



Department of Examinations – Sri Lanka  
G.C.E. (A/L) Examination – 2020

## 13 – General English

### Old Syllabus

#### 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.

**General Certificate of Education (Adv. Level) Examination, August, 2020**  
**General English (13)**  
**Old Syllabus**

**Marking Scheme**

**Distribution of marks**

**Paper I**

<b>Part A</b>	-	<b>40</b>
<b>Part B</b>	-	<b>20</b>
<b>Part C - 10</b>		
<b>Part D</b>	-	<b><u>30</u></b>
<b>Total</b>	-	<b><u>100</u></b>

**Paper II**

<b>Part A</b>	-	<b>25</b>
<b>Part B</b>	-	<b>25</b>
<b>Part C</b>	-	<b>30</b>
<b>Part D</b>	-	<b>20</b>
<b>Total</b>	-	<b><u>100</u></b>

**Final Marks** - **Paper I + Paper II**

**2**

- **100**

## Common Techniques of Marking Answer Scripts.

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

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

**Example:**

**Question No. 03**

(i)	.....	✓	$\triangle$ $\frac{4}{5}$
	.....		
	.....		
(ii)	.....	✓	$\triangle$ $\frac{3}{5}$
	.....		
	.....		
(iii)	.....	✓	$\triangle$ $\frac{3}{5}$
	.....		
	.....		

03	(i)	$\frac{4}{5}$	+	(ii)	$\frac{3}{5}$	+	(iii)	$\frac{3}{5}$	=	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>10</td></tr><tr><td>15</td></tr></table>	10	15
10												
15												

### MCQ answer scripts: (Template)

1. Marking templates for G.C.E.(A/L) and GIT examination will be provided by the Department of Examinations itself. Marking examiners bear the responsibility of using correctly prepared and certified templates.
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 'v' 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 assay type answer scripts:**

1. Cross off any pages left blank by candidates. Underline wrong or unsuitable answers. Show areas where marks can be offered with check marks.
2. Use the right margin of the overland paper to write down the marks.
3. 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 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 this time. Therefore, add separate mark sheets for each of the question paper. Write paper 01 marks in the paper 01 column of the mark sheet and write them in words too. Write paper II Marks in the paper II Column and write the relevant details. For the subject 51 Art, marks for Papers 01, 02 and 03 should be entered numerically in the mark sheets.

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**General Certificate of Education (Adv. Level) Examination, 2020**

**General English (13)**

**Old Syllabus**

**Solutions**

**Paper I**

**PART A – GRAMMAR**

**(40 MARKS)**

- I. Fill in each blank with a suitable preposition from the list given in the box. Use each preposition only once. There is one preposition extra. (05 marks)

to,	on,	with,	of,	for,	at
-----	-----	-------	-----	------	----

A farmer was working in his paddy-field when a man came there **(1) ...with....** a little boy. The man asked, “Sorry sir, would you mind if we walked across your field instead **(2) ...of.....** going around it? You know, we are going **(3) ...to....** the railway station to catch the train scheduled to leave **(4) ...at.....** 4.30.”

The farmer thought **(5) ...for.....** a while and said, “Sure, go right ahead. And if my bull sees you, you’ll even catch the 4.15 train.”

- II. Fill in each blank with the correct form of the pronoun given in brackets. (05 marks)

One day, a very rich person took his son on a trip to show **(1) .....him...** (he) how poor someone can be. Both of **(2) ...them.....** (they) stayed at a farm during that night. The owner of the farm did **(3) ...his.....** (he) best to make them happy. On **(4) .....their.....** (they) way back home, this person asked, “Son, did you see how poor farmers are? What did you learn?”

His son said, “We have one dog, they have four, we have a pool, they have rivers, we have electric bulbs at night, they have stars, we buy food, they grow theirs, we have walls to protect us, they have friends. Thank you for showing me how poor **(5) ...we....** (we) are.”

- III. Fill in each blank with the correct form of the verb given in brackets. (10 marks)

Once a farmer lost his precious watch in his barn. After **(1) ...searching....**(search) it everywhere, the old farmer was very tired; yet he **(2) .....didn't(did not) want.....** (not want) to give up the search for his watch and requested a group of children to help him. “If you find my watch, I **(3) ...will give/'ll give/can give.....** (give) an attractive reward,” the farmer said. Children hurried inside the barn and went through the entire stack of hay to find the watch. After a long time, they were tired and gave up. The number of children **(4) ...looking.....** (look) for the watch slowly decreased. The farmer gave up all his hope to find the watch. Just when the farmer was closing the door, a little boy came up to him and requested, “**(5) ...Give....** (Give) me a chance to find it.” The farmer did not want **(6) ...to miss....**(miss) any chance of finding the watch. So, the little boy **(7) ...was allowed.....** (allow) to search the watch in the barn.

After a little while, this boy **(8)** ..... **came/was coming**... (come) out with the watch in his hand. The farmer was amazed. He asked the boy, "How did you find the watch while everyone else failed?"

The boy **(9)** ...**replied**..... (reply), "If you had just sat there silently, you **(10)** ...**could have listened/would have listened**..... (listen) to the ticking of the watch. In silence, it was much easier to listen to it and direct the search in the direction of the sound."

- IV. Fill in each blank with a suitable determiner from the list given in the box. Use each word only once. There is one word extra. (05 marks)

all,	one,	several,	much,	others,	a,
------	------	----------	-------	---------	----

A soldier serving in an army camp **(1)** ...**several**... kilometers away from his hometown was annoyed and upset when he saw his friend wanted to collect the affair and ask for unwanted photographs of some women that he could find, bundled them **(2)** ...**all**.... together, and sent them back with **(3)** ...**a**..... note saying, "I regret that I cannot remember which **(4)** ...**one**... you are. Please keep your photo and return the **(5)** ...**others**..... to me."

- V. Construct questions to get the words in bold print as answers. Use the question words given in the box. There is one word extra. (05 marks)

When, Why, How, What, Where, Who
----------------------------------

- (1) He read an interesting novel during the last vacation.  
..... **What did he read during the (last) vacation**.....?
- (2) She comes to school by bus.  
..... **How does she come to school**..... ?
- (3) They will leave the country next year.  
..... **When will they leave the country**..... ?
- (4) Mr. Hameed is the Managing Director of this company.  
..... **Who is the Managing Director of this company**..... ?
- (5) The book was kept on the table.  
..... **Where was the book kept**..... ?

- VI. Complete the following sentences by putting the words/phrases in brackets in the correct order to make meaningful sentences. (05 marks)

- (1) I ..... **can't remember the name of my Social Studies teacher** .....  
(my/the name/ Social Studies teacher/ remember/ of/ can't)
- (2) A man ..... **was arrested for attempting to bribe a government officer/**  
**(Accept: arrested for attempting to bribe was a government officer)**...  
(for attempting/ arrested/ to bribe/ a government/ was/ officer)
- (3) The dictionary ... **is the only place where success comes before work** ...  
(only place / is the / comes / before work/ where success)

- (4) We ... **decided to go on a pilgrimage to Anuradhapura during the next vacation./ decided to go to Anuradhapura on a pilgrimage during the next vacation** .....
- (pilgrimage/ to/ decided / a/ go/ during the next vacation/ to Anuradhapura/ on)
- (5) Could ... **you tell me where the post-office is**.....?
- (the post-office/ me/ tell / is / where/ you)

VII. Combine the following pairs of sentences using a suitable conjunction from those given in brackets.

(05 marks)

- (1) You work hard. You will get good marks. (unless/ although/ if)  
 .....**If you work hard, you will get good marks/ You will get good marks if you work hard.**.....
- (2) The bus arrived. The passengers rushed to board it. (as soon as/ as long as / pro)  
 .....**As soon as the bus arrived the passengers rushed to board it/ The passengers rushed to board it as soon as the bus arrived.** .....
- (3) Siva works ten hours a day. He needs to earn money. (unless / although / because)  
 .....**Siva works ten hours a day because he needs to earn money/ Because he needs to earn money, Siva works ten hours a day.**  
 .....
- (4) Our team played very well in the final match. We lost the match. (as soon as / although / as if)  
 ...**Although our team played very well in the final match, we lost the match (it). We lost the match although our team played very well in the final (match).** .....
- (5) You start your journey early. You will get stuck in the traffic. (unless / in order to / while)  
 .....**Unless you start your journey early, you will get stuck in the traffic / You will get stuck in the traffic unless you start your journey early.** .....

**PART B - COMPREHENSION**

(20 marks)

I. Underline the option that best expresses the meaning of each of the sentences given below in bold print.

(05 marks)

- (1) Our cricket coach has never appreciated the talents of our team members.  
 (i) The coach appreciated the talents of team members for the first time.  
 (ii) **The coach did not appreciate the talents of the team members at all.**  
 (iii) The team members expected the coach to appreciate their talents.  
 (iv) The talents of the team members were always appreciated by the coach.
- (2) Ramesh proposed some improvements to the project, yet they were unfruitful.  
 (i) **The proposals Ramesh made to the project were not very successful.**  
 (ii) The proposals Ramesh made to the project were very successful.  
 (iii) Ramesh made proposals to the project to make the project unsuccessful.  
 (iv) The project became unsuccessful because of the proposals made by Ramesh.

(3) Mr. Jayaseelan was looking forward to the trip to Haputale despite the bad weather.

**i) Mr. Jayaseelan wanted to go on the trip although the weather was bad.**

ii) Mr. Jayaseelan did not want to go on the trip because the weather was bad.

iii) Mr. Jayaseelan cancelled his trip because of the bad weather.

iv) Bad weather prevented Mr. Jayaseelan from going on his trip.

(4) One of the solutions to get rid of fatal diseases caused by viruses is to avoid social gatherings.

i) Social gatherings would help you reduce the risk of deadly viruses.

ii) Viruses can become deadly even if you avoid social gatherings.

iii) Avoiding social gatherings is the only way to ward off deadly viruses.

**iv) Avoiding social gatherings would help you prevent deadly viruses.**

(5) Since the Hotel Nilwala was too expensive for the students, they found a cheaper one to stay in.

i) The Hotel Nilwala was very expensive for others but not for the students.

ii) The Hotel Nilwala was cheaper than many other hotels for the students.

**iii) The hotel in which the students stayed was cheaper than the Hotel Nilwala.**

iv) The hotel in which the students stayed at was more expensive than the Hotel Nilwala.

II. Read the following text and do the activity that follows.

(05 marks)

Rajarata Leadership Training Institute (RLTI)

*A training institute for young school leavers*

Established in the year 2010, the Rajarata Leadership Training Institute (RLTI) is a registered training institute for young school leavers, preferably below 25 years. The Institute is located at Ranajayagama in the stunning countryside in the North Central Province, 45 km away from Anuradhapura.

RLTI offers three programmes, the details of which are given below.

Programme A: (January intake)	Programme B: (April intake)	Programme C: (August intake)
Specially meant for those aspiring to be managers. The programme includes practical components relating to management strategies. This is a residential programme.	General leadership skills will be focused. The programme is non-residential.	Specially meant for those who wish to develop English language skills. This is a residential programme.

All training programmes are designed to provide the participants with a wide range of leadership skills. RLTI provides food and accommodation only for participants of residential programmes. Each residential programme is of three months duration.

If you are interested in following one or more of these training programmes, please contact the institute for registration. Email: [info@rajatrataleadins.com](mailto:info@rajatrataleadins.com)

Write True or False beside each sentence in the space provided.

(1) The RLTI is located in Anuradhapura while its branch is at Ranajayagama. (... **False**...)

(2) Only those who are younger than 25 years can follow the training programmes at this center.

(... **False** ..)

(3) The participants of Programme B will not be given accommodation facilities. (... **True**..)

(4) The duration of Programme C is three months. (... **True**..)

(5) One person can follow only one programme at this center. (... **False**..)

III. Read the following poem and do the activities that follow.

(05 marks)

I live in the town In a street; It is crowded with traffic And feet; There are buses and motors And trams; I wish there were meadows And lambs.	The houses all wait In a row, There is smoke everywhere That I go. I don't like the noises I hear — I wish there were woods Very near.	There is only <b>one thing</b> That I love, And that is the sky Far above, There is plenty of room In the blue For castles of clouds And me, too! (Irene Thompson)
--	---	--

(1) Underline the most appropriate response.

i) Which of the following cannot be seen in the place where the poet lives?

a) buses and motors

**b) meadows and lambs**

c) a street crowded with traffic

d) houses in a row

ii) Which of the following is meant by the word 'feet' in the poem?

**a) people walking**

b) measuring length

c) without shoes

d) at a high speed

iii) "I wish there were woods, Very near" mostly means

i) There are many trees around.

**ii) There are hardly any trees around.**

iii) The distance between two trees is small.

iv) I don't like the trees grown around.

iv) What does the phrase in bold print 'one thing' refer to?

a) love

b) room

**c) sky**

d) smoke

A. Write down a word, selecting from the poem, which means the same as 'a large amount'.  
.....**plenty**.....

IV. Read the following passage and do the activity given below.

(05 marks)

Through most of America's history, African-Americans have enjoyed less rights than White Americans. One evening in 1955, a woman left work and boarded a bus for home. She was ordered to give up her seat to a white passenger. But she remained seated. The white bus driver warned Rosa Parks, "Well, I'm going to have you arrested," and she replied, "You may go on and do so." Parks was 42 years old when she refused to give up her seat. She has insisted that her feet were not aching. "I did not get on the bus to get arrested," she said. "I got on the bus to go home". She was arrested and ordered to pay \$14 in fines because she broke the then existing law. African-Americans had had enough. Led by Martin Luther King, their community staged a powerful boycott that lasted 381 days! They refused to use the services of the bus company. The boycott worked! Not only did the company that operated the buses lose money, but the United States Supreme Court ruled that the then existing bus laws were illegal. Exactly after nine years from date of the incident on the bus, the Civil Rights Act was passed making discrimination illegal throughout the United States.

Write True or False beside each sentence in the space provided.

- a) Rosa Parks was going to her workplace when this incident happened. (... **False**...)  
 b) Rosa Parks said that she could not give up her seat because she was very tired. (... **False**...)  
 c) Rosa Parks gave her seat to a white passenger at the end. (... **False**...)  
 d) Martin Luther King was leading a protest against the bus company. (... **True**...)  
 e) The America's Civil Rights Act was passed in 1955. (... **False**...)

### PART C - SUMMARISING

(10 marks)

Write in 50 words for each of the following two texts. Do not use more than 50 words. If you exceed the word limit marks will be deducted. Write only one word in each cage. (05 + 05 = 10 marks)

#### For each summary;

- **If more than fiftytwo (52) words are written, give zero (0).**
- **Given below are only points to be included in each summary. Check whether the candidates have written the summary accurately including the given points.**
- **Contracted words and hyphenated words are counted as single words.**

- I. Do you know that there are many benefits of reading? First, it is one of the simplest forms of relaxation for mind. Reading helps us take our minds off our problems at least for a short time. A good story can aid you in relaxing the mind. Reading can also be fun. It has recently been found that fewer people are reading books and more people are watching television. Many people have forgotten how much fun it is to read a book. A book can open a world of excitement for the reader. Further, reading helps improve one's knowledge. A recent study conducted in Canada confirmed that there is a strong relationship between time spent on reading and the general knowledge of individuals. Most importantly, reading increases one's understanding of the world. A good reader has wide understanding of the world and therefore, is able to cope up with day-to-day problems easily.

#### Points for Content of the Summary

- i) **Reading offers many benefits**
- ii) **relaxation for mind**
- iii) **fun & entertainment**
- iv) **improve knowledge**
- v) **increases one's understanding of the world**

#### Allocation of marks:

**Content (Has included important details.): 02 marks**

**Language Use: 03 marks**

- II. Newborn babies usually need to sleep between 14 to 17 hours a day. However, according to recent scientific findings, an average adult should get eight hours sleep per night. One thing scientists have learned is that lack of enough sleep can be bad for us in many ways. They believe not sleeping enough can make us eat more and put on weight. It is also a big public safety hazard; sleep loss and poor-quality sleep can certainly lead to accidents on the road and injuries on the job. This is because drowsiness can slow reaction time as much as driving drunk. Further, without enough sleep, your brain and body systems won't function normally. It can dramatically lower your quality of life. Most importantly, sleep plays a critical role in thinking and learning. Lack of sleep hurts these cognitive processes in many ways. This makes it more difficult to learn efficiently.

### Points for Content of the Summary

- i) **Lack of sleep affects negatively**
- ii) **increases weight**
- iii) **reduces safety on road and at workplace**
- iv) **reduces quality of life**
- v) **affects one's learning**

**Allocation of marks:**

**Content (Has included important details.): 02 marks**

**Language Use: 03 marks**

(Did not Check this question)

### PART D – WRITING

(30 marks)

- I. You recently read a news item in a newspaper about your childhood friend. His/ Her address was mentioned there. You have had no contact with him/her for a long time. Write a letter to him/her. In your letter:
- ask about him/her
  - remind some memorable experience during childhood
  - say what you are doing now, where you are etc.

You do NOT need to write any addresses. Use about 125-150 words. Do not exceed this word limit.  
(15 marks)

	Description	Marks
<b>Content</b>	<i>See the Band Description given below.</i>	<b>5</b>
<b>Language Use</b>	<i>See the Band Description given below.</i>	<b>10</b>

### Band Description for Content

Level	Description	Marks
<b>Very Good</b>	Has used specific length. Content very appropriate & very interesting. Has used appropriate beginning and ending. Selects & organizes facts very effectively to suit informal communication.	<b>5</b>
<b>Good</b>	Has used specific length. Content appropriate & interesting. Has used appropriate beginning and ending. Selects & organizes facts to suit informal communication.	<b>4</b>
<b>Moderate</b>	Content fairly appropriate & interesting. Selects & organizes facts in a fairly appropriate manner.	<b>3</b>
<b>Satisfactory</b>	presenting facts.	<b>2</b>
<b>Limited</b>	Content extremely limited. Facts not arranged properly to convey the intended meaning.	<b>1</b>

### Band Description for Language Use

Level	Description	Marks
<b>Very Good</b>	Excellent use of language. Free of grammatical errors. Excellent word choice.	<b>10</b>
<b>Good</b>	Only few grammatical errors. Choice of words effective for an informal letter.	<b>8-9</b>
<b>Moderate</b>	Occasional errors of grammar. Choice of words fairly appropriate for an informal letter.	<b>5-7</b>
<b>Satisfactory</b>	Frequent errors of grammar and word choice.	<b>3-4</b>
<b>Limited</b>	Only very few grammatically correct sentences. Mostly sentence fragments. Vocabulary very limited.	<b>1-2</b>

- II. Imagine that you are the Secretary of Health Aids Society in Damsevana MV, Bogamuwa. Your Society is organizing an educational trip to Apeksha hospital, Maharagama to collect information about the patients for a school project.

Write a letter to the Director of the hospital, asking permission for this purpose. Provide relevant details of your trip including:

- date and time of visit,
- number of students,
- purpose etc.

Use about **75-100** words. Do not exceed this word limit.

(15 marks)

	Description	Marks Range
<b>Format</b>	Has used format of a formal letter, including sender's <i>deduct marks</i> ), receiver's address, date, appropriate salutation, thanking and close. <i>(Do not give the mark for this part if even one of the above is missing.)</i>	<b>0-1</b>
<b>Content</b>	Has included relevant points. Content of the letter very relevant to the given situation.	<b>0-4</b>
<b>Organization</b>	Has used appropriate beginning and ending. Has arranged facts in a logical sequence. Has used appropriate linking devices, if/when required. Has paid attention to paragraphing.	<b>0-2</b>
<b>Language Use</b>	<i>See the Band Description given below.</i>	<b>0-8</b>

### Band Description for Language Use

Level	Description	Marks
<b>Very Good</b>	Excellent use of language. Free of grammatical errors. Excellent word choice.	<b>10</b>
<b>Good</b>	Only few grammatical errors. Choice of words effective for a formal letter.	<b>8-9</b>
<b>Moderate</b>	Occasional errors of grammar. Choice of words fairly appropriate for a formal letter.	<b>5-7</b>
<b>Satisfactory</b>	Frequent errors of grammar and word choice.	<b>3-4</b>
<b>Limited</b>	Only very few grammatically correct sentences. Mostly sentence fragments. Vocabulary very limited.	<b>1-2</b>

- **Deduct two marks from the overall mark if the candidate has used SMS language in the formal letter.**
- **If the body of the letter is missing, do not give any mark for the format alone.**

## Paper II

### PART A – VOCABULARY

(25 marks)

I. Underline the correct word ending selecting from those given in brackets.

(05 marks)

Nimali is working in a leading organ (1) .....(ize /izing / **ization**) in Colombo. One day, her (2) employ.....(ment/ **er**/ able) was hundreds of miles away at a luxury resort, preparing for a meeting.

Nimali was getting ready to type a (3) docu.....(mentary/ mentation/ **ment**) in her office in Colombo. At this time, she got an (4) ur.....(gency /gently/ **gent**) call from her boss. “You have to phone the hotel right away. It’s (5) import.....(**ant**/ance/ antly) ,” he said. “Ask them to send someone to the pool area immediately.” “What’s wrong?” Nimali asked. “We haven’t seen a waiter in 20 minutes, and we need our refreshments.”

II. Among those meanings given at the end of the following text, underline the meaning which is most appropriate to the context in which the word in bold print appears in the text. (10 marks)

Once, there lived a beautiful and proud lady. She thought of finding a husband for herself. She told herself, ‘The man who wants to marry me should be (1) polite and supportive. He must also be so (2) wealthy that he can afford what I want.’

It was difficult to find so many qualities in one person. However, she received many proposals from able suitors. The proud lady found no one (3) appropriate for her. All of them were too dull or (4) stupid! She mocked, “What fine suitors! Poor souls! I pity them.” She (5) rejected all the men she had met.

She (6) attempted to console herself, ‘I will not repent not marrying any one of these unworthy men. I am (7) content being counted among the most beautiful unmarried women in history!’ Time passed and day by day the lady’s beauty faded away.

She lost the (8) grace she once had. She (9) realized her folly and wanted to marry soon. But, now no one wanted to marry her. She got so (10) scared with the thought of living alone that she finally married a much older man.

- |                |                         |                    |                     |                   |
|----------------|-------------------------|--------------------|---------------------|-------------------|
| 1. polite      | brave,                  | <b>courteous</b> , | loyal,              | honest            |
| 2. wealthy     | money-minded,           | wise,              | <b>rich</b> ,       | greedy            |
| 3. appropriate | similar,                | relevant,          | selective           | <b>suitable</b>   |
| 4. stupid      | aggressive,             | <b>foolish</b> ,   | mischievous,        | dishonest         |
| 5. rejected    | reminded,               | confused,          | <b>refused</b> ,    | teased            |
| 6. attempted   | <b>tried</b> ,          | started,           | decided,            | succeeded         |
| 7. content     | angry,                  | <b>satisfied</b> , | determined,         | sad               |
| 8. grace       | <b>attractiveness</b> , | pride,             | arrogance,          | patience          |
| 9. realized    | self-confessed,         | assured,           | <b>understood</b> , | experienced       |
| 10. scared     | excited,                | sorrowful,         | thrilled,           | <b>frightened</b> |

- III. Select any five words from the list given below and use each one of them in a meaningful sentence. You may use the verbs in any tense. You may use the plural form of the nouns. But do not change the form of the other words. (05 marks)

richest, ignore, accountant, responsibly, perform, competent, irrelevant, encourage, appreciation, slowly

- Give one mark for each correct sentence (maximum 05 marks).
- Do not give any mark if the sentence is not grammatically correct.
- Do not give any mark if the sentence does not bring out the meaning of the given word effectively. (E.g. He is the richest.)
- Deduct one mark from the overall mark if there are more than Five spelling errors altogether.
- If the same word is misspelt several times, consider them as ONE spelling error.

- IV. Underline the most appropriate word for the blank from those given in brackets. (05 marks)

1. No one was injured although a gun was fired ..... (accidentally, quickly, confidently).
2. People can ..... (visualize, communicate, speak) verbally as well as non-verbally.
3. We must take appropriate measures to put an end to the drug ..... (case, addict, menace) of the country.
4. Health authorities advise people to take ..... (preventive, cure, fatal) measures before a disease is contacted.
5. Some students seemed ..... (contradicted, confused, confirmed) about the instructions given by the principal.

**Part B- DIALOGUES**

(25 marks)

- I. How do you respond in each of the following situations? Write one sentence/question for each, beginning with the word/s given. (05 marks)

**Candidates may write different sentences/questions. Accept if each one forms a grammatically correct utterance and is appropriate in the given context. Do NOT deduct marks for spelling or punctuation errors.**

- (1) One of your classmates made a speech at the morning assembly today. You want to appreciate it.  
It ..... **is an excellent speech. / was (is) superb/is (was) really very interesting** .....
- (2) Your best-friend asks you about your plans during the next vacation.  
I ... **have not yet decided/ may visit my uncle in Kandy/ will go to Katharagama/ think we go on a trip/ am going to Anuradhapura with my family** .....

- (3) Your class teacher is organizing your annual educational trip. He/ She asks you to suggest a place to visit.  
Sir/Madam ..... **Shall we go to Kandy?/ Let's visit Jaffna/ I think we must go to Nuwareliya this year/Why not go to Badulla this year?**.....
- (4) Your principal calls you to his/her office and announces that you are the winner of an all-island essay competition. Express your feelings in one sentence.  
Sir/Madam, ..... **I can't believe this! /I am thankful to all my teachers/It's not a surprise.** .....
- (5) You are at a bookshop and want to ask the price of a pocket dictionary.  
How much ..... **is this dictionary/ does this dictionary cost** .....

- II. Complete the responses in the following dialogue between Amaya and Indu. Do not use more than two sentences/questions in each blank. (05 marks)

**The following is only a model answer. Candidates may write different utterances/questions. Consider each utterance as correct if it is grammatical and appropriate. Do NOT deduct marks for spelling or punctuation errors.**

Amaya: Good morning.

Indu: Good morning, Amaya.

Amaya: Indu, did you buy the university admissions handbook?

Indu: (1) ..... **No / No I couldn't find it/ No, it's not available anywhere/Not yet**

Amaya: Well, why don't you try at Naveen bookshop?

Indu: (2) ..... **Where/ Where is it/ Where is Naveen bookshop** .....

Amaya: It's in Kandy City Centre. I bought it from there.

Indu: (3) ..... **How much/ How much is it/ How much does it cost/What's the price..?**

Amaya: It's three hundred rupees.

Indu: (4) ... **Can you buy one for me/Please buy one for me/Are you going there today**.....? I'll give you three hundred rupees now.

Amaya: Certainly. I'll buy one for you. I can go there on my way back.

Indu: (5) ..... **Thank you/Thanks**.....

Amaya: You are welcome.

- III. Complete the missing parts of the following telephone conversation between Fathima and Selvarani, using the guidelines given within brackets. (05 marks)

**The following is only a model answer. Candidates may write different utterances/questions. Consider each utterance as correct if it is grammatical and appropriate. Do NOT deduct marks for spelling or punctuation errors.**

Fathima: Hello Selvarani, it's Fathima!

Selvarani: Yes, Fathima. What's up?

Fathima: Anu called me just now. She's going to see the Medical Exhibition at the Ragama Medical Faculty. Shall we join her?

Selvarani: (1) ..... **Sure/Yes/Certainly/ + When/ When is she going/ When do you hope to go there** .....

(Agrees to go & asks the day)

Fathima: (2) ... **How about Friday/Coming Friday/What about next Friday/ Shall we go on Sunday?** .....

(Suggests a day)

Selvarani: (3) ..... **No, I can't go on Sunday, I have a class/ Sorry, I have to**

Friday .....

(Disagrees – Reason: wants to attend a class)

Fathima: (4) ..... **Then what about Saturday/ Shall we go on Saturday** .....

(Suggests another day)

Selvarani: (5) ..... **Fine./ Good. Saturday is fine/Yes/That's ok.** .....

(Agrees)

Fathima: Well. I'll call Anu and tell her that both of us are coming. Bye.

Selvarani: Bye.

IV. The following short advertisement was published in a local newspaper.

<p>Wanted Management Trainees for a Private Bank. Contact the Manager on 011254532 for further details.</p>
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Imagine that you are interested in applying for this post. Before applying, you want to get more details about this job. You contact the Manager over the phone. Write out the telephone conversation that takes place between the Manager and you. Each one should speak at least five times. (10 marks)

- **Do NOT deduct marks for spelling or punctuation errors unless they distort the intended meaning.**
- **Candidates may use sentence fragments but they should be grammatical.**

	Description	Marks
<b>Format</b>	Has used dialogue form with a minimum of five exchanges.	<b>1</b>
<b>Content</b>	Content appropriate to the given situation. Content very interestingly arranged. Conversation natural, coherent and spontaneous.	<b>3</b>
<b>Language Use</b>	<i>*See the Band Description given below.</i>	<b>6</b>

### Band Description for Language Use

Level	Description	Marks
<b>Very Good</b>	Excellent use of language. Free of grammatical errors. Excellent word choice.	<b>6</b>
<b>Good</b>	Only few grammatical errors. Choice of words effective for a conversation.	<b>5</b>
<b>Moderate</b>	Occasional errors of grammar. Choice of words fairly appropriate for a conversation.	<b>3-4</b>
<b>Satisfactory</b>	Frequent errors of grammar and word choice.	<b>2</b>
<b>Limited</b>	Mostly sentence fragments. Vocabulary very limited.	<b>1</b>

#### PART C- COMPREHENSION

(30 marks)

I. Read the following text and do the activities that follow.

(10 marks)

(1) Dr. Senarath Paranavithana was born in 1896 at Metaramba, Galle. He studied at Bona Vista School in Galle. He was a school teacher at the Udugampola Government School and then joined the Department of Archaeology in 1923.

(2) While being engaged in teaching, Senarath Paranavithana had seen an advertisement, calling for a few young people to be trained in archaeology. Paranavithana had hastened to apply and he was extremely happy when he was selected as a trainee under A.M. Hocart, the then Commissioner of Archaeology. Identifying the potential of this young Sri Lankan scholar, Hocart sent him to India for further training. In India, he came under the direct influence of the eminent archaeologist, John Marshall.

(3) After his marriage in 1930, Dr. Senarath Paranavithana received his Ph.D. in 1936. He was appointed the Commissioner of Archaeology in 1940 in which capacity he served till December 1956. The following year, he was appointed Professor of Archaeology at the University of Peradeniya. He was a rare Sri Lankan who explored the buried history of this country and his monumental books contain a wealth of information of the glory of this country. Even today, **they** serve us as useful sources of inspiration to both the scholars and the students.

(1) Based on the information in the text, write True or False in the space given beside each sentence.

a) Immediately after his school education, Paranavithana joined the Department of Archaeology.

(...**False**.....)

b) Paranavithana was eager to join the Department of Archaeology as a trainee.

(...**True**.....)

c) Archaeologist, John Marshall, wanted to send Paranavithana abroad for training.

(...**False**.....)

d) Paranavithana had received his Ph.D. before he was married.

(...**False**.....)

e) Paranavithana served as the Commissioner of Archaeology for more than ten years.

(...**True**.....)

f) While working as the Commissioner of Archaeology, Paranavithana became a Professor.

(...**False**.....)



(2) Underline the most appropriate response in each of the following.

a) Which of the following is the most appropriate as the first sentence of the paragraph (2)?

- i) Global warming has been identified as a major cause of floods.
- ii) Rivers in Sri Lanka are mostly affected due to heavy rains.
- iii) Unpredictable rainfalls are likely to cause heavy floods in Sri Lanka.

**iv) Major floods in Sri Lanka are associated with the two monsoons.**

b) Which of the following is not mentioned in the text?

- i) The period during which Northeast monsoon is active
- ii) Several conditions that can lead to floods

**iii) The areas where deforestation is frequently done in Sri Lanka**

iv) The area where a person drowned during the 2019 floods

3? c) Which of the following is the most appropriate title to paragraph

**i) Effects caused by the 2019 floods**

- ii) The issue of red alert in the 2019 floods
- iii) Disaster management after the 2019 floods
- iv) Deaths caused by the 2019 floods

d) Which of the following is not a cause for flooding?

(i) global warming

**(ii) approved constructions**

- (iii) mining of sand
- (iv) clearing of jungles

(3) Fill in the blanks in the following passage, based on the information in the above text. Do not use more than one word in each blank.

Floods result in severe damage to properties and cause even (i) ...**deaths**..... . In Sri Lanka, most of the provinces are vulnerable to floods due to heavy rainfalls during (ii) ...**Southwest**.... and Northeast monsoon seasons. Floods that occurred in 2019 caused severe damage to a number of ...**areas/districts/provinces/regions**..... in Sri Lanka. People living in the areas close to (iv) .....**rivers/Kalu Ganga/Gin Ganga**.... were given red alert as they were prone to overflowing. Generally, many conditions leading to floods have been identified. This knowledge of the causes of floods helps us (v) ...**reduce/control/lower/minimize**..... the risk of damage.

(4) Who or what do the words in bold print in the text refer to?

(a) one (paragraph 3) ...**casualty/death (in 2019 floods)**....

(b) they (paragraph 4) ...**scientists** .....

(5) Write one word for each of the given blanks, selecting from the passage, which means the same as the following.

a) extremely serious or bad ...**severe**.....

b) tell us what will happen in the future ... **predict** .....

c) not allowed by the law ... **illegal** .....

d) cutting down of trees in a large area ... **deforestation** ...

e) harmful/very bad ...**disastrous**.....

**PART D - WRITING****(20 marks)**

- I. Write a paragraph beginning with the given sentence. Use about 75 – 100 words. Do not exceed the word limit. Do not write more than one paragraph. (05 marks)

*Good health habits are important to lead a healthy life. ....*

<b>Content</b>	Has used specific length. Content is based on the given key sentence. Content interesting and relevant. Ideas are logically presented.	<b>2</b>
<b>Language Use</b>	Has used grammatically correct sentences and appropriate vocabulary. No spelling errors.	<b>3</b>

- **If the candidate has written more than one paragraph, assess only the first one.**

- II. Complete the following story. Use about 150-200 words. (15 marks)

It was a very pleasant morning. The sun was brightly shining in the sky. I was on my way to school. I looked at my wrist watch. It was almost seven. I began to run towards the bus-stop as fast as I could. I saw a blue car coming fast from the distance.

Component	Description	Marks
<b>Content</b>	<i>See the Band Description given below.</i>	<b>5</b>
<b>Language Use</b>	<i>See the Band Description given below.</i>	<b>7</b>
<b>Organization</b>	<i>See the Band Description given below.</i>	<b>3</b>

**Band Description for Content**

Level	Description	Marks
<b>Very Good</b>	Has used specific length. Content very appropriate & very interesting.	<b>5</b>
<b>Good</b>	Has used specific length. Content appropriate & interesting.	<b>4</b>
<b>Moderate</b>	Content fairly appropriate & interesting.	<b>3</b>
<b>Satisfactory</b>	Content not sufficiently elaborated. Information given inadequate to build up a story.	<b>2</b>
<b>Limited</b>	Content extremely limited.	<b>1</b>

### Band Description for Language Use

Level	Description	Marks
<b>Very Good</b>	Excellent use of language. Free of grammatical errors. Excellent word choice.	<b>7</b>
<b>Good</b>	Only few grammatical errors. Choice of words effective for narrative writing.	<b>6</b>
<b>Moderate</b>	Occasional errors of grammar. Choice of words fairly appropriate for narrative writing.	<b>4-5</b>
<b>Satisfactory</b>	Frequent errors of grammar and word choice.	<b>2-3</b>
<b>Limited</b>	Only very few grammatically correct sentences. Mostly sentence fragments. Vocabulary very limited.	<b>1</b>

### Band Description for Organization

Level	Description	Marks
<b>Good</b>	Organization good. Has selected, organized and presented relevant information in a logical manner. Ideas are connected effectively. Good coherence. Paragraphs are meaningfully divided.	<b>3</b>
<b>Moderate</b>	Moderate degree of organization. Has selected, organized and presented relevant information in a fairly logical manner. Ideas are fairly connected. Has paid attention to paragraph division.	<b>2</b>
<b>Satisfactory</b>	Lacks logical flow of ideas. Paragraph division not very meaningful.	<b>1</b>
<b>Extremely Limited</b>	Extremely poor organization. Sentences fragmentary and disjointed. Not intelligible.	<b>0</b>

- Deduct two marks from the overall mark if the candidate has used SMS language.

### Appendix- Detailed Information about Band Description

#### Language Use

This component is assessed in five competency levels: “Very Good”, “Good”, “Moderate”, “Satisfactory” & “Limited”. The relevant competency levels are described below in common:

Level	Description
<b>Very Good</b>	Able to construct both simple & complex sentences free of grammatical errors. Able to select most appropriate grammatical structures for the intended purpose. Able to use spelling & mechanics of writing without errors. Able to select and use exact words most appropriate for the intended purpose.
<b>Good</b>	Able to construct both simple and complex sentences appropriately. Able to use spelling & mechanics of writing appropriately. Nevertheless, few errors in these areas can be found. Able to select appropriate words to suit the intended purpose.
<b>Moderate</b>	Able to construct grammatically correct sentences most of the time. However, occasional errors can be found in grammar, spelling, punctuation, capitalization etc. Able to use fair amount of vocabulary to convey the intended meaning.
<b>Satisfactory</b>	Able to construct simple sentences. However, frequent errors can be found in grammar, spelling, punctuation, capitalization etc. Able to use only a limited range of 'general' vocabulary.
<b>Limited</b>	Able to construct only a very few grammatically correct sentences. The piece of writing mostly contains fragmentary sentences. Serious errors of spelling, punctuation, capitalization etc. Able to use only very limited 'day-today' vocabulary items.

### Content

This component is also assessed in five competency levels: "Very Good", "Good", "Moderate", "Satisfactory" & "Limited". The relevant competency levels are described below in common:

Level	Description
<b>Very Good</b>	Able to select very important facts and present them in a very logical manner. Effectively addresses the topic/task. Uses appropriate explanations/exemplifications where relevant.
<b>Good</b>	Able to address the topic/task well, though some points may not be fully elaborated. Uses sufficient explanations/exemplifications where relevant.
<b>Moderate</b>	Able to address the topic/task using somewhat developed explanations/ exemplifications.
<b>Satisfactory</b>	Limited development in response to the topic/task. Inappropriate or insufficient exemplifications/explanations to support or illustrate generalizations in response to the task.
<b>Limited</b>	Serious disorganization/underdevelopment. Little or no detail, or irrelevant specifics, or questionable responsiveness to the task.

**General Instructions for Writing Questions (Subjective-type Test Items)**

- The examiner should use his or her discretion when allocating marks for each category.
- Make sure that the candidate deserves the overall mark you give him/her.
- If the content is totally irrelevant/question copied, give zero (0) for the whole answer.
- If all sentences are fragmentary/grammatically incorrect but the content is sufficient, relevant and good, give zero (0) for language use and not more than two marks for content.
- If only one/two sentences are grammatically correct but the content is sufficient, relevant and good, give one (01) or two (02) marks for language use and not more than two (02) marks for content.

**General Instructions for Objective-type Test Items (MCQs & Binary Choice)**

- One mark will be given for each correct response.
- For All MCQs: If the candidate has circled, underlined, marked or written the correct response, accept it.
- For All Binary Choice Items: If the candidate has appropriately written T/F, True or False or Yes/ No, or Right/Wrong or put a tick or a cross, accept it.
- Unless otherwise specified, spelling/punctuation/grammatical errors should not be penalized in objective-type questions.