




Expected Answers

<p>Ruchira: Where's Sunil? Senaka: He's in the (1) b Ruchira: What's he doing? Senaka: He's (2) a under the tree.</p>	<table border="1"> <tr><td>a.</td><td>sitting</td></tr> <tr><td>b.</td><td>garden</td></tr> <tr><td>c.</td><td>kitchen</td></tr> <tr><td>d.</td><td>standing</td></tr> </table>	a.	sitting	b.	garden	c.	kitchen	d.	standing	
a.	sitting									
b.	garden									
c.	kitchen									
d.	standing									
<p>Sugee: How do you come to school? Chamila: I usually come by (3) d Sugee: I see. Do you ever get late? Chamila: Yes. (4) b</p>	<table border="1"> <tr><td>a.</td><td>bicycle</td></tr> <tr><td>b.</td><td>sometimes</td></tr> <tr><td>c.</td><td>never</td></tr> <tr><td>d.</td><td>bus</td></tr> </table>	a.	bicycle	b.	sometimes	c.	never	d.	bus	
a.	bicycle									
b.	sometimes									
c.	never									
d.	bus									
<p>Ruvini: Today I have to (5) c the classroom. Kumari: Well, I came (6) a and I swept the classroom. Ruvini: How nice of you! Thank you.</p>	<table border="1"> <tr><td>a.</td><td>early</td></tr> <tr><td>b.</td><td>late</td></tr> <tr><td>c.</td><td>sweep</td></tr> <tr><td>d.</td><td>paint</td></tr> </table>	a.	early	b.	late	c.	sweep	d.	paint	
a.	early									
b.	late									
c.	sweep									
d.	paint									

OBSERVATIONS :

The test carried 05 marks and it was an examinee friendly question. 77% of the candidates had given the correct answer to blank (2). 83% of the candidates had successfully responded to blank (3). Answers to blank (4) and (5) were given correctly by only 67% of the candidates. 6th answer seemed to be difficult for the candidates and only 55% had responded correctly which revealed that the candidates had difficulties in grasping the abstract concepts rather than concrete concepts.

COMMENTS :

The test contained 5 blanks with picture clues and words to select the correct answer. Picture clues made it easy for the candidates to select the correct words for the first four blanks. However, the abstract concept could not be grasped properly by the candidates. They had not been able to differentiate between the two answers 'early' and 'late'.

- Test 2 – Reading

Objectives – Assess the ability to extract specific information from a text.

Technique – Completion/ Answer questions.

○ Test 2

Find the required information from the advertisement and write them in the blanks.

One is done for you.

**IMMEDIATE OPPORTUNITY
FOR SCHOOL LEAVERS**

Wanted female school leavers 17yrs. and above, who like working with young children at a well reputed International School. Knowledge of English is essential. Training will be provided.

Call on 0713481296 or 0718482946
between 9.00 a.m. - 5.00 p.m.

- (1) Who can apply?
- (2) When to call **between 9.00 a.m. and 5.00 p.m.**
- (3) Age limit
- (4) Place of work
- (5) Special qualifications asked for
- (6) Write the sentence that tells you experience is not needed.
.....

**IMMEDIATE OPPORTUNITY
FOR SCHOOL LEAVERS**

Wanted female school leavers 17yrs. and above, who like working with young children at a well reputed International School. Knowledge of English is essential. Training will be provided.

Call on 0713481296 or 0718482946
between 9.00 a.m. - 5.00 p.m.

- (1) Who can apply? ... **Female school leavers**
- (2) When to call **between 9.00 a.m. and 5.00 p.m.**
- (3) Age limit **17 yrs and above**
- (4) Place of work **International school**
- (5) Special qualifications asked for
..... **Knowledge of English**
- (6) Write the sentence that tells you experience is not needed.
..... **Training will be provided**

OBSERVATIONS :

The highest scored question was the 5th one (66%) whereas the lowest scored question was the 3rd one (15%). The candidates had not been able to give the correct response to the first question. Their attempts to answer question (4) and (6) had not been very successful and candidates who provided the correct answer was 57% and 44% respectively.

COMMENTS :

The candidates had not been able to extract the necessary information from the text even though the text was simple and familiar to them. Further they had not been able to understand the questions properly. Most of the candidates had not written the complete sentence for question 6. The candidates were expected to write the 'age limit' as the answer for (3) but most of them had written the 'age' instead.

- Test 3 – Writing

Objectives – Assess the ability to write a paragraph using given information.

Technique – Parallel writing.

○ **Test 3**

Write a paragraph of 5 sentences about Ravi Raj. Follow the example.

Sujatha Perera is a Sri Lankan. She lives with her family in the southern part of Sri Lanka. She is an undergraduate at the University of Ruhuna. Her favourite subject is History. Her hobby is visiting ancient ruins.

Name	Country	Lives with	Studies at	Favourite Subject	Hobbies
Sujatha Perera	Sri Lanka, South	Family	University of Ruhuna	History	Visiting ancient ruins
Ravi Raj	India, North	Grandparents	University of Delhi	Mathematics	Travelling with friends

.....

.....

.....

.....

.....

.....

Expected Answers

Name	Country	Lives with	Studies at	Favourite Subject	Hobbies
Sujatha Perera	Sri Lanka, South	Family	University of Ruhuna	History	Visiting ancient ruins
Ravi Raj	India, North	Grandparents	University of Delhi	Mathematics	Travelling with friends

Ravi Raj is an Indian. He lives with his grandparents in the Northern part of India. He is an Undergraduate at the University of Delhi. His favourite subject is Mathematics. His hobby is travelling with friends.

OBSERVATIONS :

The test carried 5 marks. Only 31% of the candidates were able to respond to this test and the obtained mark was within the range of 1 - 5. This percentage reveals the poor writing skills of the candidates.

COMMENTS :

The candidates should be guided to write simple paragraphs using grammatically correct sentences related to different topics. They should also be made aware of different techniques of writing.

- Test 4 – Reading

Objectives – Assess the ability to extract specific information from a text.

Technique – Fill in blanks/ completion.

○ Test 4

Read the following programme and complete the note. *The first one is done for you.*

Variety Entertainment	
Pubudu Vidyalaya - 12.03.2011 - Main Hall	
09.00 a.m.	- Welcome Speech
09.10 a.m.	- Saraswathi Pooja (Dance by Grade 10 pupils)
09.20 a.m.	- Violin Solo
09.25 a.m.	- Duet
09.35 a.m.	- Arabic Dance
09.45 a.m.	- Speech
09.55 a.m.	- Playlet
10.25 a.m.	- Bharatha Dance
10.30 a.m.	- Group Song
10.35 a.m.	- Slide show
10.45 a.m.	- Mime
10.50 a.m.	- Folk Dance
11.00 a.m.	- 11.15 a.m. - Speech by the Chief Guest (Director of Education)

Dear Chamila,

Our (1) *variety entertainment* will be held on (2) at the (3) It will begin at (4) I am taking part in the (5) which is at 10.50 a.m.

The Director of Education is the (6) Please come.

Love,

Sumudu

Expected Answers

Variety Entertainment	
Pubudu Vidyalaya - 12.03.2011 - Main Hall	
09.00 a.m. - Welcome Speech	
09.10 a.m. - Saraswathi Pooja	
(Dance by Grade 10 pupils)	
09.20 a.m. - Violin Solo	
09.25 a.m. - Duet	
09.35 a.m. - Arabic Dance	
09.45 a.m. - Speech	
09.55 a.m. - Playlet	
10.25 a.m. - Bharatha Dance	
10.30 a.m. - Group Song	
10.35 a.m. - Slide show	
10.45 a.m. - Mime	
10.50 a.m. - Folk Dance	
11.00 a.m. - 11.15 a.m. - Speech	
by the Chief Guest	
(Director of Education)	

Dear Chamila,

Our (1) **variety entertainment** will be held on (2) **12.03.2011/ 12th March 2011** at the **Main Hall/ Pubudu vidyalaya, Main Hall** (3) It will begin at (4) **9.00 a.m.** I am taking part in the (5) **Folk dance** which is at 10.50 a.m.

The Director of Education is the (6) **Chief Guest** Please come.

Love,

Sumudu

OBSERVATIONS :

74% of the candidates were able to extract the required information for blank 5. Answers for blanks 3 and 4 were given correctly by only 38% of the candidates. 49% of the candidates had provided the correct answer to blank (2) whereas the correct response for (6) was given by 63% of the candidates.

COMMENTS :

The candidates had written "Pubudu Vidyalaya" in place of "main hall" for blank 3. This reveals the candidates' inability to extract the required specific information from the text. More practice should be given to improve the scanning skills of the candidates and to respond to questions appropriately.

- Test 5 – Language functions and grammar

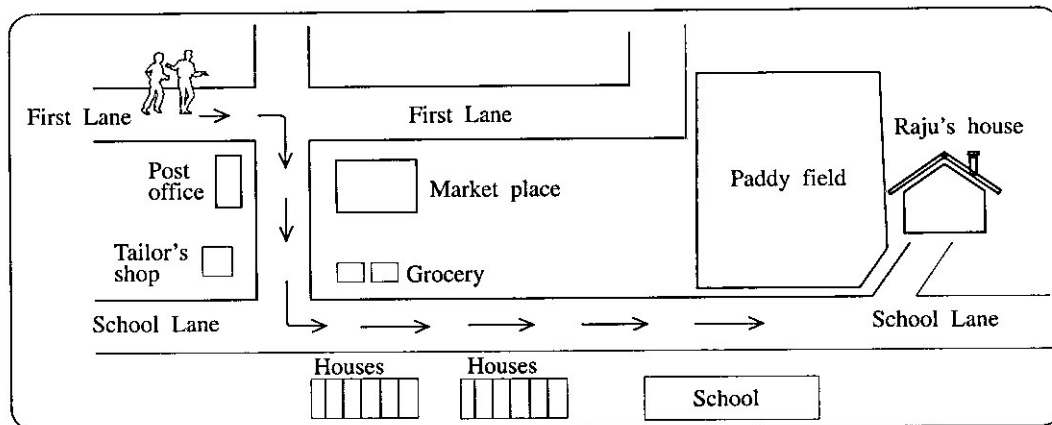
Objectives – Assess the ability to read a map and give correct directions.

Technique – Fill in the blanks.

○ Test 5

Study the map and complete the dialogue using the words given in the box. Write the correct letter in the blank. *The first one is done for you.*

- | | | |
|--------------------------------|----------------------------------|--------------------------|
| (a) walk up to the School Lane | (b) on the First Lane | (c) take the right turn |
| (d) near a paddy field | (e) is that his house | (f) walk past the school |



Saman: Today we are going to Raju's house. He gave me this map and told me to follow it.

Ravi: That's great! Let's follow the map.

Saman: Now we are (1) **..b...** . We have to (2) and move on to the market place.

Ravi: O.K. Now what do we do? Let's (3)

Saman: There are some houses on the School Lane. (4)

Ravi: No it's (5) I think we have to (6)

Saman: Now we are in front of the school. We are almost there.

Expected Answers

Saman: Today we are going to Raju's house. He gave me this map and told me to follow it.

Ravi: That's great! Let's follow the map.

Saman: Now we are (1) **..b...** . We have to (2) **..c...** and move on to the market place.

Ravi: O.K. Now what do we do? Let's (3) **..a...** .

Saman: There are some houses on the School Lane. (4) **..e...**?

Ravi: No it's (5) **..d...** . I think we have to (6) **..f...** .

Saman: Now we are in front of the school. We are almost there.

OBSERVATIONS :

60% of the candidates had selected the correct phrase for blank (2) whereas only 31% had selected the correct one for blank (6). The correct phrases had been selected for blanks (3) and (5) by 55% and 52% of the candidates respectively. Only 42% of the candidates were able to select the correct phrase for blank (4).

COMMENTS :

Even though the text used for test 5 had a very simple day to day situation, the candidates had found it difficult to respond successfully. Hence, the teachers should pay their attention to teach language functions meaningfully and appropriately in the classroom.

- Test 6 – Writing

Objectives – Assess the ability to write a paragraph on a given topic.

Technique – Free writing.

○ **Test 6**

Write a paragraph on **one** of the following. Use about **50** words.

(a) How I help my parents

(b) A visit to an exhibition

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

Expected Answers

Write a paragraph on **one** of the following. Use about **50** words.

(a) How I help my parents

(b) A visit to an exhibition

..... How I help my parents

When I am free and at home, I usually help my parents in their work. I help my mother to cut the vegetables and wash the dishes. I clean my room and sweep the house and garden. I also water the flower plants. Sometimes I help my father to wash his car and iron his clothes. Since I love and respect my parents a lot, I always help them in whatever way I can.

OBSERVATIONS :

Only 17% of the candidates had responded to Test 6 and the scores ranged between 1 -5.

COMMENTS :

The percentage revealed that the basic writing skills of the candidates were very low. As a remedy, candidates should be guided to write simple grammatically correct sentences relevant to given topics. Continuous guidance by the teacher and the practice of the skill by the candidate is important to overcome this problem to some extent.

- Test 7 – Reading

Objectives – Assess the ability to read and understand directly stated information in a text.

Technique – Answering questions.

○ Test 7

Read the following text and answer the questions given below.

Kasun jumped from the bed as soon as the first rays of the sun peeped through his window. He took his travel bag from his cupboard and started putting things into it. He put in his favourite T-shirts and trousers, the two books ‘Birds of Sri Lanka’ and ‘Young Artists’. After a quick shower he was ready to go with his grandfather.

Going to visit his grandparents for a week has always been the best part of his school holidays. Grandfather would always take him round his village to meet his old friends there. He would also take him to bathe in the river.

Last year when Kasun was 15 years old he climbed the hill behind the house. Of course grandfather was the leader of their group of ‘hill climbers’. He also learnt to fix a broken tap in the garden in addition to many other things around the house.

Grandfather was always patient and did not mind taking many hours to teach Kasun various little things like mending the fence and making vegetable beds.

Kasun’s mother called from the sitting room. “Grandfather’s here.”

- Underline the correct answer.

1. Kasun went with grandfather
(a) in the morning. (b) in the evening. (c) at night.
2. Write the title of a book Kasun took with him.
3. How old is Kasun?
4. Underline the meaning of the word ‘patient’, according to the text.
(a) a person who is not well (b) a person who doesn’t mind waiting
(c) a person who is always angry
5. Why would grandfather take Kasun round his village?
.....

Expected Answers

- Underline the correct answer.

1. Kasun went with grandfather
(a) in the morning. (b) in the evening. (c) at night.
2. Write the title of a book Kasun took with him. Birds of Sri Lanka/ Young Artists
(Accept only one answer)
3. How old is Kasun? ... 16/ 16 years/ 16 yrs
4. Underline the meaning of the word ‘patient’, according to the text.
(a) a person who is not well (b) a person who doesn’t mind waiting
(c) a person who is always angry
5. Why would grandfather take Kasun round his village?
To meet his old friends
.....

OBSERVATIONS :

63% percent had got the answer correct for question 2 while 61% had provided the correct answer for question 1. The percentages of correct answers for questions 4 and 5 were almost equal (46% and 44%). Only 21% of the candidates were able to respond successfully to question 3 as they had to calculate and find the correct answer. It had been a rather difficult task for the candidate.

COMMENTS :

Although the text was not difficult for the candidates, they were unable to understand directly stated information in the text. This revealed how poor the reading skills of the candidates were. To remedy this weakness the candidates should be trained to use different skills of reading to understand unfamiliar texts and respond to them appropriately.

- Test 8 – Writing

Objectives – Assess the ability to write a reply to a note giving information asked for

Technique – Guided writing

○ Test 8

You received the following note from a friend. Write a reply giving all the information asked for. Use about **50** words.

Dear Naveen,
I got to know that you are leaving the country. If so, when and where are you going?
Can we meet before you leave? Please tell me when and where we can meet.
Best Regards,
Amal

.....

.....

.....

.....

.....

.....

.....

.....

.....

Expected Answers

.....15.12.2010.....
Dear Amal,.....
.....I received the note that you sent me last
Monday. I'm sorry that I did not inform you about
this earlier. I have decided to go to Canada to see
my aunty who is working there.....
I am leaving on the 6th of January 2011. Let's meet
at Danura's house on the 4th of January at 6.00 p.m.....
.....Love ~~to~~ you
Naveen.

OBSERVATIONS :

Only 15% of the candidates had been able to attempt the test and to score between 1 - 5 marks.

COMMENTS :

Where writing is concerned most of the candidates had not been able to perform well. This has to be taken into consideration very seriously by the language teachers in their classroom teaching. In fact the writing skills of the students should be developed right from the beginning by giving them a lot of practice in the skill. Practising simple writing activities continuously, will help them perform well at the examination.

2.2 Information regarding questions in paper II and answers

2.2.1 The structure of the question paper

The total mark for paper II was 60. It included 8 tests and all tests were compulsory. Test 14 had two choices whereas test 16 had four. The time allocated for the paper was two hours.

Question No.	Skill	Marks Distribution	Total
9	Vocabulary	1 × 5	05
10	Grammar	½ × 10	05
11	Grammar	1 × 5	05
12	Reading	1 × 5	05
13	Reading	½ × 14	07
14	Writing	C - 3, L - 3, O - 2, M - 2	10
15	Reading	1 - 4 × 1	04
		2 - 1 × 1	01
		3 - 1 × 1	01
		4 - 2 × 1	02
			<u>08</u>
16	Writing	C - 5, L - 5, O - 2, M - 3	15

2.2.2 Expected answers for paper II, marking scheme, observations and comments.

- Test 9 – Vocabulary

Objectives – Assess the ability to use the correct form of the word to complete a text

Technique – Multiple choice

○ Test 9

Underline the most suitable word in the brackets. *The first one is done for you.*

While I was abroad I picked up a mystery
(1) (infect/infection/infectious). My doctor sent me to see
a (2) (special/specially/specialist)
because he didn't recognize my symptoms. After a thorough
(3)(examine/examination/examiner)
he asked a nurse to give me an (4)
(inject/injector/injection). Although the arm was quite
(5) (pain/painful/painfully) for several days,
my (6) (recover/recoverable/recovery)
was quick.

Expected Answers

While I was abroad I picked up a mystery
(1) (infect/infection/infectious). My doctor sent me to see
a (2) (special/specially/specialist)
because he didn't recognize my symptoms. After a thorough
(3)(examine/examination/examiner)
he asked a nurse to give me an (4)
(inject/injector/injection). Although the arm was quite
(5) (pain/painful/painfully) for several days,
my (6) (recover/recoverable/recovery)
was quick.

OBSERVATIONS :

- The test carried five (05) marks. The test technique was Multiple Choice. Three options were given for the candidate to select the correct one.
- 67% of the candidates had given the answer to the 4th blank correctly, While the answers to 5th and 6th blanks showed an achievement level of 36% and 37% respectively. Blanks (2) and (3) were successfully answered by 46% and 57% of the candidates respectively.
- The highest facility level of the test was for answer to the blank (4) and the highest difficulty level of the test was for the answers to blanks (5) and (6).

COMMENTS :

Test 9 seemed to be a fairly easy test for the candidates as they had to identify the correct answer from the options given. However, the percentages reveal that some of the candidates were unable to grasp the correct form of the word that was required for blanks (5) and (6) of the test. Teachers should pay more attention to facilitate the students in learning word classes and provide the students with more opportunities to practise them.

- Test 10 – Grammar

Objectives – Assess the ability to edit a text

Technique – Error correction

○ Test 10

Read the following passage. In each line one word is **incorrect** and it is underlined. Write the correct word in the space provided. *The first one is done for you.*

“The beach was crowd with people. Suddenly someone shouted “mad **crowded**
dog!” point to a mangy-looking dog. It was running along the shore,
foaming at the mouth. Parents call the children who were playing in the
sand and hurried to their cars. Several people chase the dog with sticks
and stones. As they closed in on the animal, a little boy who has not
run away picked up the dog. It was his pet. He hold it protectively
in his arms. “Skippy was my pet,” he said tearfully. “He just chewed
up my cake of soap. That is why he was frothing at the mouth.” People
are very much embarrassed and they patted the dog. Next day a
newspaper reports this incident. It suggested that the soap company
might like to hear that their soap was good enough to eat.

Expected Answers

“The beach was crowd with people. Suddenly someone shouted “mad **crowded**
dog!” point to a mangy-looking dog. It was running along the shore, **Pointing**
foaming at the mouth. Parents call the children who were playing in the **called**
sand and hurried to their cars. Several people chase the dog with sticks **chased**
and stones. As they closed in on the animal, a little boy who has not **had**
run away picked up the dog. It was his pet. He hold it protectively **held**
in his arms. “Skippy was my pet,” he said tearfully. “He just chewed **is**
up my cake of soap. That is why he was frothing at the mouth.” People **is**
are very much embarrassed and they patted the dog. Next day a **were**
newspaper reports this incident. It suggested that the soap company **reported**
might like to hear that their soap was good enough to eat. **is**

OBSERVATIONS :

Only 27% of the candidates had provided the correct answers. The difficulty level of the test item was very high. The focus of the test was on verb forms.

COMMENTS :

This type of test items needs more practice and the attention of the candidates. Hence, the students should be given more practice in grasping the overall meaning while identifying the paragraph as a whole text. Make the students aware of the 'tense' of the text and get them to identify the different verb forms. This type of test items demands the knowledge of the referent and reference words, pronouns, singular-plural forms etc.







- Test 11 – Grammar

Objectives – Assess the ability to transfer direct speech into reported speech

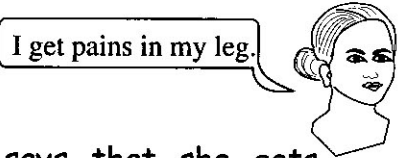
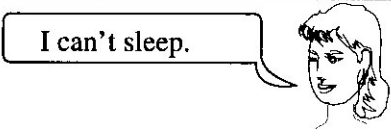
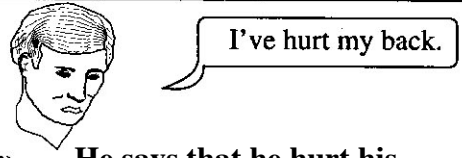
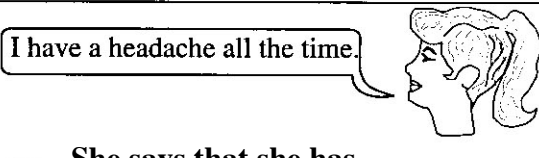
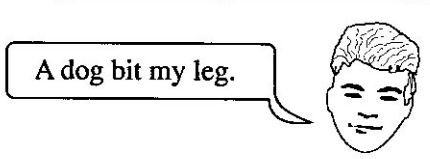
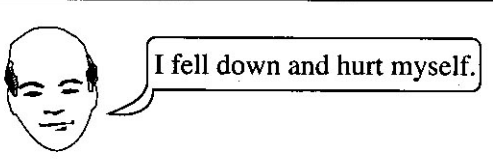
Technique – Transformation

○ Test 11

These people have gone to the doctor. Write what they are saying in reported speech.
The first one is done for you.

<p>I get pains in my leg.</p>  <p>(1) She says that she gets pains in her leg.</p>	<p>I can't sleep.</p>  <p>(2)</p>
 <p>I've hurt my back.</p> <p>(3)</p>	<p>I have a headache all the time.</p>  <p>(4)</p>
<p>A dog bit my leg.</p>  <p>(5)</p>	<p>I fell down and hurt myself.</p>  <p>(6)</p>

Expected Answers

 <p>(1) She says that she gets pains in her leg.</p>	 <p>(2) She says that she can't sleep.</p>
 <p>(3) He says that he hurt his back.</p>	 <p>(4) She says that she has a headache all the time.</p>
 <p>(5) He says that a dog bit his leg.</p>	 <p>(6) He says that he fell down and hurt himself</p>

If 'that' is omitted in the answer accept the answer.

OBSERVATIONS :

The percentages of the correct responses given by the candidates for the questions were as follows.

correct answer to	2	-	36%
correct answer to	3	-	12%
correct answer to	4	-	17%
correct answer to	5	-	16%
correct answer to	6	-	13%

The percentages given above show that the performance of the candidates was at a very low level. They did not have the required knowledge of Reported Speech.

COMMENTS :

Teachers' special attention should be paid to teaching grammar in context. Specially when teaching Reported Speech, practice activities should be done paying attention to the following changes.

- tense
- reported verbs
- pronoun
- adverbial

Patterns of Reported Speech statements, questions and commands should also be considered when teaching this grammar component.

- Test 12 – Reading

Objectives – Assess the ability to read and find specific information

Technique – Question & answer

○ Test 12

Study the following extract from a dictionary page and answer the questions.

<p>enchant-er /ɪn'tʃɑntə(r); AmE -'tʃæn-/ <i>noun</i> (in stories) a man who has magic powers that he uses to control people</p> <p>enchant-ing /ɪn'tʃɑntɪŋ; AmE -'tʃæntɪŋ/ <i>adj.</i> attractive and pleasing: <i>an enchanting view</i> ► enchant-ing-ly <i>adv.</i></p> <p>enchant-ment /ɪn'tʃɑntmənt; AmE -'tʃænt-/ <i>noun</i> 1 [U] (<i>formal</i>) a feeling of great pleasure 2 [U] the state of being under a magic SPELL: <i>It was a place of deep mystery and enchantment.</i> 3 [C] (<i>literary</i>) = SPELL: <i>They had been turned to stone by an enchantment.</i></p> <p>enchant-ress /ɪn'tʃɑntrəs; AmE -'tʃæn-/ <i>noun</i> 1 (in stories) a woman who has magic powers that she uses to control people</p> <p>en-chil-ada /ɛntʃɪ'lɑ:də/ <i>noun</i> (from Spanish) a Mexican dish consisting of a TORTILLA filled with meat and covered with a spicy sauce DEM see BIG adj.</p> <p>en-cir-cle /ɪn'sɜ:kəl; AmE ɪn'sɜ:rkl/ <i>verb</i> [VN] (<i>written</i>) to surround sb/sth completely in a circular shape or movement: ◊ <i>The island is encircled by a coral reef.</i> ► en-cir-cle-ment <i>noun</i> [U]</p> <p>encl. (also enc.) <i>abbr.</i> (<i>business</i>) enclosed (used on business letters to show that another document is being sent in the same envelope)</p>	<p>en-com-pass /ɪn'kɑmpəs/ <i>verb</i> [VN] (<i>formal</i>) 1 to include a large number or range of things: <i>The job encompasses a wide range of responsibilities.</i> ◊ <i>The group encompasses all ages.</i> 2 to surround or cover sth completely: <i>The fog soon encompassed the whole valley.</i></p> <p>en-core /'ɒŋkɔ:(r); AmE 'ɑ:ŋ-/ <i>noun, exclamation</i> ■ <i>noun</i> an extra short performance given at the end of a concert; a request for this made by an audience calling out: <i>She played a Chopin waltz as an encore.</i> ◊ <i>The group got three encores.</i> ■ <i>exclamation</i> an audience calls out encore! at the end of a concert to ask the performer to play or sing another piece of music</p> <p>en-coun-ter /ɪn'kauntə(r)/ <i>verb, noun</i> ■ <i>verb</i> [VN] 1 to experience sth, especially sth unpleasant or difficult, while you are trying to do sth else: <i>We encountered a number of difficulties in the first week.</i> ◊ <i>I had never encountered such resistance before.</i> 2 (<i>formal</i>) to meet sb, or discover or experience sth, especially sb/sth new, unusual or unexpected SYN COME ACROSS: <i>She was the most remarkable woman he had ever encountered.</i> ■ <i>noun</i> 1 ~ (with sb/sth) ~ (between A and B) a meeting, especially one that is sudden, unexpected or violent: <i>Three of them were killed in the subsequent encounter with the police.</i></p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

- (1) Write the name of a Mexican food item.
- (2) Find a similar word (synonym) for “come across”.
- (3) Underline the correct word to complete the sentence.
The performance was so good that the audience called out(encore, enclose, encompass, encircle)
- (4) Write a shortened form (abbreviation) for ‘enclosed’.
- (5) Replace the underlined phrase with a single word which has a similar meaning.
The range of mountains covered with mist looked pleasing and attractive.
.....

Expected Answers

- (1) Write the name of a Mexican food item. **enchilada/ en.chil.ada**
- (2) Find a similar word (synonym) for “come across”. **encounter/en.coun.ter**
- (3) Underline the correct word to complete the sentence.
The performance was so good that the audience called out(encore, enclose, encompass, encircle)
- (4) Write a shortened form (abbreviation) for ‘enclosed’. ...**encl./ enc.**.....
- (5) Replace the underlined phrase with a single word which has a similar meaning.
The range of mountains covered with mist looked pleasing and attractive.
..... **en. chant.ing/ en. chanting**.....

OBSERVATIONS :

23% of the candidates had responded correctly to question 1. Only 16% and 17% had responded correctly for questions 2 and 4. The highest percentage of the correct responses were for the question 3 which was 38%. 21% had responded correctly to question 5.

COMMENTS :

The low performance at this test has revealed the inability of the candidates to transfer required information correctly. The students should be made aware that when copying answers spellings should be correct specially in Reading activities. They should be encouraged to use English dictionaries to check the meanings of new words. It will help the students to enrich their vocabulary in the target language.

- Test 13 – Reading

Objectives – Assess overall proficiency of the language.

Technique – Modified cloze

○ Test 13

Fill in the blanks using the words given.

forgotten,	soon,	tried,	wrong,	eagerly,	realized,	saw,
slowly,	unfortunately,	an,	port,	happening,	they,	luckily

A tourist was once on a holiday cruise to India. He was looking at all the sights and (1) taking photos. He had completely (2) about the time. When he (3) that his ship was leaving (4) he rushed anxiously to the (5) When he got there he (6) that the ship was moving (7) away from the port. He (8) to jump onto the ship. (9) he fell into the water. (10) some sailors saw what was (11) and fished him out. Then (12) told him that it was the (13) ship. The right one sailed (14) hour later. Well, everyone makes mistakes sometimes.

Expected Answers

A tourist was once on a holiday cruise to India. He was looking at all the sights and (1) **eagerly** taking photos. He had completely (2) **forgotten** about the time. When he (3) **realized** that his ship was leaving (4) **soon** he rushed anxiously to the (5) **port** When he got there he (6) **saw** that the ship was moving (7) **slowly** away from the port. He (8) **tried** to jump onto the ship. (9) **unfortunately** he fell into the water. (10) **luckily** some sailors saw what was (11) **happening** and fished him out. Then (12) **they** told him that it was the (13) **wrong** ship. The right one sailed (14) **an** hour later. Well, everyone makes mistakes sometimes.

OBSERVATIONS :

The performance at test 13 was very poor and the percentage range varied from 11% to 31%. The best performance recorded for test 13 was for the last answer which was only 31%.

COMMENTS :

Candidates need overall proficiency of the language to attempt a test item of this type successfully. However, the percentages revealed that the low performance of the candidates was due to the following reasons.

- inability to grasp the overall idea of the text.
- poor knowledge of word order, subject verb agreement and the appropriate use of word classes.

Therefore candidates should be trained to read the text several times to be familiar with the text. Further, they should be instructed to use their knowledge of the world and the language clues available to guess the correct answer.

- Test 14 – writing

Objectives – Assess the ability to write an informal/formal letter

Technique – Guided writing

○ Test 14

Last week you and your classmates visited the house of a retired teacher of your school. Write a letter to a friend who has joined another school about your visit. Use about **100** words.

Include the following:

- how you went
- things you saw and did
- one or two topics that you talked about
- any other points that you want to write about

Or

You are the secretary of the school Social Services Club. Write a letter to the Medical Health Officer in your area requesting him to help conduct a Health Camp for the students. Use about **100** words.

Include the following:

- the programme you plan to have (give date, time, events)
- the need to have a team of doctors
- request help politely

Central College,
Piliyandala.
16th Dec. 2010.

The Medical Health Officer,
M.O.H Office,
Borelegamulla.

Dear Sir,

Requesting help to conduct a Health Camp.

I'm the Secretary of our school Social Services Club. We are hoping to have a Health Camp for our students from 8 to 15 years.

We have planned to have an Eye and Dental Camp to improve their health on those areas and we like to have some lectures on preventing dangerous diseases such as dengue, good food and health habits also.

We hope to conduct this camp on the 8th of January 2011 from 8.00 a.m. at our school premises.

We need the help of a team of doctors and nurses and other necessary medical equipment.

We would be much obliged if you can help to make this event a success.

I'm looking forward for a favourable reply.

Thank you
Yours faithfully.

D. A. Nimal (The Secretary)

No 222/33 Ridmi Lane,
Kotahena

Colombo 13

15th Dec 2010

Dear Pruthuri,

Last week we visited the house of our English teacher Mrs. Sharmalee Perera who retired from school recently. The trip was organized mainly by Navren and Dinuki. We went in Dinuki's father's bus, to Mrs. Sharmalee's home in Ratmalana.

On the way we saw many factories. Mrs. Sharmalee took us to the beach and we played volleyball there. Pasidu and Kanishka entertained us with a dance.

We spoke about the good times we had at school with Mrs. Sharmalee. She reminded us of how she used to punish us when we did not do our homework. We told her how she used to favour Jayan and give him good marks all the time. Harindu and Buddhima spoke about the class parties we had with Mrs. Sharmalee.

Hansika thanked our teacher very much for the nice time she gave us. You really missed a lovely day.

With love

Your friend
Dinuki

OBSERVATIONS :

Only 14% of the candidates had scored at least a few marks at this test. (The range of marks varied from 1 to 10 and the percentage did not reveal much about the students' performances.)

COMMENTS :

The writing skills of candidates are very poor. The low performance of the test item indicates that letter writing, formal or informal, needs more practice and guidance on the part of the teacher. The candidates should be guided to write answers in accordance with the given guidelines. When writing letters candidates should be made aware of using the proper format and the knowledge of mechanics of writing which will help them to produce a good piece of writing.

- Test 15 – Reading

Objectives – Assess the ability to read, understand and interpret directly/ indirectly stated information in a long descriptive text

Technique – Answering questions/ finding references

○ Test 15

Read the following text and answer the questions given below it.

“If a train is large and comfortable you don’t even need a destination; a corner seat is enough, and you can be one of those travellers who stay in motion” writes Paul Tharoux in his interesting book, “The Great Train Bazaar.”

You can meet all sorts of people on a train journey. There is the silent serious type who, after finding a comfortable seat or berth would prefer to be left alone to read through a book or peep out to watch the changing scenery or simply meditate. Then there is the talkative type whose pastime is poking into other’s affairs and whom you cannot avoid unless you jump out of the train.

Then there is the quarrelsome type or the disapproving critic of the railways, who is not satisfied with any amount of comfort or convenience provided by the organization—he is ready to complain about almost everything.

Everyday life on the railway is fun, thanks to the excitement caused by passengers – some fast asleep and snoring, some trying to get a seat, some fighting and hitting against the roof, many more understanding and accommodating.

Right from the beginning of railway travelling, both railway men and railway users worldwide have been creators of laughter. Here is one such humorous story.

One morning commuters were gathered at the railway station when the station master’s voice came over the loudspeaker. The commuters became attentive. Would this be the usual announcement about a delay? “Because of circumstances beyond our control,” the station master informed “the seven o’clock train is running on time.”

- (1) Say whether the following statements are true or false by writing **T** or **F** against each of them.

- (i) Passengers on a train make the train journey enjoyable. (.....)
- (ii) There are passengers who prefer to read and be quiet on a train. (.....)
- (iii) Criticism is levelled at the railways by satisfied critics. (.....)
- (iv) The station master announced that a train is running late. (.....)

- (2) Which is the only way to escape the passengers who meddle with other people’s affairs?

.....

- (3) Select the best title for this text and underline it.
- (a) Exciting train rides
 - (b) Father of railways
 - (c) My train journey
- (4) Find words from the passage which have the same meaning as the following:
- (a) end of a journey
 - (b) get late

Expected Answers

- (1) Say whether the following statements are true or false by writing **T** or **F** against each of them.
- (i) Passengers on a train make the train journey enjoyable. (...**T**.....)
 - (ii) There are passengers who prefer to read and be quiet on a train. (...**T**.....)
 - (iii) Criticism is levelled at the railways by satisfied critics. (...**F**.....)
 - (iv) The station master announced that a train is running late. (...**F**.....)
- (2) Which is the only way to escape the passengers who meddle with other people's affairs?
 **Jump out of the train**
- (3) Select the best title for this text and underline it.
- (a) Exciting train rides
 - (b) Father of railways
 - (c) My train journey
- (4) Find words from the passage which have the same meaning as the following:
- (a) end of a journey **destination**
 - (b) get late **delay**

OBSERVATIONS :

The following were the percentages of the correct responses given by the candidates for each question.

correct answer to	1	-	(i)	70%
			(ii)	53%
			(iii)	57%
			(iv)	48%
correct answer to	2	-		17%
correct answer to	3	-		25%
correct answer to	4	-	<i>a</i>	04%
			<i>b</i>	13%

The range varied from 4% to 70% in this test.

COMMENTS :

The test item was rather difficult for the candidates of the average level and it was meant for the candidates of above average level. The candidates need to have advanced reading skills such as word attached skills, text attached skills, use of language clues, use of the knowledge of grammar, inferring skills to comprehend the text properly. However, the candidates should be trained or guided to comprehend this type of long descriptive texts.

Teachers should get the candidates to use their knowledge of the world to comprehend the text. The students should also be trained to guess the meaning of the new words from the contextual clues available and to avoid extra words and phrases that are in the text.

- Test 16 – writing

Objectives – Assess the ability to write a composition/story/speech on a given topic

Technique – Free writing

○ Test 16

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

1. Television is a 'useful evil'. Our homes would be a lot better without a television set. Do you agree? Give your reasons.
2. Communication then and now
Write about two means of communication in the fast and modern day modes of communication.
3. "A friend in need is a friend indeed". Write a speech for the school activity day on this topic.
4. Complete the following story.
I remembered my mother's advice. "Never speak to a stranger. You never know what would happen." But that day

I remembered my mother's advice. "Never speak to a stranger. You never know what would happen." But that day ...was...a rainy day and I had not taken an umbrella with me. It was raining heavily and it was almost dark. I was standing at the bus stand thinking how I could find a way of going home.

I heard someone speaking to me and I turned back to see who it was. She was a strange girl named Champa. She told me that she had a friend who lived close to the bus stand. His name was Gayan. Both of us decided to go to Gayan's house and get two umbrellas for us. We ran to Gayan's home in the rain as we opened the gate we saw a big dog rushing towards us. I was able to come out and close the gate but the strange girl Champa fell down while she was running. The dog attacked her and she and I shouted loudly for help.

Gayan and his father came rushing towards us and was able to take the dog into the house. The girl

Champa who was badly injured had to be taken to hospital. I went to the nearest post office and informed her parents about the incident. Champa's parents rushed to the hospital and took care of her. When I went home my mother had already sent my brother in search of me. I related the story to my mother and I remembered my mother's advice: Never speak to a stranger. You never know what would happen.

OBSERVATIONS :

From the 16 test items of the paper the lowest performance among all test items was shown in this test item. It was only 9% of the candidates who could score at least some marks ranging between 1 - 15.

COMMENTS :

All the candidates should be encouraged to write simple grammatically correct sentences right from the beginning. Continuous practice in this regard is essential. Therefore the teachers must adopt suitable techniques to develop their writing skills. It is advisable to allocate some time for writing every week. Candidates must be made aware of the marking criteria of writing tasks in the question paper.

The following guideline would be helpful for the candidates to produce a good piece of writing.

- an appropriate beginning and an end.
- well organized ideas
- well connected, grammatically correct sentences
- connected meaningful paragraphs
- a good range of vocabulary
- correct punctuation
- correct spelling
- clear handwriting

Part III

3.0 Factors to be considered when answering questions and suggestions for improvement.

3.1 Factors to be considered when answering questions.

General Instructions :

- * The index number of the candidate should be written clearly and accurately in the spaces provided for it.
- * Candidates should always use a blue or black pen to answer questions. They should never answer in pencil.
- * Writing should be legible and clear.
- * Each question should be read carefully and the candidate should try to understand the instruction given before answering each question.
- * The candidates must attempt to answer all the questions without leaving the spaces for writing answers in the question paper blank.
- * Maximum utilization of the time allocated is essential.

Specific Instructions :

- * The candidate must pay his/her attention to the examples given when answering questions.
- * Attention should be paid to spellings when transferring information from a text. There should not be any spelling errors.
- * The candidate must read and understand the main idea of a text before answering questions based on it.
- * The candidates must pay their attention to use correct grammar in their writing tasks.
- * When the candidate comes across a new word he/she must be able to guess its meaning according to the context in which it appears.
- * The candidate must apply the reading skills like scanning, skimming and inferring when attempting to answer questions related to reading.
- * The candidates must not extract chunks from the texts and write as answers when they answer comprehension questions. They must form the answer in a sentence instead.

3.2 Comments and suggestions regarding the teaching - learning process.

- * Teachers must be well prepared in the teaching process to facilitate learning.
- * Teachers should plan their teaching to cater to the needs of the students.
- * The teachers must be thorough with the text books, syllabus and the Teachers' Instructional Manual.
- * Special attention of the teachers should be given to the instructions, activities and the assessment and evaluation process given in the Teachers Instructional Manual
- * The students should be given more opportunities to gain new experiences through exploration.
- * At the beginning of the lesson students should be made aware of what they are going to learn.
- * Students should be given more opportunities to answer questions. The knowledge of forming and answering 'wh' questions is very important.
- * Teachers should see that sufficient time is allocated for writing. They must train the students to write simple but meaningful paragraphs on a given topic.
- * The students should also be given sufficient practice in writing guided compositions so that they will attempt to answer similar writing tasks in the question paper.
- * The teachers must make use of the text types given in the 'Examination and Assesement Guideline' to train students for writing tasks. The students must be able to differentiate between different text types.
- * Teachers should help their students to reach at least the basic level given in the 'Examination and Assesement Guideline'.
- * Teachers' special attention should be paid to teach vocabulary and grammar.
- * Pair work and group work would facilitate learning.
- * Teachers must get their knowledge updated to be competent in teaching the subject using correct methodology to facilitate and motivate the learners.