grammar, spelling, punctuation and sentence structure**

3	Almost no errors in language, well connected sentences in the notice/ paragraph, correct spelling and punctuation
2	Some errors in language, well connected sentences in the notice/ paragraph, 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 marks for the answer should not exceed 2 marks.)

Paper II -Question 14

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

14 (a) – Formal letter to the principal of a neighbouring school

Content – Formal letter

This evaluates how well the writer addresses the topic, the depth of the ideas, and relevance of the information provided.

3	Include all four points with sufficient facts (i) Purpose of the event (ii) Medium of the event (iii) Date, time and venue (iv) Confirmation of participation.
2	Only two points included with sufficient facts.
1	Only one point included.
0	Question copied /Totally irrelevant

14(b) Pie chart

Content – Pie chart

3	Correct interpretation of the Pie-chart, that shows the future plans of 100 grade 11 students of King's College, Kalutara.
2	Has written on most of the information with the correct interpretation of the Pie-chart.
1	Has written some inadequate information about the pie 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.

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**
Organization	**- 2**
Mechanics of writing	**- 3**
Total	**15**

This evaluates how well the writer addresses the topic the depth of the ideas, and relevance of the information provided. Key factors include thoroughness, relevance insight

(16 a) An article on - Educational Programmes on Television.

Content – Article

4 – 5	Has written the article including all 3 points – (i)what an educational programme is (ii) Types of programmes (iii) Benefits to students/public.
2 – 3	Has written on1-2 points relevant to the topic. Information and facts given not adequate. Article is of required length.
1	Has attempted to write on the topic. Content and descriptions not sufficient.
0	Question copied. / points given are totally irrelevant.

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) An essay on "Spending time with animals"

Content – Essay

4 – 5	All points included (i) Types of animals; pets, animals in zoos and wild animals (ii) Importance of spending time with them (iii) Steps taken to protect them Essay is of required length. An adequate and a clear description is given on each point.
2 – 3	Included 1 - 2 points. Factual description given is not adequate. Adequate 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. 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) Speech at the school assembly on the topic 'How to choose your food wisely'.

Content – Speech

This includes to appropriateness of a speech referring to tone, style, language, audience awareness, and the purpose of the task.

4 – 5	All 3 points are included – (i)Types of food you eat (ii) How you select them (iii) Why you select them and a suitable conclusion including adequate facts. Speech is of required length.
2 – 3	Has written on 1- 2 points relevant to the topic. Factual description not adequate. Speech is of required length.
1	Has attempted to write a speech including at least 1 point. Content and descriptions not adequate.
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 D) Complete the story

Content – Complete the story stating an exciting situation you have faced

4 – 5	Narrating the story including adequate information about an exciting situation the candidates have faced. The story is of the required length
2 – 3	The story is partially described. The description is not of required length
1	Has attempted to write the story.
0	Question copied / Totally irrelevant

Language

4 – 5	Almost no errors well connected sentences in paragraphs or exchanges, a good range of vocabulary.
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 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 story. Well-connected ideas, connected meaningful sentences.
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)

Paper I

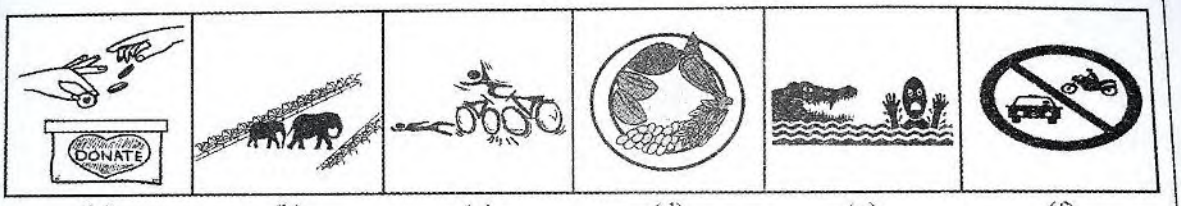
Question No.	Skill	Marks Distribution	Total
01	Reading	1x5	05
02	Vocabulary	1x5	05
03	Vocabulary	½x10	05
04	Grammar & Language Functions	1x5	05
05	Reading	1x5	05
06	Writing	C – 2, L - 3	05
07	Reading	1x5	05
08	Writing	C – 2, L - 3	05
	Total		40

For examiners' use only

Test 1

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

Pictures



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

Statements

(1) Stop! No vehicles are allowed. [f]

(2) Caution! Elephants are crossing. [b]

(3) Danger! Beware of crocodiles. [e]

(4) Step in! Delicious food to suit your taste. [d]

(5) Be generous! Help needy patients in hospitals. [a]

(6) Go slow! Accident prone area. [c]

Q. 1

1 ×

Total 5

Test 2

Fill in the blanks of the following text using the words given in the box. Write the letter of the most suitable answer in the space given. *The first one is done for you.*

Tips to pass an examination

Make a study plan. Write down the dates of the examination and all the subjects you need to study. Plan how much time you will spend on each (1) ..d.. every day. Start studying early so that you have plenty of time to (2) ..a.. . Make sure you have all the (3) ..e.. and past papers. Organize your material in such a way that makes it (4) ..f.. to find what you need. Find a (5) ..c.. place to study where you will not be disturbed. Make sure that you have good ventilation and a (6) ..b.. chair. Don't try to learn everything at once, but remember to organize your material into manageable parts.

(a) revise
(b) comfortable
(c) quiet
(d) ~~subject~~
(e) notes
(f) easy

ok words written spelling should be correct

Q. 2

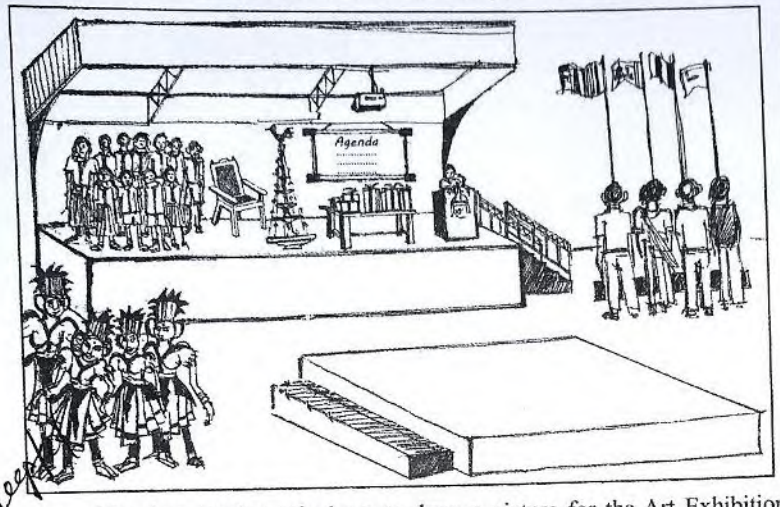
1 ×

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) gifts
(b) screen
(c) decorated
(d) flags
(e) dancers
(f) guests
(g) ~~playground~~
(h) arm-chair
(i) open
(j) podium
(k) lines

My class teacher asked me to draw a picture for the Art Exhibition of the school. I drew this picture of the Independence Day celebration held at the school (1) ~~g~~ . In my drawing you can see the (2) d hoisted by the (3) f . In the pavilion, students are in two (4) k to sing the National Anthem. There are some (5) a on the table placed between the (6) j and the oil lamp (7) c with flowers. You can also see an (8) h behind the oil lamp. A troupe of (9) e are ready to perform on the (10) i stage in front of the pavilion. The agenda is displayed on the (11) b behind the table. I think this is one of my best drawings I have ever presented for an exhibition.

Q. 3

½ ×
Total 5

Test 4

Suresh sent an email to his friend Kumar inviting him to join on a trip. Here is Kumar's reply. Fill in the blanks of the email using the words given below in the box. *The first one is done for you.*

after, ~~as,~~ and, but, if, or

To : suresh@gmail.com

Subject : Trip

Thank you for inviting me to join the trip. Travelling is something that I love. Unfortunately, I will not be able to join you (1) ~~as~~ my mother is not well, (2) and also I have to get ready for a test to be held next week. Have fun (3) but be careful (4) if you wish to swim (5) or bathe in streams and rivers on your way.

Let's meet (6) after the trip. Have a nice time!

Kumar

Q. 4

1 ×
Total 5

○ **Test 5**

Read the following sentences about chipmunks. Match the sentences from 1-6 with the topics given in the table below. Write the correct **number** of the sentence against each topic. *The first one is done for you.*

1. The chipmunk is a small, energetic animal belonging to the squirrel family, *Sciuridae*.
2. There are about 25 different species of chipmunks in the world.
3. Chipmunks are mammals who are native to North America and they are found mainly in the Eastern and some parts of the South Eastern regions of the United States.
4. They are characterized by distinctive dark and light stripes running down their backs.
5. Chipmunks' diet consists mainly of seeds, nuts, fruits and berries, though they may also eat insects occasionally.
6. Chipmunks generally live two to three years in the wild, though they may live longer in captivity up to eight years.

Topics	The sentence number
a. Animal family	1
b. Habitat	3
c. Food	5
d. Different types	2
e. A body feature	4
f. Life span	6

For examiners' use only

Q.5

1 ×
Total 5

○ **Test 6**

The Environmental Society of your school has organized a programme for distributing plants among the students to mark the Environment Day. Write a notice to be displayed in the school notice board. Use about **40-50** words.

Include the following:
- date and time
- place of distribution
- invitees
- types of plants to be distributed

Notice

The Environmental Society of Aruna Vidyalaya has organized a programme for distributing plants among students to mark the Enviroment Day. It will be held on 10th April 2025 from 10.00a.m onwards in the pavillion of the schod. The zonal Director of Education, Trincomalee will be the chief guest. Medicinal Plants will be distributed to all the participants.

secretary

Environmental society.

02.04.2025

Q. 6

C
L
Total 5

For examiners' use only

○ **Test 7**

Read the text and **underline** the most suitable answer for the questions given below.

① On a warm afternoon in Malgudi, the busy market was alive with the sounds of vendors calling out their wares. Swami, a curious boy of ten, wandered through the lanes, his eyes wide with excitement. He stopped at a fruit stall, attracted by the vibrant colours of mangoes and guavas.

"Look, Swami! You can't just stare. Buy something!" called out his friend, Raj.

⑤ Swami **hesitated**, his pocket was empty except for a few coins saved from his allowance. "I want to buy a mango, but I don't have enough" he replied with disappointment.

Raj, noticing his friend's unhappy expression, reached into his pocket and pulled out a shiny coin. "Here, take this! Let's share the mango."

Swami's face lit up. "Thanks, Raj! You are the best!"

⑩ As they bought the fruit and sat under a nearby tree, they laughed and talked about their dreams, feeling the warmth of friendship blossom in the afternoon sun.

(Adapted from 'Malgudi Days' by R.K. Narayan)

(1) What made Swami stop wandering through the streets?
(a) the noise made by vendors
(b) very bright mangoes and guavas
(c) crowded lanes in the market

(2) Why was Swami hesistant to buy fruits?
(a) He didn't want to spend his money.
(b) He wanted his friend to buy him some fruits.
(c) He didn't have enough money.

(3) How did Raj help his friend?
(a) by sharing the mango
(b) by giving him a coin to buy a mango
(c) by talking about their childhood dreams

(4) How did they feel after buying the fruit?
(a) happy and contented (b) sad and worried (c) silent and thoughtful

(5) The meaning of the word "hesitated" in line 5 is
(a) rushed. (b) moved. (c) waited.

Q. 7
1 ×
Total 5

○ **Test 8**

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

(a) Advantages of travelling (b) My favourite sport

Travelling.

Travelling has a lot of advantages. Firstly, it makes our lives happy and relaxed. It also allows us to explore the wonders of nature and widens our horizons of history, technological advancements, wildlife etc. Travelling is an excellent leisure time activity that I like very much. I think we should find some time for travelling and have a pleasant experience.

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) 1x1 = 1 (4) 1×1 = 1 (5) 1×1 = 1 (6) (a) 1×1 = 1 (b) 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 each bracket.

'Charlotte's Web' by E.B. White is a children's book that tells a lovely story between a pig named Wilbur and a spider named Charlotte. Wilbur is born on a farm and is in danger of being killed.

The most significant part of the story is the (1) ..... ((a) friend, (b) friendly, (c) friendship) between Charlotte and Wilbur. Charlotte writes (2) ..... ((a) word, (b) words, (c) wordy) such as 'gentle', 'caring' and 'humble' in her web to show the farmer the (3) ..... ((a) special, (b) speciality, (c) specially) qualities of her friend Wilbur. Her clever words make the farmer change his idea of killing Wilbur.

The book (4) ..... ((a) discussing, (b) discusses, (c) discussion) important qualities such as friendship, kindness and loyalty. Charlotte's care for Wilbur tells readers how (5) ..... ((a) intelligently, (b) intelligent, (c) intelligence) she acted to save Wilbur. This story truly shows the power of friendship to the reader.

For examiners' use only

Q. 9

1 ×
Total 5

For examiners' use only

○ **Test 10**

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

Last weekend, I went on a trip with my family. We visited a place called the National Park, that was full of beautiful trees, birds and other animals. The weather was sunny, perfect for sightseeing. We packed our lunch and (1) ..... **left** ..... (leave) early in the morning so that we could spend the whole day exploring nature.

First, we walked along a long trail in the forest, where we saw so many colourful birds (2) ..... **flying** ..... (fly) among trees.

After walking for a while, we reached a big hill. It was a bit tiring to (3) ..... **climb** ..... (climb), but when we got to the top, the view (4) ..... **was** ..... (be) amazing. I could see the whole park from up there, and everything (5) ..... **looked** ..... (look) so small and we felt as if we were standing on the top of the world.

Q. 10

1 ×
Total 5

○ **Test 11**

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

as,	concentration,	setting,	mind,	to,	like,	improve
practising,	also,	that,	with,	focus,	helps,	on, meditation

Living a stress-free life is possible with some good practices. First it is important (1) ..... **to** ..... prioritize self-care by (2) ..... **setting** ..... aside time for activities (3) ..... **that** ..... bring you joy such (4) ..... **as** ..... hobbies or spending time (5) ..... **with** ..... loved ones. Mindfulness techniques (6) ..... **like** ..... meditation can help you (7) ..... **improve** ..... concentration and manage anxiety. (8) ..... **Practising** ..... meditation can regularly enhance (9) ..... **concentration** ..... span and the ability to (10) ..... **focus** ..... on tasks. Meditation also (11) ..... **helps** ..... you to calm the (12) ..... **mind** ..... and body. It can (13) ..... **also** ..... reduce stress levels significantly. (14) ..... **Meditation** ..... generally improves your overall mental well-being by generating a sense of tranquillity allowing you to cope with challenges in life effectively.

Q. 11

½ ×
Total 7

Test 12

Underline the correct verb phrase within brackets.

(1) If you jog every morning, you (would lose, would have lost, will lose) your weight.

(2) If you (practised, would practise, had practised) your speech, you would have delivered it flawlessly.

(3) If I had time, I (would go, will go, had gone) shopping with you.

(4) Unless you study hard, you (won't pass, wouldn't pass, wouldn't have passed) the examination.

(5) If Kamal (has, had, will have) a telescope he would watch the stars every night.

For examiners' use only

Q. 12

1 ×
Total
5

Test 13

Read the following extracts and match them with the headings given below. Write the relevant letter of the heading in the box given against each extract. There is **one** extra heading.

Headings

(A) Feature article	**(B)** Employment offer	**(C)** Walk-in interview
(D) Examination guide	**(E)** Letter of invitation	**(F)** Instructional manual

Extracts

(i)	We invite those who are competent and confident in handling two or more languages including English because we need to communicate with foreign communities. Priority will be given for the ones with experience in managerial level of which three years as an internal supervisor.	B
(ii)	Your presence in the event is highly valued and it is a great honour to our school since you are a reputed past pupil. This will be a great opportunity for our students to be inspired and motivated in their career development. We would be much grateful if you could send us your profile.	E
(iii)	Veganism is more than just a dietary choice. It's often a lifestyle dedicated to avoiding harm to animals. Some people think that it negatively affects human health but many people justify it based on ethical and environmental reasons.	A
(iv)	Check the documents of the item very carefully. Complete them with legible handwriting and correct spelling. Don't use black ink pens or correction fluid. Submit the documents with a copy of your identity card. Make sure that the item works properly before you purchase it.	F
(v)	Keep the electronic devices in the cupboard, provided for that purpose outside the hall. Keep them on silent mode. Don't leave the hall without due permission. Inform your urgent physical requirements to the invigilator. Leave the hall when the third bell is rung.	D

Q. 13

1 ×
Total
5

For examiners' use only

○ **Test 14**

Write only **one** of the following. Use the space provided.

(a) Imagine that you are the secretary of the Language Club of your school. You have organized an inter-school debate competition to mark the fifth anniversary of the club. Write a letter to the principal of a neighbouring school requesting him/her to send the debating team of his/her school to the competition. Use about **100** words.

Include the following:

- Purpose of the event
- Medium of the debate
- Date, time and venue
- Confirmation of participation

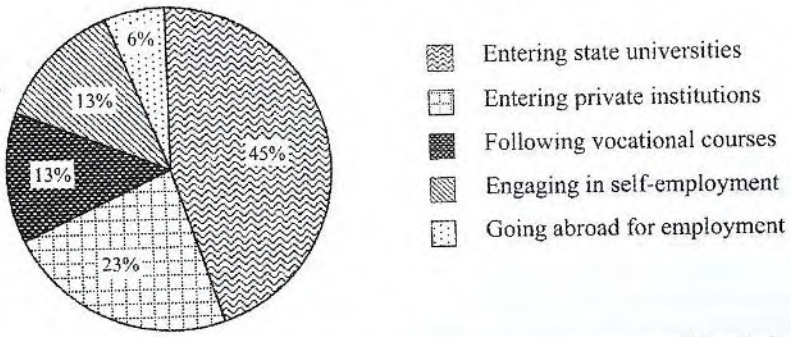
OR

(b) The following pie chart shows the future plans of 100 Grade 11 students of King's College, Kalutara. Write a description about the future plans of Grade 11 students referring to the pie chart. Use about **100** words.

The following words and phrases will help you.

most / many / more than / equal / less than / least

Future Plans of Grade 11 Students



The secretary
Language club
Muslim Balika Vidyalaya
Gintota
21.03.2025

The Principal,
Central College,
Galle.

Dear Sir,

Invitation to a debate competition

We have organized an inter-school English Medium debating competition to mark the fifth anniversary of the Language club of our school. It will be

held on 02nd April 2025 at 9:30 a.m in the Junior Auditorium of Muslim Balika Vidyalaya, Gintota. It will be judged by a panel of University Academics.

We would like to request you to send the debating team of your school to participate in this competition. A certificate of participation will be awarded. Please be kind enough to confirm the participation of your debating team. Thank you.

Yours faithfully,

Secretary, Language club
Muslim Balika Vidyalaya.

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Q. 14

C	
L	
O	
M	
Total	10

○ **Test 15**

Read the following text and answer the questions given below.

① Five hundred years ago, sailing - even in familiar waters - was an adventure. There were no radios, weather reports, or good maps. Sailors were on their own. Many died in shipwrecks. So little was known about the Earth and its seas that no one was sure that the world was round.

Then Ferdinand Magellan led a crew of 265 on a voyage. They were the first men to sail ⑤ around the world. They were also the first Europeans to cross the Pacific Ocean. They set sail in September 1519. Magellan commanded the 'Trinidad'. The other ships in his fleet were the 'San Antonio', 'Concepcion', 'Victoria', and 'Santiago'.

In November they reached the Brazil's shore. They rested there. On Christmas Day, they started going down the South American coast. The fleet set out in August 1520. In October, ⑩ they found a bay. Magellan sent two ships to **explore** it. A violent two-day storm began. The ships took shelter in a small inlet. They found that it was a long waterway. Although it had land on both sides, the water was salty. They had discovered the Strait of Magellan at the tip of South America! They came back and got the rest of the fleet. For the first time, people sailed from the Atlantic Ocean to the Pacific Ocean. It took one month.

⑮ The weather was **awful**, and the captain of the San Antonio turned his ship around and fled. It took the remaining ships from November 1520 until March 1521 to cross the Pacific Ocean and reach the Philippines. Magellan was killed when he tried to force the natives there to become Christians. But enough of **his** crew survived that the other two ships returned to Spain in September 1522. Only 18 men had survived the trip. One had kept a log about ⑳ this adventure that proved once and for all that the world was round.

(Adapted from the text 'The Journey that Proved Earth was Round' by Sarah Conolly)

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

	True	False
(a) Five hundred years ago, sailing was dangerous as sailors did not have modern equipment.	✓	
(b) There were four ships in the fleet of ships that sailed under the leadership of Magellan.		✓
(c) Ferdinand Magellan's voyage proved that the world was round.	✓	
(d) Magellan successfully completed his journey and returned to Spain in September 1522.		✓

(½ × 4 = 02 *marks*)

Underline the correct answer.

(2) People on land did not know anything about the progress of the sailors because,

(a) many sailors died in the shipwreck caused by the violent storm.

(b) there were no facilities on ships to communicate with others.

(c) sailors did not have time to send messages as there was a storm.

(d) they were not interested in getting information about sailors. (01 *mark*)

(3) When the fleet of ships started the journey in 1519, the ship that was under the command of Magellan was,

(a) Victoria. (b) San Antonio.

(c) Trinidad. (d) Concepcion. (01 *mark*)

(4) The sailors that returned to Spain could prove that the world was round as

(a) one of the sailors had kept a record of their adventures of the journey.

(b) they had found the Strait of Magellan in South America.

(c) they had sailed from the Atlantic Ocean to the Pacific Ocean.

(d) people knew very little about the earth and its seas. (01 *mark*)

(5) What does the following word in line 18 refer to? Write your answer in the space given.

'**His**' Magellan's (01 *mark*)

(6) **Underline** the phrase that is closest in meaning to the following.

(a) '**explore**' in line 10

(i) to intend a result (ii) to search more about a place

(iii) to perform a task (iv) to control or influence (01 *mark*)

(b) '**awful**' in line 15

(i) quite pleasant (ii) sudden and unexpected

(iii) calm and quiet (iv) extremely bad (01 *mark*)

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

Test 16

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

(a) Write an article to a national newspaper on '**Educational Programmes on Television**'. Include the following:

- What an educational programme is
- Types of programmes
- Benefits to students/public

(b) Write an essay on the topic, '**Spending time with animals**'. Include the following:

- Types of animals; pets, animals in zoos and wild animals
- Importance of spending time with them
- Steps taken to protect them

(c) Imagine that you have been selected to make a speech at the school assembly on the topic '**How to choose your food wisely**'. Write the speech you would make on the occasion.
Include the following:

- types of food you eat
- how you select them
- why you select them

(d) Imagine that following statements describe an exciting situation you have faced recently. Use them at the beginning and complete the story.

For examiners' use only

I felt so proud and wonderful. I was waiting impatiently to tell the good news to my best friend .....

Spending time with animals

There are many kinds of animals in the world. They are pets, domestic animals, animals in zoos and wild animals. This world has become a beautiful place because of these wonderful creatures. People keep animals as pets and spend their time with them happily. People have tamed animals like lions and tigers and keep them in their gardens and take care of them.

If we can spend time with animals, that could be one of the most valuable experiences that we can have. Domesticated animals like dogs are loyal to their masters. Cats are lovable pets that seek warmth from their guardians. Taking care of domestic animals gives us many advantages. We can practise humane qualities like kindness, love, empathy etc by rearing these pets. We can also release our stress and be mentally fit and forget our worries. Feeding animals is another good quality that enhances our generosity.

Therefore, it is our responsibility to take care of animals. Steps should be taken to protect all the animals. Rules and regulations should be introduced to those who are cruel to animals. Children should be made aware of the importance of protecting animals. So, spending time with animals is a pleasure.

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