

නව කිරීමේ යටු / புதிய பாடத்திட்டம் / New Syllabus

NEW විශේෂ පරීක්ෂණ කොටසක් ලෙස
 විභාග කොටසක් ලෙස
 Department of Examinations, Sri Lanka
 අධ්‍යයන පොදු සහතික පත්‍ර (උසස් පෙළ) විභාගය, 2019 අගෝස්තු
 கல்விப் பொதுத் தராதரப் பத்திர (உயர் தர)ப் பரீட்சை, 2019 ஓகஸ்ட்
 General Certificate of Education (Adv. Level) Examination, August 2019

සාමාන්‍ය ඉංග්‍රීසි II
 பொது ஆங்கிலம் II
General English II

13 E II

21.08.2019
 0830 - 1140

පැය තුනයි
 மூன்று மணித்தியாலம்
Three hours

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

For Examiners' Use Only	
Paper II	
Part	Marks
A	
B	
C	
Total	

Code Numbers

Marking Examiner	
Marks Checked by	1
	2
Supervised by	

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

- * Answer all questions on this paper itself.
- * Marks will be deducted for bad punctuation (Omission of full stops, capital letters, etc.) and for mistakes in basic grammar. (The supervisor will provide you with sheets for rough work.)

Index No. :

○ PART A – READING SKILLS (50 marks)

Question 1

Read the passage given below 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)

Thanks-giving Day was near. Sithum's class teacher asked her students to draw a picture of something for which they were thankful.

Most of the class was considered economically **disadvantaged**, but still many would celebrate the holiday with traditional foods. And those were the **subject** of most of her students' art.

Sithum was a different kind of boy. He had always remained **loyal** to his teacher. He was the teacher's true child of misery. One could only guess at the **pain** Sithum felt behind those sad eyes.

Sithum's picture was different and he drew a hand – just an empty hand.

His abstract image **captured** the imagination of his friends. Whose hand could it be? One child **suggested** it was the hand of a police officer, because the police **protect** and care for people.

The teacher **paused** at Sithum's desk, bent down, and asked him whose hand it was. The little boy looked away and slowly **muttered**, "It's yours, teacher."

She **recalled** the times she had taken his hand and walked with him during her free time. How often had she said, "Take my hand, Sithum, we'll go outside. Or, let's do this together." Sithum was most thankful for his teacher's hand.

- | | | | | |
|-------------------------|-----------------|------------------|---------------|-------------|
| 1. disadvantaged | satisfied | stable | deprived | thriving |
| 2. subject | selection | theme | colour | course |
| 3. loyal | faithful | studious | wise | helpful |
| 4. pain | satisfaction | ache | illness | injury |
| 5. captured | created | developed | encouraged | caught |
| 6. suggested | planned | proposed | exclaimed | shouted |
| 7. protect | arrest | detain | guard | search |
| 8. paused | stopped briefly | slipped slightly | fell suddenly | sat closely |
| 9. muttered | cried | shouted | thought | murmured |
| 10. recalled | observed | asked | told | recollected |

For examiners' use only

Q. 1

10

Question 2

Read the following letter and answer the questions 1 and 2.

(10 marks)

42/B

Kuliyapitiya

15th May 2019

My dear Rizvana,

It has been quite some time since I wrote to you last. The last month was indeed very **hectic**, as our first term test was in full swing. We all were delighted when our vacation commenced. Our family along with uncle Sisira's family went to Riverstone in Matale during this holiday.

We all went in uncle Sisira's van and had a wonderful time. We started our journey in the morning from Kuliyapitiya and reached Matale town around 7.30 a.m. After taking breakfast at a restaurant in Rattota, we reached Illukumbura forest bungalow around 10.00 a.m. This bungalow had been reserved by my father before our vacation started. After having a cup of tea **there**, we proceeded to Riverstone, which is about 10km from the bungalow, with our guide, Bandara, who joined us there. We drove up to Riverstone Telecommunication Tower and parked our van near a small river and began trekking from there towards the mountains. As there weren't many visitors on that day, we felt our journey relaxed.

We headed to Sera Ella and enjoyed the refreshing cold spray of misty water droplets there. Oh! – I forgot – before that, we visited 'mini worlds end' and enjoyed the picturesque view of Knuckles range and Thelgamuwa valley. From Sera Ella, we all walked to Thelgamu Oya and had a cooling dip bath after a long arduous trek. My mother had prepared sandwiches. After having sandwiches for our lunch, we reached our lodge at 5.00 p.m. and enjoyed our dinner prepared by Bandara. Next morning, we all set out to Kuliyapitiya after breakfast.

You must also plan a visit to this place and I am sure you will enjoy it. Give my love to Anili.

Loving friend
Seetha

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

True	If the statement is correct
False	If the statement is wrong

Statements	
(1) The two families went to Riverstone before the vacation.	
(2) Seetha's family started the journey before 7.30 a.m.	
(3) Their vehicle was kept at the Illukkumbura forest bungalow when they visited Sera Ella.	
(4) A lot of tourists had come to Rivserstone on the day of their visit.	
(5) Before they reached Sera Ella, they had visited 'mini worlds end'.	
(6) They had a bath at Sera Ella.	
(7) Their lunch was prepared by Seetha's mother.	
(8) They spent the night at the Illukkumbura forest bungalow.	

For
examiners'
use only

2. Underline the most appropriate response.

- (a) The word '**hectic**' most nearly means
- (1) awful
 - (2) thoughtful
 - (3) complicated
 - (4) busy
- (b) The word, '**there**' in bold print refers to
- (1) Matale
 - (2) Illukkumbura Forest Bungalow
 - (3) Riverstone
 - (4) Restaurant in Rattota

Q.2

10

Question 3

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

The Sweeper

I know I'm just a humble man
Who works from eight to four.
I rise and eat and work and sweep
And do my best, though poor.

The only colours in my life
Are dusty brown and grey.
Yet I know I must be content
To work for honest pay.

Some pray for money, some for fame,
Some for a great man's smile,
But all I ask for is the chance
To shine a little while.

Just once before I leave this life
I'd like to play a part,
And show that, though a little man,
I have a lion's heart.

1. Which of the following best expresses the meaning of the line 'And do my best, though poor'?
 - (1) I do my best to overcome my poverty.
 - (2) Although I do my best, I will never be rich.
 - (3) I am a poor person but I do my best.
 - (4) I can do my best because I am a poor person.
2. Which of the following is most appropriate to describe the phrase, "I have a lion's heart"?
 - (1) I am a humble person.
 - (2) I am a happy person.
 - (3) I am a poor person.
 - (4) I am a courageous person.

For
examiners'
use only

3. Which of the following is the intention of the sweeper?
 - (1) To prove himself worthwhile
 - (2) To earn a lot of money
 - (3) To spend a luxurious life
 - (4) To leave this world soon
4. Which word in the poem most nearly means 'happy and satisfied'?
 - (1) humble
 - (2) dusty
 - (3) content
 - (4) honest
5. The pronoun 'some' is used in the poem several times. Who or what does it refer to?
 - (1) Great men
 - (2) People
 - (3) Children
 - (4) Chances

Q. 3

5

Question 4

Based on the following passage, fill in the blanks in the text given below. Use **only one word** in each blank. **(05 marks)**

Stamp collecting is a very popular hobby. People collect stamps not only for what they are worth in themselves but also for their designs, the stories they tell, and the events they commemorate. They reflect different aspects of a nation's life.

Stamp collecting is now far from just a hobby; it is a field of serious study. The study of stamps leads people to the study of geography and history of various countries. "What to collect" and "How to collect" are the common problems which all beginners encounter. There is hardly any theme which has not been shown on stamps. Some of the popular themes include arts, birds, butterflies, communications, fish, famous men and women, flowers, medicine, paintings, postal history, railways, religion, space, sports, ships and so on. Collectors have, as a result, started specializing in themes. In fact, collections based on themes have become the rule in the last few years.

People collect stamps as a (1) and they are mostly concerned with the designs, (2), and sometimes commemorative events that the stamps depict. Stamp collecting is also a subject of study. Stamps show a wide range of (3) on them. Birds, sports, and communications are some examples. The diversity of themes has led the stamp collectors to decide on the (4) themes that they are keen on. Theme-based stamp collecting has become a fashion of stamp (5) recently.

Q. 4

5

Question 5

Read the following text and answer the questions from 1-4. **(20 marks)**

Moving to a new country can be an exciting experience. In a new environment, you feel more alive: seeing new sights and eating new foods! After few days, however, new experiences seem stressful and delight turns into discomfort. This is known as culture shock. Culture shock is always more than homesickness and **it** affects nearly everyone who enters a new culture – tourists, business travellers, diplomats, and students alike. Many experts express diverse views on culture shock. However, **they** agree that it has roughly five stages.

For examiners' use only

In the first stage, you experience some simple difficulties such as trying to use the telephone or public transportation, but you can quickly overcome these small challenges. You have optimistic views about the new culture; so you are eager to make contact with people.

In the second stage, differences in behaviour become more noticeable to you. Because you do not know the customs of the new culture, you may find it difficult to make friends. It is hard to carry on a casual conversation. You overhear a conversation but you cannot understand it. Why is everyone laughing? Are they laughing at you or at some joke that you do not understand?

In the third stage, you feel that you have made a mistake in coming here. Making friends hasn't been easy, so you begin to feel isolated. Now you want to be with familiar people and eat familiar food. You begin to spend most of your free time with people from your home country.

You know that you are in the fourth stage of culture shock when you have negative feelings about almost everything. In this stage, you actively reject the new culture. You become critical and irritable. You believe that people are unfriendly.

Finally, you reach the fifth stage. As your language skills improve, you begin to have some success in negotiating situations. As a result, you can successfully chat about the weather with a stranger in the bus. Then your self-confidence grows. After realizing that you cannot change the differences of your surroundings, you begin to accept and tolerate **them**. For instance, you may not like the way some people in your host country dress, but you do not regard their clothes as wrong—just different.

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

In boxes (1) - (7) write **True, False** or **Not Given**.

(07 marks)

True	If the statement is correct
False	If the statement is wrong
Not Given	If there is no sufficient information on this

Statements	
(1) Tourists never become the victims of culture shock.	
(2) Students need the assistance of a psychiatrist to overcome culture shock.	
(3) In the first stage of culture shock, you develop negative views on the new culture.	
(4) Homesickness is less severe than culture shock.	
(5) When you totally reject the new culture, you are in the final stage of culture shock.	
(6) Your language abilities play a role in becoming successful in the fifth stage.	
(7) Host countries provide support services for those affected by culture shock.	

2. Match the following main ideas with the five stages of culture shock by writing the number of the stage in the space provided. (05 marks)

Main idea	Number of the stage
(1) Acceptance and adjustment	
(2) Positive feelings towards the new culture	
(3) Negative feelings towards the new culture	
(4) Awareness of small differences	
(5) Need for contact with home culture	

3. Who or what do the following pronouns in bold print refer to? **(03 marks)**

- (1) **it** (first paragraph)
- (2) **they** (first paragraph)
- (3) **them** (last paragraph)

4. Write one word for each of the given blanks, selecting from the passage, which means the same as the following: **(05 marks)**

- (1) feeling of worry or embarrassment
- (2) very interested or keen
- (3) easy to see and observable
- (4) separated from others or without much contact
- (5) getting annoyed

For examiners' use only

Q.5

1 -
2 -
3 -
4 -
20

PART - A

50

○ PART B – DIALOGUES (25 marks)

Question 6

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 group wants to complete an assignment soon. Suggest to your friends to go to library.
"Shall"?"
2. You have to fill in an application form at the bank. Request a pen from a person there.
"Could"?"
3. You have just watched a very good film. What would you say to your friend as you come out of the cinema?
"What"?"
4. One of your friends invites you to join his/her family trip. Refuse the invitation with a reason.
"I'm"?"
5. You want to enter your principal's room. What would you say?
"Excuse me, sir/madam.?"

Q.6

5

Question 7

Anushki has come to the *A-Z IT Academy* to inquire about a weekend Graphic Design Course. Complete the missing parts of the dialogue between *Anushki* and the *receptionist* of the academy. Do **not** use **more than two** sentences/questions in each blank. **(05 marks)**

Anushki : Excuse me, I am interested in the Graphic Design course you have advertised.

Receptionist : Well, it's mainly for those who have completed their A/Ls.

Anushki : (1)

Receptionist : Right, this is for you then.

Anushki : (2)

Receptionist : Well, there's an application form. You have to fill in it and pay the course fee to register.

Anushki : (3)

Receptionist : Next Friday. You should pay the course fee and register on or before Friday.

For
examiners'
use only

Anushki : (4)
Receptionist : It's Rs. 20000/=.
Anushki : (5)
Receptionist : Lectures are usually held on Saturdays.
Anushki : Ok, thank you for the information.
Receptionist : You are welcome.

Q. 7

5

Question 8

Imagine that you are sick. You have come to see a doctor. He/She asks you the details of your illness. Write out the dialogue between the doctor and you. Each one should speak at least **five** times. **(15 marks)**

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

Q. 8

F -
C -
L -
15

PART - B

25

For
examiners'
use only

○ PART C - WRITING SKILLS (65 marks)

Question 9

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. Do **not** change the form of the other words. **(05 marks)**

Nouns	passengers, responsibilities
Verbs	expect, continue
Adjectives	massive, efficient, terrible
Adverbs	completely, widely, approximately

1.
.....
2.
.....
3.
.....
4.
.....
5.
.....

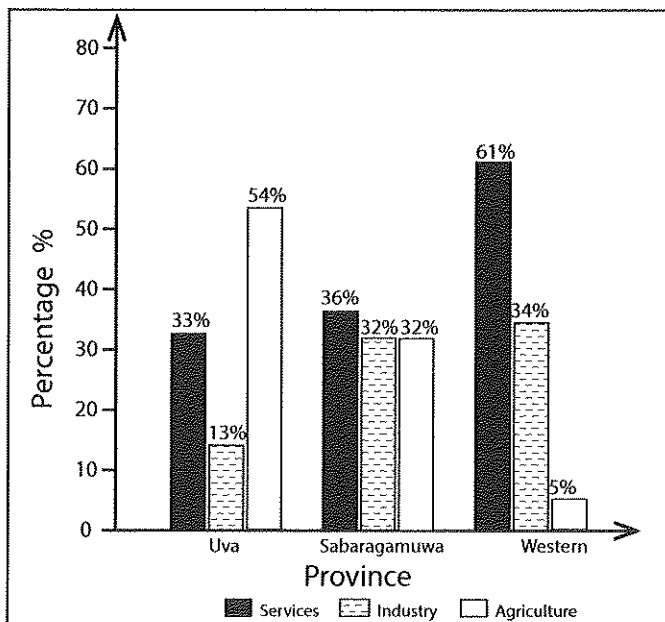
Q.9

5

Question 10

The following bar chart shows the percentage of the distribution of employed population in three provinces in Sri Lanka by major sectors; agriculture, industry and services. Describe the information by reporting the main features and making comparisons where relevant. Use about **75** words. **(10 marks)**

Percentage of the distribution of employed population



-
-
-

For
examiners'
use only

Q. 10

C -

L -

10

Question 11

Imagine that a drama presented by your group has won the first place in a drama competition. Write a letter to a friend who does not know about this. Include the following:

- how you practised the drama and who helped you
- your role in the drama
- when and where the final event was held
- how you feel now

Use about **100-125** words. Do **not** exceed this word limit. **(15 marks)**

For
examiners'
use only

Q. 11

C -
L -
<hr/>
15

Question 12

Your school, Vijaya Maha Vidyalaya, Kalutara, is organizing the Annual English Day programme. The organizing committee has decided to invite Prof. H. Rajendran, a Senior Lecturer of the Jaffna University as the Chief Guest. As the Secretary of the Organizing Committee, write an appropriate **letter**, inviting him. **(15 marks)**

For
examiners'
use only

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Q. 12

F -
C -
L -
O -
15

Question 13

Some people believe that school children are required to attend private tuition classes. Others believe that going to extra classes is not necessary. What do you think? Write an essay giving your views. Use about **150-175** words. Do **not** exceed this word limit. **(20 marks)**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Paper II
Part A - Reading skills (50 marks)

Question 01

Read the passage given below 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)

Thanks-giving Day was near. Sithum's class teacher asked her students to draw a picture of something for which they were thankful.

Most of the class was considered economically **disadvantaged**, but still many would celebrate the holiday with traditional foods. And those were the **subject** of most of her students' art.

Sithum was a different kind of boy. He had always remained **loyal** to his teacher. He was the teacher's true child of misery. One could only guess at the **pain** Sithum felt behind those sad eyes.

Sithum's picture was different and he drew a hand – just an empty hand.

His abstract image **captured** the imagination of his friends. Whose hand could it be? One child **suggested** it was the hand of a police officer, because the police **protect** and care for people.

The teacher **paused** at Sithum's desk, bent down, and asked him whose hand it was. The little boy looked away and slowly **muttered**, "It's yours, teacher."

She **recalled** the times she had taken his hand and walked with him during her free time. How often had she said, 'Take my hand, Sithum, we'll go outside. Or, let's do this together.' Sithum was most thankful for his teacher's hand.

- | | | | | |
|-------------------------|------------------------|------------------|-----------------|--------------------|
| 1. disadvantaged | satisfied | stable | <u>deprived</u> | thriving |
| 2. subject | selection | <u>theme</u> | colour | course |
| 3. loyal | <u>faithful</u> | studious | wise | helpful |
| 4. pain | satisfaction | <u>ache</u> | illness | injury |
| 5. captured | created | developed | encouraged | <u>caught</u> |
| 6. suggested | planned | <u>proposed</u> | exclaimed | shouted |
| 7. protect | arrest | detain | <u>guard</u> | search |
| 8. paused | <u>stopped briefly</u> | slipped slightly | fell suddenly | sat closely |
| 9. muttered | cried | shouted | thought | <u>murmured</u> |
| 10. recalled | observed | asked | told | <u>recollected</u> |

Question 02

Read the following letter and answer the questions 1 and 2.

(10 marks)

42/B

Kuliyapitiya
15th May 2019

My dear Rizvana,

It has been quite some time since I wrote to you last. The last month was indeed very **hectic**, as our first term test was in full swing. We all were delighted when our vacation commenced. Our family along with uncle Sisira's family went to Riverstone in Matale during this holiday.

We all went in uncle Sisira's van and had a wonderful time. We started our journey in the morning from Kuliyapitiya and reached Matale town around 7.30 a.m. After taking breakfast at a restaurant in Rattota, we reached Illukkumbura forest bungalow around 10.00 a.m. This bungalow had been

reserved by my father before our vacation started. After having a cup of tea **there**, we proceeded to Riverstone which is about 10 km from the bungalow, with our guide, Bandara, who joined us there. We drove up to Riverstone Telecommunication Tower and parked our van near a small river and began trekking from there towards the mountains. As there weren't many visitors on that day, we felt our journey relaxed.

We headed to Sera Ella and enjoyed the refreshing cold spray of misty water droplets there. Oh! – I forgot- before that, we visited 'mini worlds end' and enjoyed the picturesque view of Knuckles range and Thelgamuwa valley. From Sera Ella, we all walked to Thelgamu Oya and had a cooling dip bath after a long arduous trek. My mother had prepared sandwiches. After having sandwiches for our lunch, we reached our lodge at 5.00 p.m. and enjoyed our dinner prepared by Bandara. Next morning, we all set out to Kuliyaipitiya after breakfast.

You must also plan a visit to this place and I am sure you will enjoy it. Give my love to Anili.

Loving friend

Seetha

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

In boxes (1)- (8) write True or False.

True	If the statement is correct
False	If the statement is wrong

Statements	
(1) The two families went to Riverstone before the vacation.	False
(2) Seetha's family started the journey before 7.30 a.m.	True
(3) Their vehicle was kept at the Illukkumbura forest bungalow when they visited Sera Ella.	False
(4) A lot of tourists had come to Riverstone on the day of their visit.	False
(5) Before they reached Sera Ella, they had visited 'mini worlds end'.	True
(6) They had a bath at Sera Ella.	False
(7) Their lunch was prepared by Seetha's mother.	True
(8) They spent the night at the Illukkumbura forest bungalow.	True

2. Underline the most appropriate response.

(a) The word 'hectic' most nearly means

- (1) awful
- (2) thoughtful
- (3) complicated
- (4) **busy**

(b) The word, "there" in bold print refers to

- (1) Matale
- (2) **Illukkumbura Forest Bungalow**
- (3) Riverstone
- (4) Restaurant in Rattota

Question 03

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

The Sweeper

I know I'm just a humble man
Who works from eight to four.
I rise and eat and work and sweep
And do my best, though poor.

The only colours in my life
Are dusty brown and grey.
Yet I know I must be content
To work for honest pay.

Some pray for money, some for fame,
Some for a great man's smile,
But all I ask for is the chance
To shine a little while.

Just once before I leave this life
I'd like to play a part,
And show that, though a little man,
I have a lion's heart.

1. Which of the following best expresses the meaning of the line 'And do my best, though poor'?
 - (1) I do my best to overcome my poverty.
 - (2) Although I do my best, I will never be rich.
 - (3) I am a poor person but I do my best.**
 - (4) I can do my best because I am a poor person.
2. Which of the following is most appropriate to describe the phrase, "I have a lion's heart"?
 - (1) I am a humble person.
 - (2) I am a happy person.
 - (3) I am a poor person.
 - (4) I am a courageous person.**
3. Which of the following is the intention of the sweeper?
 - (1) To prove himself worthwhile.**
 - (2) To earn a lot of money.
 - (3) To spend a luxurious life.
 - (4) To leave this world soon.
4. Which word in the poem most nearly means "happy and satisfied"?
 - (1) humble
 - (2) dusty
 - (3) content**
 - (4) honest
5. The pronoun "some" is used in the poem several times. Who or what does it refer to?
 - (1) Great men
 - (2) People**
 - (3) Children
 - (4) Chances

Question 04

Based on the following passage, fill in the blanks in the text given below it. Use only **one** word in each blank. (05 marks)

Stamp collecting is a very popular hobby. People collect stamps not only for what they are worth in themselves but also for their designs, the stories they tell, and the events they commemorate. They reflect different aspects of a nation's life.

Stamp collecting is now far from just a hobby; it is a field of serious study. The study of stamps leads people to the study of geography and history of various countries. "What to collect" and "How to collect" are the common problems which all beginners encounter. There is hardly any theme which has not been shown on stamps. Some of the popular themes include arts, birds, butterflies, communications, fish, famous men and women, flowers, medicine, paintings, postal history, railways, religion, space, sports, ships and so on. Collectors have, as a result, started specializing in themes. In fact, collections based on themes have become the rule in the last few years.

People collect stamps as a (1) ...**hobby/pastime**... and they are mostly concerned with the designs, (2) ... **stories** ..., and sometimes commemorative events that the stamps depict. Stamp collecting is also a subject of study. Stamps show a wide range of (3) ...**themes** (accept: "**subjects**"... on them. Birds, sports, and communications are some examples. The diversity of themes has led the stamp collectors to decide on the (4) ...**special/specific/particular** (accept '**specialized**')..... themes that they are keen on. Theme-based stamp collecting has become a fashion of stamp (5) ...**collectors/ collecting** ... recently.

Question 05

Read the following text and answer the questions from 1-4. (20 marks)

Moving to a new country can be an exciting experience. In a new environment, you feel more alive-seeing new sights and eating new foods! After few days, however, new experiences seem stressful and delight turns into discomfort. This is known as culture shock. Culture shock is always more than homesickness, and **it** affects nearly everyone who enters a new culture -tourists, business travelers, diplomats, and students alike. Many experts express diverse views on culture shock. However, **they** agree that it has roughly five stages.

In the first stage, you experience some simple difficulties such as trying to use the telephone or public transportation, but you can quickly overcome these small challenges. You have optimistic views about the new culture; so you are eager to make contact with people.

In the second stage, differences in behavior become more noticeable to you. Because you do not know the customs of the new culture, you may find it difficult to make friends. It is hard to carry on a casual conversation. You overhear a conversation but you cannot understand it. Why is everyone laughing? Are they laughing at you or at some joke that you do not understand?

In the third stage, you feel that you have made a mistake in coming here. Making friends hasn't been easy, so you begin to feel isolated. Now you want to be with familiar people and eat familiar food. You begin to spend most of your free time with people from your home country.

You know that you are in the fourth stage of culture shock when you have negative feelings about almost everything. In this stage, you actively reject the new culture. You become critical and irritable. You believe that people are unfriendly.

Finally, you reach the fifth stage. As your language skills improve, you begin to have some success in negotiating situations. As a result, you can successfully chat about the weather with a stranger in the bus. Then your self-confidence grows. After realizing that you cannot change the differences of your surroundings, you begin to accept and tolerate **them**. For instance, you may not like the way some people in your host country dress, but you do not regard their clothes as wrong – just different.

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

In boxes (1) – (7) write True, False or Not Given.

True	If the statement is correct
False	If the statement is wrong
Not Given	If there is no sufficient information on this

Statements	
(1) Tourists never become the victims of culture shock.	False
(2) Students need the assistance of a psychiatrist to overcome culture shock.	Not Given
(3) In the first stage of culture shock, you develop negative views on the new culture.	False
(4) Homesickness is less severe than culture shock.	True
(5) When you totally reject the new culture, you are in the final stage of culture shock.	False
(6) Your language abilities play a role in becoming successful in the fifth stage.	True
(7) Host countries provide support services for those affected by culture shock.	Not Given

2. Match the following main ideas with the five stages of culture shock by writing the number of the stage in the space provided.

Main Idea	Number of the Stage
(1) Acceptance and adjustment	5
(2) Positive feelings towards the new culture	1
(3) Negative feelings towards the new culture	4
(4) Awareness of small differences	2
(5) Need for contact with home culture	3

3. Who or what do the following pronouns in bold print refer to?

- (1) it (first paragraph) **culture shock**
- (2) they (first paragraph) **(many) experts..**(plural form necessary)
- (3) them (last paragraph) **differences ...**(**of the surroundings**)...
(plural form necessary)

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

- (1) feeling of worry or embarrassment **discomfort**.....
- (2) very interested or keen **eager**
- (3) easy to see and observable **noticeable**
- (4) separated from others or without much contact **isolated**
- (5) getting annoyed **irritable**

Part B - Dialogues (25 marks)

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)

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. Your group wants to complete an assignment soon. Suggest to your friends to go to library.
 “Shall **we go/rush to library (the library)**.....?”
2. You have to fill in an application form at the bank. Request a pen from a person there.
 “Could **you lend/give me your pen/I have your pen (please) /I borrow your pen, please**.....?”
3. You have just watched a very good film. What would you say to your friend as you come out from the cinema?
 “What **a (nice) film/an excellent film/else can we expect from a film**”
4. One of your friends invites you to join his/ her family trip. Refuse the invitation with a reason.
 “I’m **sorry, I can’t (won’t be able to/wouldn’t be able to) come (join you) because I have an exam/ sorry, I have an exam**”
5. You want to enter your principal’s room. What would you say?
 “Excuse me, sir /madam. **May I come in**”

Question 07

Anushki has come to the *A-Z IT Academy* to inquire about a weekend Graphic Design Course. Complete the missing parts of the dialogue between Anushki and the receptionist of the academy. 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.

- Anushki: Excuse me, I am interested in the Graphic Design course you have advertised.
 Receptionist: Well, it’s mainly for those who have completed their A/Ls.
 Anushki: (1) **I have just sat the A/L exam**
- Receptionist: Right, this is for you then.
 Anushki: (2) **How can/should I apply/Is there an application form**
- Receptionist: Well, there’s an application form. You have to fill in it and pay the course fee to register.
 Anushki: (3) **What/When is the final date/deadline/closing date**.....?
- Receptionist: Next Friday. You should pay the course fee and register on or before Friday.
 Anushki: (4) **How much is the course fee/What is the course fee/What about the course fee/Could you tell me the course fee/May I know how much the course fee is/ How much should I pay**
- Receptionist: It’s Rs. 20000/= .
 Anushki: (5) **When do we (you) have lectures/When do we have to come for lectures/**
- Receptionist: Lectures are usually on Saturdays.
 Anushki: Ok, thank you for the information.
 Receptionist: You are welcome.

Question 08

Imagine that you are sick. You have come to see a doctor. He/She asks you the details of your illness. Write out the dialogue between the doctor 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. (eg: Writing a description about his/her illness.)

	Description	Marks
Format	Has used dialogue form with a minimum of five exchanges.	1
Content	<i>See the Band Description given below.</i>	5
Language Use	<i>See the Band Description given below.</i>	9

Band Description for Content

Level	Description	Marks
Very Good	Content very appropriate to the given situation & very interestingly arranged. Conversation natural and coherent.	5
Good	Content interesting & appropriate to the given situation. 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

Part C - Writing skills (65 marks)

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. Do not change the form of the other words. (05 marks)

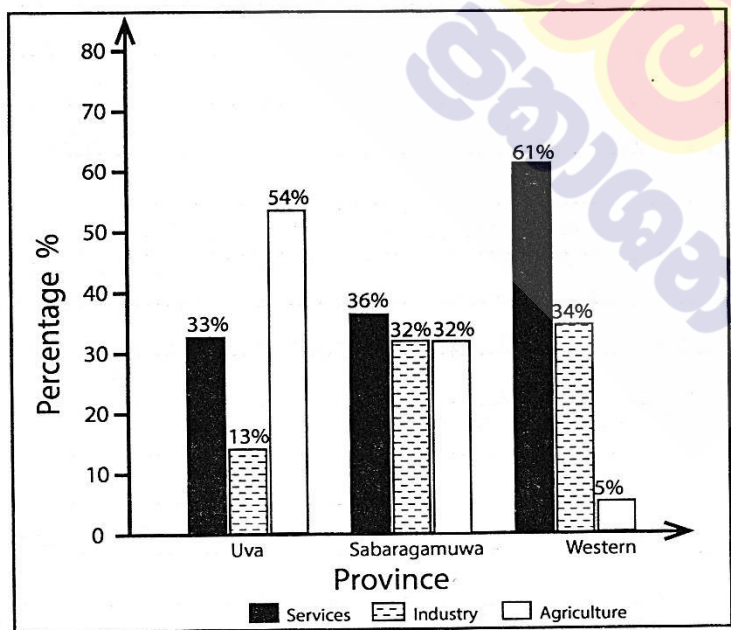
Nouns	passengers, responsibilities
Verbs	expect, continue
Adjectives	massive, efficient, terrible
Adverbs	completely, widely, approximately

- 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.
- Do not give any mark if the sentence does not bring out the meaning of the given word effectively. (E.g. I expect it.)
- 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 following bar chart shows the percentage of the distribution of employed population in three provinces in Sri Lanka by major sectors; agriculture, industry and services. Describe the information by reporting the main features and making comparisons where relevant. Use about 75 words. (10 marks)

Percentage of the distribution of employed population



	Description	Marks
Content	See the Band Description given below.	4

Language Use	<i>See the Band Description given below.</i>	6
---------------------	--	----------

Band Description for Content

Level	Description	Marks
Very Good/Good	Has used specific length. Content appropriate. Has elaborated data/trends sufficiently. Selects & organizes facts in a logical manner.	4
Moderate	Content fairly appropriate. Selects & organizes facts in a fairly logical manner.	3
Satisfactory	Content not sufficiently elaborated. Frequent gaps in presenting facts.	2
Limited	Content extremely limited. 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. Mostly sentence fragments. Vocabulary very limited.	1

Question 11

Imagine that a drama presented by your group has won the first place in a drama competition. Write a letter to a friend who does not know about this. Include the following.

- how you practised the drama and who helped you
- your role in the drama
- when and where the final event was held
- how you feel now

Use about 100-125 words. Do not exceed this word limit.

(15 marks)

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

Band Description for Content

Level	Description	Marks
Very Good	Has used specific length. Content very appropriate & very interesting. Has used appropriate beginning and ending. Selects & organizes all the given facts very effectively to suit informal communication.	5
Good	Has used specific length. Content appropriate & interesting. Has used appropriate beginning and ending. Selects & organizes most of the given facts to suit informal communication.	4
Moderate	Content fairly appropriate & interesting. Selects & organizes some of the given facts in a fairly appropriate manner.	3
Satisfactory	Content not sufficiently elaborated. Frequent gaps in presenting facts.	2
Limited	Content extremely limited. Facts not arranged properly to convey the intended meaning.	1

Band Description for Language Use

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

- **Do NOT give more than two marks if the answer is NOT written in the form of an informal letter. (e.g.: If the candidate writes an essay/article on this event, the maximum mark is 2.)**

Question 12

Your school, Vijaya Maha Vidyalaya, Kalutara, is organizing the Annual English Day programme. The organizing committee has decided to invite Prof. H Rajendran, a Senior Lecturer of the Jaffna University as the Chief Guest. As the Secretary of the Organizing Committee, write an appropriate letter, inviting him. (15 marks)

	Description	Marks Range
Format	Has used format of a formal letter, including sender's address (<i>if the sender's name is included, do not 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>)	0-1
Content	<i>See the Band Description given below.</i>	0-4
Organization	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.	0-2
Language Use	<i>See the Band Description given below.</i>	0-8

Band Description for Content

Level	Description	Marks
Very Good/Good	Has used specific length. Content appropriate and relevant to the given situation. Has elaborated sufficiently. Selects & organizes facts in a logical manner.	4
Moderate	Content fairly appropriate and relevant. Selects & organizes facts in a fairly logical manner.	3
Satisfactory	Content not sufficiently elaborated. Frequent gaps in presenting facts.	2
Limited	Content extremely limited. 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.	8
Good	Only few grammatical errors. Choice of words effective for a formal letter.	7
Moderate	Occasional errors of grammar. Choice of words fairly appropriate for a formal letter.	5-6
Satisfactory	Frequent errors of grammar and word choice.	3-4
Limited	Only very few grammatically correct sentences. Mostly sentence fragments. Vocabulary very limited.	1-2

- 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.
- If a candidate has produced an 'invitation card' instead of a letter, the maximum mark he/she will receive is four (4) for the whole answer.

Question 13

Some people believe that school children are required to attend private tuition classes. Others believe that going to extra classes is not necessary. What do you think? Write an essay giving your views. Use about 150-175 words. Do not exceed this word limit. (20 marks)

Component	Description	Marks
Content	<i>See the Band Description given below.</i>	6
Language Use	<i>See the Band Description given below.</i>	10
Organization	<i>See the Band Description given below.</i>	4

Band Description for Content

Level	Description	Marks
Very Good	Has used specific length. Content very appropriate & very interesting.	6
Good	Has used specific length. Content appropriate & interesting.	5
Moderate	Content fairly appropriate & interesting.	3-4
Satisfactory	Content not sufficiently elaborated. Information given inadequate to build up an argument.	2
Limited	Content extremely limited.	1

Band Description for Language Use

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

Band Description for Organization

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

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

Appendix- Detailed Information about Band Description

Content

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 User	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 User	Able to address the topic/task well, though some points may not be fully elaborated. Uses sufficient explanations/exemplifications where relevant.
Moderate User	Able to address the topic/task using somewhat developed explanations/exemplifications.
Satisfactory User	Limited development in response to the topic/task. Inappropriate or insufficient exemplifications/explanations to support or illustrate generalizations in response to the task.
Limited User	Serious disorganization/underdevelopment. Little or no detail, or irrelevant specifics, or questionable responsiveness to the task.

Language Use

This component too 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 User	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 User	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 User	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 User	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 User	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.

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.

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

(Candidates may write different sentences; assess them in terms of Language use & Content.)

1. A lot of people in the Western province are employed in the service sector.
2. One third of the working population in the Western province is employed in the industry sector.
3. One third of the people in the Western province are employed in the industry sector.
4. The number of employees in the agricultural sector is higher than that of the service sector in the Uva province.
5. A number of employment opportunities are available in the service sector.
6. Sixty percent of the working population in Western province is employed in the service sector.
7. Thirty three percent of the people in the Uva province work in the service sector.
8. A large number of people in the Sabaragamuwa province work in the service sector.
9. The majority of people in the Sabaragamuwa province work in the service sector.
10. The majority in the Sabaragamuwa province is employed in the service sector.
11. The majority in the Uva province are engaged in various agricultural activities.
12. There are a large number of employees working in service sector and most are found in the Western province.
13. A 54% majority in the Uva province is employed in the service sector.
14. A large majority of employees in the Western province work in the service sector.

උසස් පෙළ සඳහා ග්‍රෑට් නාමාවලිය

(අ.පො.ස) උසස් පෙළ 12-13 ශ්‍රේණි - කෙටි සටහන් සිංහල මාධ්‍ය

විද්‍යා - ගණිත

- 12 සාමාන්‍ය තොරතුරු තාක්ෂණය
- 12-13 රසායන විද්‍යාව - 1
- 12-13 රසායන විද්‍යාව - 2
- 12-13 රසායන විද්‍යාව - 3
- 12-13 රසායන විද්‍යාව - 4
- 12-13 රසායන විද්‍යාව - 5
- 12-13 භෞතික විද්‍යාව - 1
- 12-13 භෞතික විද්‍යාව - 2
- 12-13 භෞතික විද්‍යාව - 3
- 12-13 භෞතික විද්‍යාව - 4
- 12-13 භෞතික විද්‍යාව - 5
- 12-13 ජීව විද්‍යාව - 1
- 12-13 ජීව විද්‍යාව - 2
- 12-13 ජීව විද්‍යාව - 3
- 12-13 ජීව විද්‍යාව - 4
- 12-13 ජීව විද්‍යාව - 5
- 12-13 ජීව විද්‍යාව - 6 (ක්‍රියාකාරී මානවයා)
- 12-13 ජීව විද්‍යාව - 7 (ක්‍රියාකාරී ශාකය)
- 12-13 කෘෂි විද්‍යාව - 1
- 12-13 කෘෂි විද්‍යාව - 2
- 12-13 කෘෂි විද්‍යාව - 3
- 12-13 කෘෂි විද්‍යාව - 4

ව්‍යාපාරික

- 12 ගිණුම්කරණය
- 13 ගිණුම්කරණය
- 12 ව්‍යාපාර අධ්‍යයනය
- 13 ව්‍යාපාර අධ්‍යයනය
- 12 ආර්ථික විද්‍යාව
- 13 ආර්ථික විද්‍යාව - 1
- 13 ආර්ථික විද්‍යාව - 2

කලා

- 12 සිංහල
- 13 සිංහල
- 12 දේශපාලන විද්‍යාව
- 13 දේශපාලන විද්‍යාව
- 12 ශ්‍රී ලංකා ඉතිහාසය
- 13 ශ්‍රී ලංකා ඉතිහාසය
- 12 ඉන්දියානු ඉතිහාසය
- 13 ඉන්දියානු ඉතිහාසය
- 12 භූගෝල විද්‍යාව
- 13 භූගෝල විද්‍යාව
- 12 බෞද්ධ ශිෂ්ටාචාරය
- 13 බෞද්ධ ශිෂ්ටාචාරය
- 12 සන්නිවේදන හා මාධ්‍ය අධ්‍යයනය
- 13 සන්නිවේදන හා මාධ්‍ය අධ්‍යයනය

Grade 12-13 - Short Notes

English Medium

- 12 Accounting
- 13 Accounting
- 12 Business Studies
- 13 Business Studies
- 12 Economics

12-13 ශ්‍රේණි - ප්‍රශ්නෝත්තර

සිංහල මාධ්‍ය

- සාමාන්‍ය දැනීම
- 12 ගිණුම්කරණය - 1
- 12 ව්‍යාපාර අධ්‍යයනය
- 12 ආර්ථික විද්‍යාව

සියලු ම ශ්‍රේණි සඳහා කෙටි සටහන් සහ ප්‍රශ්න පත්‍ර පොත් අප සතුව තිබෙන අතර, මෙම ඕනෑම ග්‍රන්ථයක් වට්ටම් සහිත ව ඔබේ නිවසට ම ගෙන්වා ගත හැකි ය.