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Department of Examinations, Sri Lanka

අධ්‍යයන පොදු සහතික පත්‍ර (උසස් පෙළ) විභාගය, 2018 අගෝස්තු
கல்விப் பொதுத் தராதரப் பத்திர (உயர் தர)ப் பரீட்சை, 2018 ஓகஸ்ட்
General Certificate of Education (Adv. Level) Examination, August 2018

ඉංග්‍රීසි II
ஆங்கிலம் II
English II

73 E II

21.08.2018
13 00 - 16 10

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மூன்று மணித்தியாலம்
Three hours

අමතර කියවීම් කාලය - මිනිත්තු 10 යි.
மேலதிக வாசிப்பு நேரம் - 10 நிமிடங்கள்
Additional Reading Time - 10 minutes

Use **additional reading time** to go through the question paper, select the questions and decide on the questions that you give priority in answering.

* *This question paper consists of **four** questions. **All** questions are compulsory.*

1. Write a composition on **ONE** of the following topics, paying attention to relevant facts and supporting evidence, structure, organization, coherent argument, accurate language and expression. (30 *marks*)

   (1) The global refugee crisis

   (2) "The end of the 21st century will see the end of humankind."

   (3) "Stories about fairies, witches and wizards are only suitable for children."

   (4) Write a story that incorporates the sentence "When I read the letter, I felt really foolish."

   (5) Write a review of an English film that you have seen, which is based on a novel or a short story. Mention any similarities or differences that you noticed.

   (6) Write a report on coast conservation in Sri Lanka.

2. Reading comprehension and précis.

   (*a*) Read the following passage and answer the questions given below it. (10 *marks*)

English has spread everywhere in the world as a lingua franca. Whereas in 1950 about 9% of the world's population spoke English natively, with Spanish and then Hindi-Urdu next with about 5% each and with Arabic having 2%, by 2000 the proportions were just over 6% for English, and over 5% for Spanish and Hindi-Urdu, with Hindi-Urdu overtaking Spanish. By 2050 the projection is that Hindi-Urdu will overtake English as its proportion reaches 6% and that English, Spanish, and Arabic will all hover around 5%. However, at all these dates Chinese was, is, and will be used as a native language by an even higher percentage of the world's population. Languages like French, Russian, German, and Japanese, on the other hand, do not thrive in the same way; they win few converts and, as the world's population grows, they decrease proportionately.

English spread initially through conquest and then by being in the right place at the right time for use in international relations, the worldwide media, international travel, education, and now communications. David Crystal estimates that one quarter of the world's population have some kind of fluency in the language. Its major appeal is as a lingua franca, a common second language with a certain amount of internal diversity. In December 2004, a British Council Report estimated that 2 billion more people would begin learning English within a

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decade and by 2050 there would be over 3 billion speakers of English in the world. The main motivation to learn English would continue to be an economic one, and an important consequence would be a great increase in bilingualism and multilingualism in English and one or more other languages.

English today is a complex set of varieties of a living language rather than just a 'fixed and dead' entity like Latin. There are bodies of literature about many different varieties of English which describe their structures and uses, the ideologies surrounding these structures and uses, and the identities which are constructed through them. For instance, linguists have described the phonology and syntax of Hong Kong English, and the different ways in which the English language is used in professional circles in Hong Kong. There are similar bodies of research for Indian English, Nigerian English and Sri Lankan English.

The spread of English in the world has not gone without critics, who regard the language as a clear expression of political, cultural, and economic imperialism, and assail all efforts to promote the further use of English in the world, for example, by government-sponsored teaching programs. Writing in the tradition of critical theory, such critics cannot conceive of English as a value-free language. They argue that there is nothing 'neutral' about English use, and some even regard English and languages such as Bahasa Indonesia and Mandarin Chinese as 'killer languages' because as languages of modernization, education, and development, they stifle and eventually kill local languages.

However, a different conclusion has been drawn concerning the spread of English in the European Union. There, English is spreading because it is an effective lingua franca, and this spread may actually strengthen local languages, as people seek to maintain local identities. It is not inconceivable that, as intergroup communication happens increasingly in English, speakers from the smaller language groups will move from being bilingual in their own language and the national language to being bilingual in their own language and English.

- Write the **letter** of the correct answer in your answer script against the **number of the relevant question.**

(1) Which of the following will **not be true** in 2050?
  (a) There will be less speakers of Hindu–Urdu than of English.
  (b) There will be over 3 billion speakers of English.
  (c) There will be an equal number of speakers of Spanish, Arabic and English.
  (d) The number of English speakers will be less than in 2000.

(2) The language that has the highest number of native speakers in the world is
  (a) English.
  (b) Hindu-Urdu.
  (c) Chinese.
  (d) Arabic.

(3) According to the passage, languages like French, Russian, German and Japanese
  (a) will grow as the world's population grows.
  (b) will become endangered as the world's population grows.
  (c) are popular among speakers of other languages.
  (d) are not learnt by speakers of other languages.

(4) The definition of a lingua franca, as given in paragraph 2 is that it is
  (a) a language everyone around the world knows.
  (b) a language of travel, media and education.
  (c) an additional language in international relations.
  (d) a common second language.

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(5) What is meant by a 'dead' language?
(a) A language that has not been researched.
(b) A language that does not change.
(c) A language that does not have phonology and syntax.
(d) A language that has a body of literature.

(6) The author uses Hong Kong English as
(a) an example of research on varieties of English.
(b) a detail supporting the complexity of English.
(c) an example of English in professional circles.
(d) a comparison of various varieties of English.

(7) Critical theorists writing about the spread of English
(a) see English as a value-free language.
(b) view English as an effective lingua franca.
(c) consider English to be dangerous to local languages.
(d) promote only government-sponsored English teaching programs.

(8) Underline the statement that is **not true** of "killer languages".
(a) They are languages used for modern purposes.
(b) They are neutral languages anyone can use.
(c) They are detrimental to local languages.
(d) They are widely used for multiple purposes.

(9) The author expects that in Europe, English
(a) will replace local languages in the region.
(b) will replace smaller language groups.
(c) may replace some national languages.
(d) may be an additional language for minorities.

(10) The meaning of the word "effective" in "it is an effective lingua franca" (paragraph 5) is
(a) serviceable.
(b) useful.
(c) successful.
(d) popular.

(*b*) Write a **précis**, summarising the passage given in question No. 2 above, following the instructions given below. Use **your own words** as far as possible. (*20 marks*)
(1) Begin the précis on a **new sheet**. Divide your page into **5 columns**, and number the lines.
(2) Write the précis within the following word range: **182—192** words.
(3) State the **number of words** you have used.

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4. Read the following passage and answer the questions given below it, using your own words as far as possible. (20 marks)

My younger brother, Mikhail Vasilyevich, was a senior turbine engineer serving reactor unit No. 4 at the Chernobyl power station, on duty the night of 26 April 1986. Our half-brother Petya and his friend were that same night outside the reactor's cooling tower on the Pripyat river, downwind. So you can see that our family was right in the thick of what followed. We were not – how shall we put it? – very *lucky* that way.

The town slept. The countryside slept. It was a clear night in April, one of the most beautiful of the year. Meadows rippled like silvery lakes in the starlight. Pripyat was sleeping, Ukraine was sleeping, the country was sleeping. Mikhail was awake, hunting for sugar for his coffee. His half-brother, Petya, was awake, soaking his feet and baiting a hook. In the No. 4 reactor the staff, Mikhail included, was running a test to see how long the turbines would keep spinning and producing power in the event of an electrical failure at the plant. It was a dangerous test, but it had been done before. To do it, they had to disable some of the critical control systems, including the automatic shut down mechanisms.

They shut down the emergency core cooling system. Their thinking apparently had been to prevent cold water from entering the hot reactor after the test and causing a heat shock. But who knows what was going through their minds? Only men with no understanding of what went on inside a reactor could have done such a thing. And once they'd done that, all their standard operating procedures took them even more quickly down the road to disaster.

The test as idea was half standard operating procedure, half seat-of-the-pants initiative. Testimony, perhaps, to the poignancy of their longing to make things safer.

Did Mikhail know better? Even he probably knew better.

(1) Where are Petya and Mikhail, and what is each brother getting ready to do? (04 marks)

(2) Explain the meaning and tone of the line "We were not – how shall we put it? – very *lucky* that way" in the context of this passage. (04 marks)

(3) Was this a situation that could have been avoided? Explain your answer. (04 marks)

(4) What is the narrator's opinion of the people described here? How do you deduce this? (04 marks)

(5) What effect does the writer's description of the night of April 26, 1986 in paragraph 2 have on you as a reader? (04 marks)

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4. Read the following poem and answer the questions given below it, using your own words as far as possible. (20 marks)

The Guard at the Binh Thuy Bridge

How still he stands as mists begin to move,
as morning, curling, billows creep across
his cooplike, concrete sentry perched mid-bridge
over mid-muddy river. Stares at bush green banks
which bristle rifles, mortars, men – perhaps.

No convoys shake the timbers. No sound
but water slapping boatsides, bank sides, pilings.
He's slung his carbine barrel down to keep
the boring dry, and two *banana-clips** instead of one
are taped to make, now, forty rounds instead
of twenty. Droplets bead from stock to sight;
they bulb, then strike his boot. He scrapes his heel,
and sees no box bombs floating towards his bridge.

Anchored in red morning mist a narrow *junk**
rocks its weight. A woman kneels on deck
staring at lapping water. Wets her face.
Idly the thick Binh Thuy slides by.
He aims. At her. Then drops his aim. Idly.

*metal container with bullets

*flat-bottomed boat

(1) What can you infer about the soldier's thoughts and feelings as he stands guard on the bridge? (04 marks)

(2) Identify the different types of movement in this poem and show how each contributes towards creating mood and atmosphere. (04 marks)

(3) What effect is created by the juxtaposition of the actions of the woman and the soldier at the end of the poem? (04 marks)

(4) Explain the repetitive use of the word "idly" in the last two lines of the poem. (04 marks)

(5) What is the poet's attitude towards armed conflict in this poem? How is this attitude brought out? (04 marks)

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