

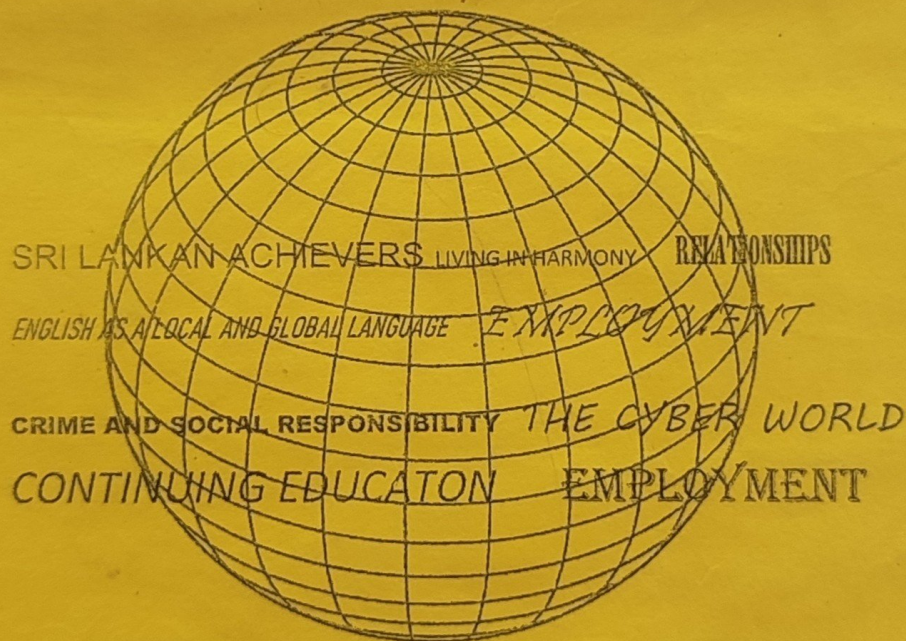


Department of Examinations – Sri Lanka

G.C.E. (A/L) Examination – 2022(2023)

# 13 – General English

Marking Scheme



Amendments to be included

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.



## G. C. E (Advanced Level) Examination – 2022 (2023)

## 13 – General English

## Marking Scheme

## Distribution of Marks

Paper I

|        |   |           |
|--------|---|-----------|
| Part A | - | 35        |
| Part B | - | <u>25</u> |
| Total  | - | <u>60</u> |

Paper II

|        |   |            |
|--------|---|------------|
| Part A | - | 50         |
| Part B | - | 25         |
| Part C | - | <u>65</u>  |
| Total  | - | <u>140</u> |

$$\begin{array}{rclcl} \text{Final Marks -} & \text{Paper I} & + & \text{Paper II} & = & \underline{60 + 140} \\ & 2 & & 2 & & \\ & & & & = & \mathbf{100} \end{array}$$



## 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 in a  $\square$  with the question number. Use the column assigned for Examiners to write down marks.

**Example:**

**Question No. 03**

(i)

.....  
.....  
.....

✓

$\triangle$   
 $\frac{4}{5}$

(ii)

.....  
.....  
.....

✓

$\triangle$   
 $\frac{3}{5}$

(iii)

.....  
.....  
.....

✓

$\triangle$   
 $\frac{3}{5}$

03

$$(i) \frac{4}{5} + (ii) \frac{3}{5} + (iii) \frac{3}{5} =$$

$\square$   
 $\frac{10}{15}$

### 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 essay 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. 02 and 03 should be entered numerically in the mark sheets.

\*\*\*



Department of Examinations, Sri Lanka  
General Certificate of Education (Adv. Level), 2022(2023)  
General English (13)

Solutions

Paper I

○ PART A – GRAMMAR and VOCABULARY [35 marks]

Question 1

Fill in the blanks in the following text, using the **prepositions** given in the box. Use each preposition only once. There is one preposition extra. (05 marks)

|    |        |         |     |    |      |
|----|--------|---------|-----|----|------|
| on | before | between | for | in | with |
|----|--------|---------|-----|----|------|

A politician visited a village and had a discussion (1) with the villagers about the problems they had. "We have two basic needs to be fulfilled," said the villagers. "First, we have a hospital but no doctors, sir."

(2) On hearing this, the politician brought out his mobile phone and after speaking (3) for a while, he told them not to worry that a doctor would be there (4) before 12 noon tomorrow, and he asked for the second problem.

"There is no mobile phone network coverage anywhere (5) in this village," the villagers responded.

spellings should be considered

- |          |        |         |            |        |
|----------|--------|---------|------------|--------|
| (1) with | (2) On | (3) for | (4) before | (5) in |
|----------|--------|---------|------------|--------|



**Question 2**

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

Daniel is a famous mechanic in the city garage, and he (1) has been working (work) in this place for more than twenty years. So, he (2) knows (know) most of the customers by their names and professions.

One day, while he (3) was removing (remove) valves from a car's engine, he saw a famous heart surgeon in the town (4) waiting / is waiting (wait) for the service manager. Daniel thought that he (5) would talk / had to talk (talk) to the doctor. Somewhat loudmouth, Daniel shouted across the garage, "Hey doctor, is that you? (6) come (come) over here for a minute."

A bit surprised, the famous surgeon walked over to where Daniel was working. In a loud voice that all could hear, Daniel (7) asked (ask), "So, Mr. fancy doctor, look at me. I too perform a similar job just like you. Take valves out and put in new parts, and when the job (8) is done (do), the car runs smoothly. How is it that you (9) charge/ are charging (charge) a lot when you and I are basically doing the same thing?"

To this, the doctor shook his head and replied in a soft voice, "Try (10) to do / doing (do) your work with the engine running."

**Question 3**

Underline the most appropriate word from those given within brackets to fill in the blanks in the following text. (10 marks)

"Do you know how hunters of old times used to trap monkeys?" A father asked (1) his (he, him, his) child.

"Rather than chasing them up a tree or shooting (2) some (some, much, an amount of) arrows from below, they'd put a heavy glass jar with a narrow neck on the floor and put the monkeys' favourite food inside.

They'd then step back (3) and (nor, so, and) hide, expecting the innocent animal to approach.



When it did, the monkey would reach inside, grab a fist of food and try to pull it out.  
 (4) ..... (Further, However, Also), the narrow neck of the jar would  
 stop the poor monkey from getting (5) ..... (it's, itself, its) hand out!  
 It'd pull and pull but to no avail. There was simply no way to get the hand out of  
 the jar (6) ..... (without, from, about) releasing the food.  
 (7) ..... (As if, Although, Since) the monkey could easily let go of the  
 food and get the hand back, it would persevere, refusing to drop the dinner he found.  
 The hunters would then approach and catch (8) ..... (the, a, an)  
 unlucky monkey to enjoy a meal of (9) ..... (them, their, theirs) own."  
 "Don't be like that monkey," warned the father, "In life, sometimes you have to let  
 go and give up what you have now in order to receive (10) .....  
 (anything, nothing, something) better in the future."

- |             |              |         |             |                |
|-------------|--------------|---------|-------------|----------------|
| (1) his     | (2) some     | (3) and | (4) However | (5) its        |
| (7) without | (7) Although | (8) the | (9) their   | (10) something |

#### Question 4

Underline the most appropriate word from those given within brackets. (05 marks)

- (1) My brother's laptop has ..... (crashed/ shattered/ fractured/ fragmented).
- (2) The manager was ..... (carefully/ powerfully/ extremely/ delightfully) annoyed when he found that all his staff had gone out for tea.
- (3) Navaz is going to ..... (tell/ make/ inform/ recite) a presentation tomorrow.
- (4) You should not leave your bags unattended at the railway station because they might be ..... (eliminated/ abolished/ deleted/ removed) by the security guards.
- (5) When different musical instruments are played together, they ..... (construct/ design/ create/ organize) a single beautiful tune.

- |             |               |          |             |            |
|-------------|---------------|----------|-------------|------------|
| (1) crashed | (2) extremely | (3) make | (4) removed | (5) create |
|-------------|---------------|----------|-------------|------------|



## Question 5

Underline the correct word-ending, selecting from those given within brackets.

(05 marks)

- (1) The classroom is clearly visib..... (ly/ le/ ility) from the playground.
- (2) Luckily, the child had drawn pictures on the wall with wash..... (er/ es/ able) crayons.
- (3) The applicants selected for recruit..... (er/ ment/ s) after an interview will be given appointments soon.
- (4) There are countries that are technologi..... (cally/ cal/ st) advanced.
- (5) When selecting G.C.E. A/L subjects, prefer..... (able/ ably/ ence) matters most.

|        |          |          |           |          |
|--------|----------|----------|-----------|----------|
| (1) le | (2) able | (3) ment | (4) cally | (5) ence |
|--------|----------|----------|-----------|----------|

○ PART B – READING and WRITING [25 marks]

## Question 6

Underline the option that best expresses the meaning of each of the sentences given below in bold print. (05 marks)

- (1) Sri Lanka still has the chance of victory in this test match against India.
  - (a) Sri Lanka may win the match.
  - (b) Sri Lanka will never win the match.
  - (c) Sri Lanka will certainly win the match.
  - (d) Sri Lanka has a remote chance of winning the match.  
*might*
- (2) On no condition will the journalists be allowed to go inside the premises today.
  - (a) Journalists are prohibited from going inside the premises today.
  - (b) Journalists can go inside the premises without any conditions today.
  - (c) Journalists can go inside the premises under certain conditions today.
  - (d) Journalists should obtain permission before they enter the premises today.
- (3) According to Canada's Currency Act, stores can legally refuse to take excessive amounts of coins.
  - (a) Canada encourages people to use coins in their transactions.
  - (b) Canada does not allow people to use coins for transactions at all.
  - (c) It is illegal in Canada to use coins for any transaction within the country.
  - (d) In Canada, only a limited number of coins can be used for any transaction.
- (4) Mr. Silva agreed to work with Mr. Perera provided that Mr. Perera meets him for a discussion. *will - 95% certainty*
  - (a) Mr. Silva will work with Mr. Perera after a discussion with him.
  - (b) Mr. Perera met Mr. Silva for a discussion before they began to work.
  - (c) Mr. Silva will provide some work for Mr. Perera after a discussion with him.
  - (d) Mr. Perera wants to have a discussion with Mr. Silva before they begin to work.



(5) When we buy medicine, we should set aside factors like brand name and country of production.

- (a) Brand name and country of production are vital factors when buying medicine.  
 (b) Brand name is equally important as country of production when buying medicine.  
 (c) Brand name and country of production should not be considered when buying medicine.  
 (d) Brand name and country of production are the factors that most of the people consider when buying medicine.

a, a, d, a, c

### Question 7

Read the following four news items and answer the questions (a) and (b). (10 marks)

①

#### The next best beverage after water

Doctors at the Badulla Hospital have found the perfect thirst quencher: coconut water! Daily, coconut water is collected from the hospital's kitchen and filled in a clay pot in the doctors' cafeteria. "Initially, around 30 litres of coconut water were collected. But now the practice has become quite popular among doctors, and other staff members are also following suit," the head of the Badulla hospital said. "Coconut water contains 93-96 percent water and essential minerals and vitamins. It has the amazing power to reduce cholesterol, boost fertility, and control acne. If one needs a youthful appearance, then coconut water is the next best beverage after water," he said.

②

#### WFP to provide mid-day meal to schoolchildren

"The World Food Programme (WFP) in partnership with the Sri Lankan government will provide mid-day meals for around one million schoolchildren coming from poverty-stricken homes in Sri Lanka," the officials from the WFP declared. "The programme will start in October this year and will distribute nutritious food to children between the ages of 5-10 years," they further said. Apart from the children, pregnant mothers of Sri Lanka face lack of nourishment, which may cause severe health issues in the future. The UNICEF, in a recent statement, had said that 1.7 million children in Sri Lanka were at risk of dying due to malnutrition.

③

#### Tourists endure challenges amidst difficulties

A trickle of tourists visited Sri Lanka in the first half of 2022. Despite the difficulties, some tourists have managed to travel around. Among them was Ms. Petty, 49, from Luxembourg. She has marked her 10<sup>th</sup> visit to Sri Lanka. "I came here to do my little part to support Sri Lanka and my friends here," she said. Her best friend had arranged for a driver to pick her up from the airport to go to Mount Lavinia. Ms. Petty had travelled to Galle and Unawatuna without any inconvenience and found transport when needed, which she attributed to luck. She plans to stay till August 2<sup>nd</sup> and explore Ella.

④

#### Fuel smugglers arrested

Due to the restrictions imposed on the release of fuel, illegal fuel smuggling by various people is also a source of income that earns them a lot of profit these days. During an inspection carried out by the officers of the traffic branch of the Badulla Police in the Pinarawa area, a suspect and a three-wheeler were seized along with 2,000 litres of petrol that was being illegally sold at Rs. 1,500 a litre. Meanwhile, officers of Tangalle Anti-Corruption Unit seized 1,350 litres of diesel stored illegally by a businessman, and he was selling diesel at Rs. 1,200 a litre.



(a) **Underline** the most appropriate response in each of the questions from (1) – (5).

(1). How many litres of coconut water were collected at the beginning?

- (a) About 1,350 litres (b) More than 96 litres  
(c) Less than 93 litres (d) About 30 litres

(2). Who/ what does the pronoun 'they' refer to in the news item 2?

- (a) Children (b) WFP officials  
(c) UNICEF officials (d) Pregnant mothers

(3). Which of the following is **not** given in the news item about the mid-day meal to schoolchildren?

- (a) Age range of children benefited  
(b) The month in which the programme starts  
(c) First district to implement the programme  
(d) Number of children suffering from malnutrition

(4). The underlined phrase 'attributed to luck' in the news item ③ most nearly means,

- (a) bad luck. (b) good luck. (c) misfortune. (d) positive thinking.

(5). The reason for illegal fuel smuggling in Sri Lanka is the

- (a) limited issue of fuel.  
(b) rise of cost of living.  
(c) increase of fuel consumption.  
(d) inadequate inspection of fuel smuggling.

(b) Do the following statements agree with the information given in the above text?  
In boxes (6) – (10), write **True**, **False** or **Not Given**.

|                  |                                       |
|------------------|---------------------------------------|
| <b>True</b>      | If the statement is correct           |
| <b>False</b>     | If the statement is wrong             |
| <b>Not Given</b> | If there is no sufficient information |

| Statements   |               |
|--|---------------|
| (6). According to news item ①, water is better than coconut water.                                   | True / T / ✓  |
| (7). WFP plans to provide mid-day meals for pregnant mothers too.                                    | Not Given/ NG |
| (8). Ms. Petty had difficulty in finding transport to go to Galle and Unawatuna.                     | False/ F / X  |
| (9). Ms. Petty had travelled to Galle and Unawatuna with her Sri Lankan friend.                      | Not Given/ NG |
| (10). Traffic branch of the Badulla Police arrested a suspect along with an illegal stock of diesel. | False/ F / X  |

Accept (-) for not given



**Question 8**

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. (10 marks)

You need to have several qualities to live in harmony with others. ....

|              | Description                           | Marks |
|--------------|---------------------------------------|-------|
| Content      | See the band description given below. | 4     |
| Language Use | See the band description given below. | 6     |

**Band Description for Content**

| Level                      | Description  | Marks |
|----------------------------|--|-------|
| <b>Very Good/<br/>Good</b> | Content <u>appropriate and interesting</u> . Has <u>included several</u> <sup>7-8</sup> <u>qualities to live in harmony with others</u> . Selects & organizes facts in a logical manner. Has used specific length. | 4     |
| <b>Moderate</b>            | Content <u>fairly appropriate</u> and <sup>more than 3,4</sup> <u>mentions some qualities to live in harmony with others</u> . Selects & organizes facts in a <u>fairly logical</u> manner.                        | 3     |
| <b>Satisfactory</b>        | Content not sufficiently developed with support details to highlight qualities to live in harmony with others. Frequent gaps in presenting facts.  | 2     |
| <b>Limited</b>             | Content extremely limited. Facts not arranged properly to support the key sentence.  | 1     |

**Band Description for Language Use**

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

If the candidates have written more than one paragraph, consider only the first paragraph.



## Paper II

## PART A

## READING SKILLS [50 marks]

## Question 01

Read the following text in which some words are given in bold type. Then, underline the meaning that is **most appropriate** to the context for the words given in bold type from (1) - (10). (10 marks)

When you visit different nations, it is amazing how many things are similar to your home country, and how many things are so (1) **vastly** different. It is a good idea to check out the local laws and expectations before visiting another country. If not, you may end up with an (2) **unpleasant** experience. The food and a lot of cultural aspects may be surprisingly (3) **diverse** in different parts of the world. For instance, in Singapore, chewing gum is officially (4) **banned**. It was reported that vandals had begun sticking chewing gum on the door sensors of metro trains, (5) **preventing** doors from functioning properly and causing disruption to train services. Such incidents were (6) **rare** but costly, and it was difficult to (7) **apprehend** the culprits. So, in Singapore, you will never find somebody's old and discarded chewing gum stuck on the bottom of your shoe. You can chew gum if it is (8) **prescribed** by a doctor. Singapore is a country (9) **renowned** for its cleanliness. There are also a few other (10) **rigid** rules in place around the tidiness of the country.

- |                       |                    |                    |                |                   |
|-----------------------|--------------------|--------------------|----------------|-------------------|
| (1) <b>vastly</b>     | slightly           | rapidly            | <u>hugely</u>  | vaguely           |
| (2) <b>unpleasant</b> | unforgettable      | <u>undesirable</u> | invaluable     | memorable         |
| (3) <b>diverse</b>    | similar            | unbelievable       | attractive     | <u>different</u>  |
| (4) <b>banned</b>     | <u>prohibited</u>  | promoted           | cancelled      | sponsored         |
| (5) <b>preventing</b> | accelerating       | unlocking          | <u>closing</u> | <u>blocking</u>   |
| (6) <b>rare</b>       | frequent           | <u>uncommon</u>    | unbelievable   | familiar          |
| (7) <b>apprehend</b>  | question           | identify           | <u>arrest</u>  | produce           |
| (8) <b>prescribed</b> | <u>recommended</u> | interpreted        | used           | described         |
| (9) <b>renowned</b>   | appreciated        | advanced           | fascinated     | <u>well-known</u> |
| (10) <b>rigid</b>     | flexible           | <u>strict</u>      | basic          | formal            |

|   |                    |    |                     |
|---|--------------------|----|---------------------|
| 1 | <b>hugely</b>      | 6  | <b>uncommon</b>     |
| 2 | <b>undesirable</b> | 7  | <b>arrest</b>       |
| 3 | <b>different</b>   | 8  | <b>recommended</b>  |
| 4 | <b>prohibited</b>  | 9  | <b>well – known</b> |
| 5 | <b>blocking</b>    | 10 | <b>strict</b>       |



## Question 02

(10 marks)

Read the following text and answer questions (I) and (II).

- ① Professor Wimal Weerakkody was a visually impaired lecturer but achieved many in his academic life. Though he could perceive light and make out obstacles at birth, his sight **deteriorated** fast, and he completely lost his vision. Margaret and Johannes, Wimal's mother and father, were both educators by profession. So, they tried to give their youngest an education equal to that which their three older children received. Their home was an environment conducive to learning, and Wimal picked up fast from what his siblings brought home from school.
- ② In 1954, at the age of nine, he entered the School for the Blind at Ragama, where he gained his elementary education and basic knowledge in music. Later, Wimal entered Christ King College in his hometown Tudella, Ja-Ela for his secondary education, and left school in shining glory, having passed the G.C.E. A/L Examination at the very top of the national rank.
- ③ He entered the University of Peradeniya, and the positive outlook he inherited from his mother had helped Wimal Weerakkody to achieve amazing feats in life. He admitted that the task was difficult since he did not have the convenience of facilities visually impaired students now have as study aids. Nevertheless, in 1971, he obtained his BA with First Class Honours in Classical Languages. After getting a scholarship, he then began his studies at the University of Hull in the UK, obtaining a PhD in Classics in 1977. Wimal Weerakkody returned to Sri Lanka in the same year and joined the staff of the University of Peradeniya. Subsequently, he was made Professor of Classical Languages, a position he held for nearly ten years, until his retirement.
- ④ Since retirement, Prof. Weerakkody has been catching up on what he was to complete in translation in quiet hours in his house hidden in the cool hills of Gampola. He has lived so far with positive attitudes, grappling with immense obstacles and overcoming them successfully and never blaming other people due to his visual impairment. He is the best example for anyone who wants to achieve dreams in spite of endless challenges in life.

(Adapted from *The Sunday Times*)

- (I) Do the following statements agree with the information given in the above text?  
In boxes (1) - (8), write **True** or **False**.

|              |                             |
|--------------|-----------------------------|
| <b>True</b>  | If the statement is correct |
| <b>False</b> | If the statement is wrong   |

|     | Statements   |       |
|-----|--|-------|
| (1) | At birth, Wimal was able to see light and identify obstacles.  | True  |
| (2) | Young Wimal did not have a suitable environment to study at home.  | False |
| (3) | Wimal Weerakkody was the youngest child in his family.   | True  |
| (4) | Wimal Weerakkody passed G.C.E. A/L very well.  | True  |
| (5) | At the time he entered the university, there were adequate facilities for visually impaired students to study. | False |
| (6) | After his PhD, Wimal Weerakkody returned to Sri Lanka in 1977.   | True  |
| (7) | Wimal Weerakkody became a professor at the University of Hull in the UK.                                       | False |
| (8) | At present, the retired professor lives in his hometown Tudella, Ja-Ela.                                       | False |



(II) **Underline** the most appropriate response to complete the following sentences.

- (9) The word '**deteriorated**' in paragraph ① most nearly means  
 (a) recovered (b) worsened  
 (c) cleared (d) improved
- (10) The word '**them**' in paragraph ④ refers to  
 (a) dreams (b) attitudes  
 (c) obstacles (d) other people

### Question 03

Read the following poem and **underline** the most appropriate response to each of the questions from (1) - (5). (05 marks)

If no one comes around you when they should,  
 Then check your attitude towards them.

There is no one seeking for your **downfall**,  
 It is your attitude towards how you deal with others.

If you develop a negative mindset towards yourself,  
 Then you have **blocked the right channel**;  
 That would have opened the doors for you.

Bitterness is as a result of negative attitude,  
 Those with negative attitude seem to blame;  
 The whole world for their backwardness,  
 Instead of blaming **themselves**.

(Nsikak Andrew)

- (1) According to the poet, if others do not help you when you need their help, it is ...  
 (a) your fault (b) their fault  
 (c) the fault of the society (d) the fault of humankind
- (2) The word '**downfall**' in bold print most nearly means  
 (a) future (b) attitude  
 (c) failure (d) greatness
- (3) Which of the following best expresses the meaning of the phrase '**blocked the right channel**'?  
 (a) Blocked the water way  
 (b) Stopped positive thinking  
 (c) Barred negative thinking  
 (d) Denied access to the world



- (4) Who does the word '**themselves**' in bold print refer to?
- People around you
  - People of the world
  - People with negative attitudes
  - People with positive attitudes
- (5) Which of the following is the most appropriate title for the poem?
- Social harmony
  - Bitterness of life
  - Helpfulness of people
  - Negative attitude as a barrier

## Question 04

Complete the summary using **one word only** from the passage for each blank.

(05 marks)

Success is often defined as achieving self-created goals in life. What you view as success may differ from what others view as success. We can follow many strategies to become successful in life, but the strategy that works best for you may depend on what success means to you. If you think of success as doing well at your organization or earning a high salary, you tend to prioritize your professional goals.

While professional success can be one piece of the puzzle, it leaves out many other important areas of life such as family, relationships and health. An organization will go on without you, but your family may find it extremely difficult or sometimes impossible to survive without you. Also, your relationships with the loved ones matter a lot. So, you should find time to be with them. Similarly, health is your wealth. Without it, you have nothing. Therefore, a well-paid job would be meaningless without loving family bonds, friendly relationships with the loved ones and health.

Achieving goals in life is defined as (1) ..... **success** ..... Different people view success differently. Also, different strategies are used to achieve success. When selecting a (2) ..... **strategy** ..... to become successful, the selection may (3) ..... **depend** ..... on your opinion about success. Professional success is only one type of success. Performing better at work and (4) ..... **earning** ..... a good salary will mean that your professional life is successful, but family bonds, relationships and good health are also (5) ..... **important** ..... factors of a successful life.



**Question 05**

Read the following text and answer the questions from (1) - (7).

The first sentence in paragraph ② has been left out.

(20 marks)

- ① At this moment, somewhere in the world thousands of young people are dreaming about becoming famous sports stars. Only a few children actually become professional athletes, but all of them will learn valuable skills while they pursue their dream. The factors that determine if an individual can have a successful career in professional sports include physical ability, mental clarity, and the ability to work well with others.
- ② ..... A soccer star should be able to run faster and farther than most other athletes. A basketball player has to be able to fake, block, and shoot while other powerful players are trying to stop him. Athletes need the support of their families. Finally, to make a career in sports, the player must be able to avoid injuries. Many young athletes have to quit because they have sports injuries from playing year after year. So, a powerful, agile, and resilient body is essential.
- ③ Another factor that contributes to a successful career in sports is a strong mind. An athlete must be able to play well under any stressful situation. A tennis player might feel a lot of stress, which could interfere with her ability to concentrate. She might hit the ball out of bounds. A crowd of people yelling at players might make them stressful. To succeed, an athlete must be able to play under this kind of pressure. Athletes need the right kind of equipment to perform at their peak. In addition, an athlete must be able to make quick, strategic decisions. Making the right decision to pass or shoot, for example, is extremely important, especially in team sports compared to individual sports.
- ④ Finally, a player must be able to cooperate with his team members. So, even though he might want to keep the ball and make all the shots, he must focus on passing the ball to the player who has the best chance of scoring. He must always follow and trust his coach's strategies for the team even if they make no sense to him. He must understand his teammates' abilities and know who the fastest player is. He cannot think only about himself if he wants his team to win.
- ⑤ In conclusion, the three contributing factors that are equally important to a successful career in athletics are physical ability, mental clarity, and the ability to work well with others. Not all children will become professional athletes, but these skills will be valuable to **them** later in their lives. Staying healthy will help them grow and live longer lives. Developing a strong mind will help them do well in school and their careers. And if they learn to work well with others, they will get along well with colleagues and friends.

(1). Do the following statements agree with the information given in the above text?

In boxes (a) - (f), write **True** or **False**.

|              |                             |
|--------------|-----------------------------|
| <b>True</b>  | If the statement is correct |
| <b>False</b> | If the statement is wrong   |

| Statements |   |       |
|------------|---|-------|
| (a)        | According to the text, all the children dreaming about becoming sports stars become professional athletes.      | False |
| (b)        | The ability to focus well is given in the text as an example of a strong mind.                                  | True  |
| (c)        | An audience shouting at the players may have a negative impact on the players.                                  | True  |
| (d)        | In challenging times, athletes can ignore the coach's strategies and make decisions on their own.               | False |
| (e)        | According to the text, physical ability is more important than mental clarity to become a professional athlete. | False |
| (f)        | Schoolchildren involving in sports perform better in their studies.   | True  |

(06 marks)



(2). Underline the most appropriate option to complete the missing sentence in paragraph ②.

- (a) Ability to run fast is important to become a professional athlete.
- (b) Ability to avoid injuries is important to become a professional athlete.
- (c) A person should be able to get family support to become a professional athlete.
- (d) A person should be healthy and physically strong to become a professional athlete. (01 mark)

(3). In which paragraph do you include the following information if you wish to extend each paragraph further?

Match the information with the paragraphs of the text and write the number of the paragraph in the relevant box.

|     | Information  | Number of the paragraph |
|-----|--|-------------------------|
| (a) | An athlete's ability to work as a team is important to achieve victory | 4                       |
| (b) | Regular exercise can increase the body flexibility of the athletes     | 2                       |
| (c) | Athletes can perform better when they are relaxed and stress-free      | 3                       |

(03 marks)

(4). Write two factors that contribute to have a successful career in sports. (No mark for one answer)

- (a) physical ability, mental clarity and ability to work with others (Accept any two. Accept
- (b) any answer related/ similar to the three main factors) (01 mark)

(No 1/2 marks)

(5). The underlined phrase 'to make a career in sports' most nearly means,

- (a) have a job in sports
- (b) engage in sports for fun
- (c) do sports to improve health
- (d) involve in sports to keep company

(01 mark)

(6). Who or what do the following pronouns in **bold** print refer to?

(a) **she** (paragraph ③)

tennis player

(b) **they** (paragraph ④)

coach's strategies

(c) **them** (paragraph ⑤)

(all) children

optional

(03 marks)

(7). Write one word in each blank, selecting from the passage, which means the same as the following.

(a) follow or chase (someone or something)

Pursue

(b) leave or give up

quit

(c) the most successful point

peak

(d) work well with others

cooperate

(e) coworkers

colleagues (Accept: Teammates/Team members)

(05 marks)

Team mates



## DIALOGUES [25 MARKS]

## PART B

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

## Question 06

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

- (1) Your friend invites you to subscribe to a YouTube channel. You refuse the invitation. Give a reason for your refusal.

"Sorry, I 'm not active in social media / don't have a smart phone

- (2) Your mother is suffering from a severe headache. Suggest to your mother to see a doctor.

"Shall we see a doctor / we go to see a doctor

- (3) You need help to fill an application. How would you ask your friend to help you?

"Can you help me to fill this application, please / you help, please

- (4) After the exam, your English teacher asks your opinion about the General English paper. What would you say?

"I think it was / is a bit difficult / I found it a bit difficult / hard

- (5) Your sister says that French is an easy language to learn and asks you to learn it. You disagree.

"No, I don't think that French is an easy language to learn / I'm not interested in learning French.

## Question 07

Complete the following dialogue between an English teacher and a student. The student meets the teacher to discuss the shortcomings in his/her essay. Do not use more than two sentences/questions in each blank. (05 marks)

Student : Good morning, madam.

Teacher : Good morning. You said you wanted to discuss the mistakes in your essay.

Student : Yes, please.

Teacher : Ok. Now, (1) from where did you get the information / where did you get the information from ?

Student : I got the information from the internet.

Teacher : It's creative and well written. I mean grammatically, there aren't many mistakes.

Student : Thank you, madam. But I have got only a "C" pass.

(2) May I know my weak points, please / What are my weak points, please ?

Teacher : Your main weak point is poor organization.

Student : (3) Can you explain it, please / What do you mean by that, please ?

Teacher : Well, your first paragraph is good. But look at the second one. You should connect your sentences well.

Student : Yes, madam. I know. I tried to organize it before I wrote, but I couldn't do it well. (4) How can I improve it / What should I do to improve it ?



Teacher : You can use words like "in addition", "on the other hand", and "as a result" to connect ideas, clear?

Student : Yes, madam. Now (5) *I understand / It's clear*

Teacher : Well, I think you will write a better essay next time.

Student : Thank you, madam.

### Question 08

Your mobile network provider has disconnected your connection. You have settled your bill, but your connection is still unavailable. Contact the customer care centre and make a complaint. Write out the dialogue between the customer care centre operator and you. Each one should speak at least five times. (15 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.
- Marks should not be given if the answer is not in the form of a conversation. (i.e., writing a report, letter)

|              | Description  | Marks |
|--------------|--|-------|
| Format       | Has used dialogue form with minimum of five exchanges. | 1     |
| Content      | See the band description given below.                  | 5     |
| Language Use | See the band description given below.                  | 9     |

### Band Description for Content

| Level        | Description   | Marks |
|--------------|---|-------|
| Very Good    | Content very appropriate to exchange ideas in making the complaint. Facts very interestingly arranged. Conversation natural and coherent. | 5     |
| Good         | Content interesting & appropriate. Conversation natural and coherent.   | 4     |
| Moderate     | Content fairly interesting. Occasional breakdowns in the flow.  | 3     |
| Satisfactory | Frequent breakdowns in the flow of the conversation.  | 2     |
| Limited      | Content extremely limited. Does not reflect features of a natural conversation. Very poor coherence.                                      | 1     |

### Band Description for Language Use

| Level        | Description  | Marks |
|--------------|--|-------|
| Very Good    | Excellent use of language. Free of grammatical errors. Excellent word choice.        | 9     |
| Good         | Only few grammatical errors. Choice of words effective for a conversation.           | 7-8   |
| Moderate     | Occasional errors of grammar. Choice of words fairly appropriate for a conversation. | 5-6   |
| Satisfactory | Frequent errors of grammar and word choice.  | 3-4   |
| Limited      | Only very few grammatically correct sentences. Vocabulary very limited.              | 1-2   |



## WRITING SKILLS [65 marks]

## PART C

## Question 09

Select any five words from the list of nouns, verbs, adjectives and adverbs given below and use each one of them in a meaningful sentence. You may use the verbs in any tense and nouns in singular or plural form. Do not change the form of the other words.

|            |                                    |
|------------|------------------------------------|
| Nouns      | institute, reputation, interaction |
| Verbs      | modify, advertise, cultivate       |
| Adjectives | resourceful, outgoing              |
| Adverbs    | informally, accurately             |

(05 marks)

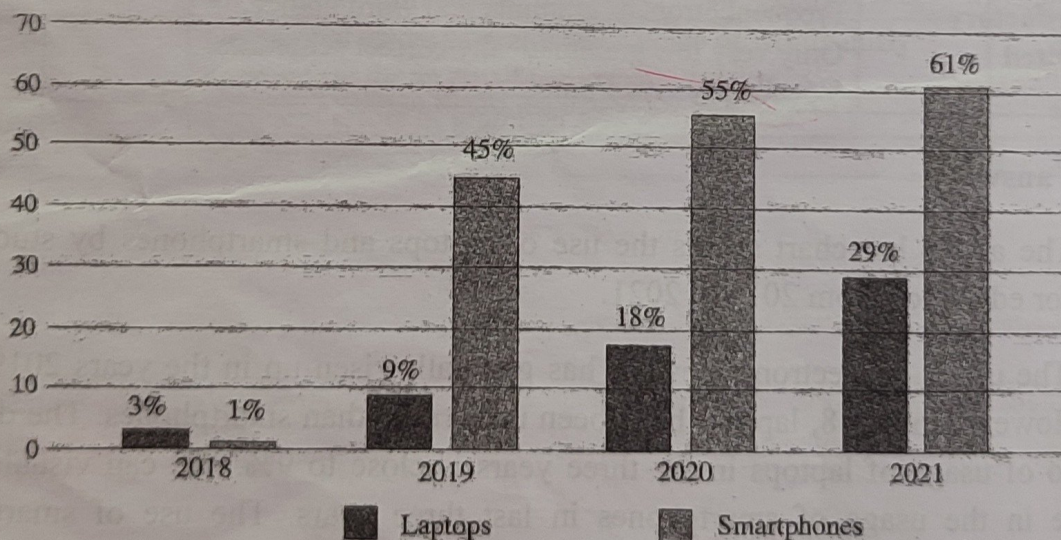
- Assess each sentence separately. Give one mark for each correct sentence (maximum 05 marks).
- Do not give any mark if the sentence is not grammatically correct. *SVO, adject*
- Do not give any mark if the sentence does not bring out the meaning of the given word effectively. (i.e. She is outgoing. But "She is an outgoing person" is correct)
- 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.

## Question 10

The bar chart below shows the percentage of students using laptops and smartphones for education in the last four years (2018 – 2021) in Sri Lanka. Describe the information by reporting the main features and making comparisons where relevant. Use about 75 words.

(10 marks)

Use of laptops and smartphones for education from 2018 - 2021 in Sri Lanka





|              | Description                           | Marks |
|--------------|---------------------------------------|-------|
| Content      | See the band description given below. | 4     |
| Language Use | See the band description given below. | 6     |

**Band Description for Content**

| Level              | Description  | Marks |
|--------------------|--|-------|
| Very Good/<br>Good | Content appropriate. Has elaborated data sufficiently and <u>made comparisons effectively</u> . Has used <u>specific length</u> . <u>Selects and organizes facts in a logical manner</u> . | 4     |
| Moderate           | Content fairly appropriate. <u>Selects and organizes facts in a fairly logical manner</u> .  | 3     |
| Satisfactory       | <u>Content not sufficiently elaborated</u> . Frequent gaps in presenting facts.  | 2     |
| Limited            | <u>Content extremely limited</u> . Presentation of facts very weak.  | 1     |

**Band Description for Language Use**

| Level        | Description   | Marks |
|--------------|---|-------|
| Very Good    | Excellent use of language. Free of grammatical errors. Excellent word choice.             | 6     |
| Good         | Only few grammatical errors. Choice of words effective for description of data.           | 5     |
| Moderate     | Occasional errors of grammar. Choice of words fairly appropriate for description of data. | 3-4   |
| Satisfactory | Frequent errors of grammar and word choice.   | 2     |
| Limited      | Only very few grammatically correct sentences. Vocabulary very limited.                   | 1     |

**Sample answer**

The above bar chart shows the use of laptops and smartphones by students of Sri Lanka for education from 2018 to 2021.

The usage of electronic devices has gradually risen up in the years 2019, 2020 and 2021. However, in 2018, laptops have been used more than smartphones. The difference of the ratio of usage of laptops in the three years is close to 9%. We can visualize a steady increase in the usage of smartphones in last three years. The use of smartphones has skyrocketed in 2021 in comparison to laptops in 2018.

By looking at the above details, we can conclude that the boost in the usage of digital devices maybe due to the closure of schools after the outbreak of Covid 19 pandemic.



**Question 11**

Imagine that your friend spends quite a lot of time on watching TV series. Write a letter asking him/her to stop watching them and use time meaningfully. Use about 100-125 words,

(No full marks in Lan. & Con.)

(15 marks)

|                     | Description                           | Marks     |
|---------------------|---------------------------------------|-----------|
| <b>Content</b>      | See the band description given below. | <b>5</b>  |
| <b>Language Use</b> | See the band description given below. | <b>10</b> |

**Band Description for Content**

| Level               | Description  | Marks    |
|---------------------|--|----------|
| <b>Very Good</b>    | Has used specific length. Content very appropriate & includes all necessary details. | <b>5</b> |
| <b>Good</b>         | Has used specific length. Content appropriate & includes necessary details.          | <b>4</b> |
| <b>Moderate</b>     | Content fairly appropriate and includes some important details.                      | <b>3</b> |
| <b>Satisfactory</b> | Content not sufficient.  | <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>10</b>  |
| <b>Good</b>         | Only few grammatical errors. Choice of words effective for an email (informal).           | <b>8-9</b> |
| <b>Moderate</b>     | Occasional errors of grammar. Choice of words fairly appropriate for an email (informal). | <b>5-7</b> |
| <b>Satisfactory</b> | Frequent errors of grammar and word choice.   | <b>3-4</b> |
| <b>Limited</b>      | Mostly sentence fragments.  | <b>1-2</b> |



**Question 12**

Imagine that the students of grade 12 and 13 classes of your school organize a cultural festival. Write a letter to the principal of your school asking for permission to organize it. In your letter, include the following;

- Short introduction of the cultural festival
- Benefits students get from such an event
- Date, time and venue of the event

**(15 marks)**Use about **100 - 125** words.

|                     | Description   | Marks      |
|---------------------|---|------------|
| <b>Format</b>       | Has used a format of a formal cover letter, including sender's address ( <i>if the sender's name is included, do not deduct marks</i> ), date, receiver's address, appropriate salutation, thanking and close. ( <i>Do not give the marks for this part if even one of the above is missing</i> ) | <b>0-1</b> |
| <b>Content</b>      | See the band description given below.   | <b>0-4</b> |
| <b>Language Use</b> | See the band description given below.   | <b>0-8</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 meaningful paragraphing.   | <b>0-2</b> |

**Band Description for Content**

| Level                      | Description  | Marks    |
|----------------------------|--|----------|
| <b>Very Good/<br/>Good</b> | Has used specific length. Content appropriate & relevant to the given situation. Has elaborated sufficiently. Selects & organizes facts in a logical manner. | <b>4</b> |
| <b>Moderate</b>            | Content fairly appropriate and relevant. Selects & organizes facts in a fairly logical manner.   | <b>3</b> |
| <b>Satisfactory</b>        | Content not sufficiently elaborated. Frequent gaps in presenting facts.  | <b>2</b> |
| <b>Limited</b>             | Content extremely limited. Presentation of facts very weak.  | <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>8</b>   |
| <b>Good</b>         | Only few grammatical errors. Choice of words effective for a formal letter.                        | <b>7</b>   |
| <b>Moderate</b>     | Occasional errors of grammar. Choice of words fairly appropriate for a formal letter.              | <b>5-6</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 formal letter is missing, do not give any mark for the format alone.



**Question 13**

A decision has been taken to allow the G.C.E. A/L students in Sri Lanka to take part-time employments. Some agree with this while others disagree. Write an essay giving your opinion. Use about **150 – 200** words. Do **not** exceed the word limit. (20 marks)

| Component           | Description                           | Marks |
|---------------------|---------------------------------------|-------|
| <b>Content</b>      | See the band description given below. | 6     |
| <b>Language Use</b> | See the band description given below. | 10    |
| <b>Organization</b> | See the band description given below. | 4     |

**Band Description for Content**

| Level               | Description  | Marks |
|---------------------|--|-------|
| <b>Very Good/</b>   | Has used specific length. Content very appropriate & very interesting.                 | 6     |
| <b>Good</b>         | Has used specific length. Content appropriate & interesting.                           | 5     |
| <b>Moderate</b>     | Content fairly appropriate and interesting.  | 3-4   |
| <b>Satisfactory</b> | Content not sufficiently elaborated. Information given inadequate in presenting facts. | 2     |
| <b>Limited</b>      | Content extremely limited.   | 1     |

**Band Description for Language Use**

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

**Band Description for Organization**

| Level                    | Description   | Marks |
|--------------------------|---|-------|
| <b>Very Good</b>         | Excellent organization. Has selected, organized and presented relevant information in a very logical manner. Ideas are connected very effectively. Paragraphs are meaningfully divided.       | 4     |
| <b>Good</b>              | Organization good. Has selected, organized and presented relevant information in a logical manner. Ideas are connected effectively. Paragraphs are meaningfully divided.                      | 3     |
| <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. | 2     |
| <b>Satisfactory</b>      | Lacks logical flow of ideas. Paragraph division not very meaningful.  | 1     |
| <b>Extremely Limited</b> | Extremely poor organization. Sentences fragmentary and disjointed. Not intelligible.  | 0     |



**Question 13**

A decision has been taken to allow the G.C.E. A/L students in Sri Lanka to take part-time employments. Some agree with this while others disagree. Write an essay giving your opinion. Use about **150 – 200** words. Do not exceed the word limit. (20 marks)

| Component           | Description                           | Marks |
|---------------------|---------------------------------------|-------|
| <b>Content</b>      | See the band description given below. | 6     |
| <b>Language Use</b> | See the band description given below. | 10    |
| <b>Organization</b> | See the band description given below. | 4     |

**Band Description for Content**

| Level               | Description  | Marks |
|---------------------|--|-------|
| <b>Very Good/</b>   | Has used specific length. Content very appropriate & very interesting.                 | 6     |
| <b>Good</b>         | Has used specific length. Content appropriate & interesting.                           | 5     |
| <b>Moderate</b>     | Content fairly appropriate and interesting.  | 3-4   |
| <b>Satisfactory</b> | Content not sufficiently elaborated. Information given inadequate in presenting facts. | 2     |
| <b>Limited</b>      | Content extremely limited.   | 1     |

**Band Description for Language Use**

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

**Band Description for Organization**

| Level                    | Description   | Marks |
|--------------------------|---|-------|
| <b>Very Good</b>         | Excellent organization. Has selected, organized and presented relevant information in a very logical manner. Ideas are connected very effectively. Paragraphs are meaningfully divided.       | 4     |
| <b>Good</b>              | Organization good. Has selected, organized and presented relevant information in a logical manner. Ideas are connected effectively. Paragraphs are meaningfully divided.                      | 3     |
| <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. | 2     |
| <b>Satisfactory</b>      | Lacks logical flow of ideas. Paragraph division not very meaningful.  | 1     |
| <b>Extremely Limited</b> | Extremely poor organization. Sentences fragmentary and disjointed. Not intelligible.  | 0     |



**Appendix I - 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  |
|--------------|--|
| Very Good    | 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. |
| Good         | 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.   |
| Moderate     | 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.   |
| Satisfactory | 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.   |
| Limited      | 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-to-day' 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   |
|--------------|---|
| Very Good    | 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. |
| Good         | Able to address the topic/task well, though some points may not be fully elaborated. Uses sufficient explanations/exemplifications where relevant.                                  |
| Moderate     | Able to address the topic/task using somewhat developed explanations/exemplifications.  |
| Satisfactory | Limited development in response to the topic/task. Inappropriate or insufficient exemplifications/explanations to support or illustrate generalizations in response to the task.    |
| Limited      | 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.

C - 2      C - 1 or 2  
L - 1      L - 0

**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.

## Appendix 2

## Paper II - Question 10: Sample sentences produced by the candidates this year

(Special Note: Subject-verb agreement is only one aspect of grammar. Last year, many examiners questioned about this usage. The following comments about some selected sentences used by students are given in response to their requests.)

(In this question, candidates may use either present tense (interpreting the data as a 'reading habit' of this population) or past tense (interpreting the data as 'reading experience in the year 2019').

1. A majority of boys in this school like to read adventure books. (Explanation: "majority" has been disbanded as a single unit and the situation of boys within that unit is being spoken about. Hence, the subject (a majority of boys) takes a plural verb (like). Sentence is correct.)
2. Among the boys, the majority reads adventure stories. (Explanation: 'the majority' is being treated as a single unit and the subject (the majority) takes a singular verb (reads). Sentence is correct.)
3. According to the graph, the majority likes the adventure stories. (Explanation: When "majority/minority" means an unspecified number, a singular verb is used. Sentence is correct.)
4. A 50% majority likes the adventure stories. (Explanation: When "majority/minority" means a specific percentage, either a singular or a plural verb may be used. Sentence is correct.)
5. Only 10% of boys' population in this school reads newspapers. (Explanation: "Population" is the subject and it is a collective noun and takes a singular verb (reads). Sentence is correct.)
6. A majority of students like to read adventure stories. (Sentence is correct.)
7. The number of students reading newspapers is less than that of reading adventure stories. (Explanation: A singular verb is used when referring to a single quantity. Sentence is correct.)
8. A number of girls have mentioned that they are not interested in reading magazines. (Explanation: "A number" is used as an indefinite quantifier and thus a plural verb is used. Sentence is correct.)
9. .... whereas only twenty percent of girls like to read newspapers. (Explanation: The plural verb 'like' agrees with the plural subject, "girls". Sentence is correct.)
10. One fourth of the boys like to read science fiction. (Sentence is correct.)
11. Half of the boys like to read adventure stories. (Sentence is correct.)
12. Fifty percent of the boys like to read adventure stories. (Sentence is correct.)
13. Half of the boys' population like to read adventure stories. (Explanation: With the collective noun, - population- either a singular or a plural verb can be used, depending on whether one wants to emphasize the single group or its individual members.)



14. **Half of the boys' population likes** to read adventure stories. (Explanation: See the explanation given in the previous sentence.)
15. **Nearly 25% of the boys' population likes** to read adventure stories. (Explanation: The word "population" is a collective noun that can take either a singular or plural verb, depending on the intention of the candidate. The intention here is to indicate that this percentage represents a single group. Therefore, the singular form of the verb is used. Sentence is correct.)
16. **A total of 25 boys like** to read science fiction. (Explanation: When the word "total" is preceded by the indefinite article, (a) and refers to a number greater than one, it is generally treated as plural. Sentence is correct.)
17. **The total number of students** reading adventure stories **was** seventy-five. (Explanation: When the word "total" is preceded by the definite article (the), it is generally treated as singular. Sentence is correct.)

END