

Part II

2.0 Information regarding questions and answers

2.1 Question paper I

2.1.1 Structure of the question paper I

- * Time allocated for paper I is **one** hour.
- * Paper I includes **eight** tests and **all** tests are **compulsory**.
- * Total mark for paper I is **40**.

Question (Test) No.	Area of testing	Marks Distribution	Total
1	Vocabulary	1 × 5	05
2	Reading	1 × 5	05
3	Writing	C - 2, L - 3	05
4	Reading	1 × 5	05
5	Language Functions & Grammar	$\frac{1}{2} \times 10$	05
6	Writing	C - 2, L - 3	05
7	Reading	1 × 5	05
8	Writing	C - 2, L - 3	05

2.1.2 Tests and expected answers, marking scheme, observations and comments

* Observations and comments for the given answers for all the questions in Paper I are based on Graphs 1 and 3 given in page 8 and 11 respectively.

- Test 1 – Vocabulary

Objective – Assess the ability to use words appropriately to convey precise meaning

Technique – Binary Choice

○ Test 1 with expected answers :

Complete the following dialogue selecting the most suitable words from the boxes.

The first one is done for you.

Sujee: Where did you go Rangi?
I looked for you (1)**a**.... .

(a) everywhere
(b) nowhere

Rangi: I was right here all the (2)**b**.... .

(a) way
(b) time

Sujee: Let's go to the canteen.
I feel so (3)**a**.... .

(a) hungry
(b) sleepy

Rangi: Didn't you eat your (4)**a**....
this morning?

(a) breakfast
(b) dinner

Sujee: No, Rangi I got up (5)**b**.... .
I had to run to catch the bus.

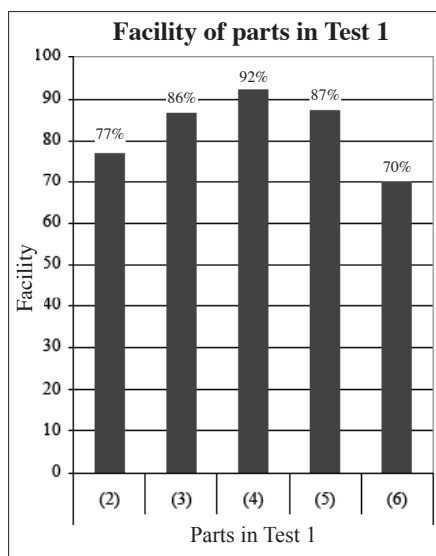
(a) soon
(b) late

Rangi: Alright. Let's go and eat (6)**b**.... .

(a) anything
(b) something

Sujee: O.K., Rangi. Let's go.

Observations and Comments on Test 1 :



OBSERVATIONS :

Test 1 is based on Vocabulary. Facility of parts in Test 1 is as follows.

- Part (2) - 77%
- Part (3) - 86%
- Part (4) - 92%
- Part (5) - 87%
- Part (6) - 70%

Facility of each part in Test 1 is above 70%. The highest facility of 92% is for part 4, whereas the lowest facility of 70% is recorded for part 6.

COMMENTS :

According to the graph, the vocabulary test has been easy for the candidates. The words given in the box are familiar and simple and are in day-to-day use. But in part 6, the facility is 70% which is comparatively low. It may be the candidates' inability to use the meaning of the words 'anything' and 'something' in context. The first question of the paper gives a good motivational start for the candidates to proceed with the rest of the question paper.

Furthermore, to perform well in this test students should be provided with more activities, based on different vocabulary items in meaningful situations and also the students should be encouraged to learn new words and use them appropriately in classroom activities.

- Test 2 – Reading

Objective – Assess the ability to read and understand a notice

Technique – Selection

○ Test 2 with expected answers :

Select the correct phrase from the box and complete the notices.

The first one is done for you.

Sinharaja Rain Forest
Our Heritage
(1)**b**.....

Mahaweli
Our life blood
(2)**d**.....

Yala Sanctuary
(3)**e**.....
Reduce speed now

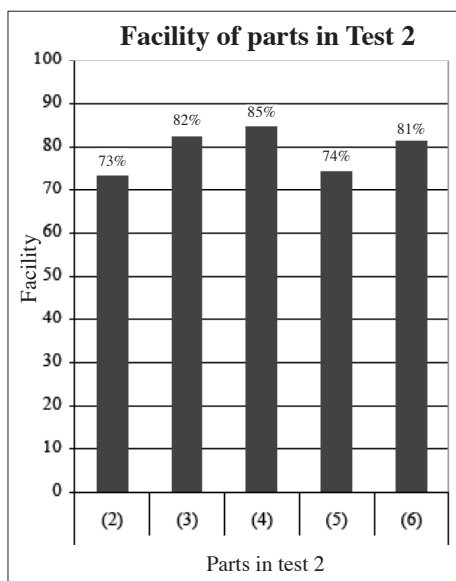
- a. Do not pick flowers
- b. ~~Leave only your footprints~~
- c. Do not disturb
- d. Keep the river clean
- e. Elephant Crossing ahead
- f. Swimming is not safe

Public Library
(4)**c**.....
Switch off mobile phones

The sea is deep here
Beware of big waves
(5)**f**.....

Central Park
(6)**a**.....
They look prettier on trees

Observations and Comments on Test 2 :



OBSERVATIONS :

Test 2 is based on Reading. Facility of parts in Test 2 is as follows.

Part (2) - 73%

Part (3) - 82%

Part (4) - 85%

Part (5) - 74%

Part (6) - 81%

The facility of parts (3), (4) and (6) is above 80% while the facility of parts (2) and (5) is between 70% - 75%.

COMMENTS :

The test 2 has been attempted successfully. As shown in the graph, the highest facility lies on part 4 which is easier for the candidates.

It has been easier because of the familiarity of the situations and the words. The part 2 has got the lowest facility of 73% as it needs a little bit of inference. The skill of understanding indirectly stated information should be developed to read and understand various types of notices slogans and signboards etc.

- Test 3 – Writing

Objective – Assess the ability to write a paragraph using given information

Technique – Parallel writing

○ Test 3 :

Read the description about Mr. Siripala and write a similar description about Miss. Rani. Use the information given in the table. Write **five** sentences.

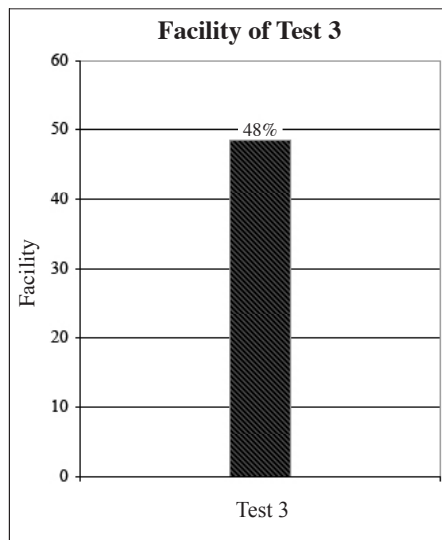
Name	Job	Work place	Home town	Transport	Working hours	Interests
Mr. Siripala	clerk	office in Borella	Gampaha	train	9.00 a.m.- 5.00 p.m.	travelling, meeting people
Miss. Rani	teacher	school in Kandy	Hatton	bus	7.30 a.m. - 1.30 p.m.	helping her pupils

Mr. Siripala is a clerk who works in an office in Borella. His home town is Gampaha. He comes to office by train. He usually works from nine to five. He says he enjoys travelling and meeting people.

Expected Answer :

Miss. Rani is a teacher who works in a school in Kandy. Her home town is Hatton. She comes to school by bus. She usually works from 7.30 a.m. – 1.30 p.m. She says she enjoys helping her pupils.

Observations and Comments on Test 3 :



OBSERVATIONS :

Test 3 is based on Writing. Facility of Test 3 is 48%.

COMMENTS :

Test 3, is the first writing task in the question paper. The given model has provided enough stimuli for the candidate to write a similar paragraph. In assessing the test 3, one mark was awarded for each grammatically correct sentence including the correct use of pronouns, spelling and capitalization. The reason for the low performance of the candidates may be due to the inability of writing grammatically correct sentences.

Therefore, more parallel writing exercises should be encouraged in the classroom paying special attention to mechanics of writing. Additionally, it is advisable to make the students aware of the correct use of pronouns in context providing more opportunities to write grammatically correct sentences.

- Test 4 – Reading

Objective – Assess the ability to read and understand indirectly stated information

Technique – Selection

○ **Test 4 with expected answers :**

Study the chart and fill in the blanks in the sentences given below selecting the correct group of words from the box. *The first one is done for you.*

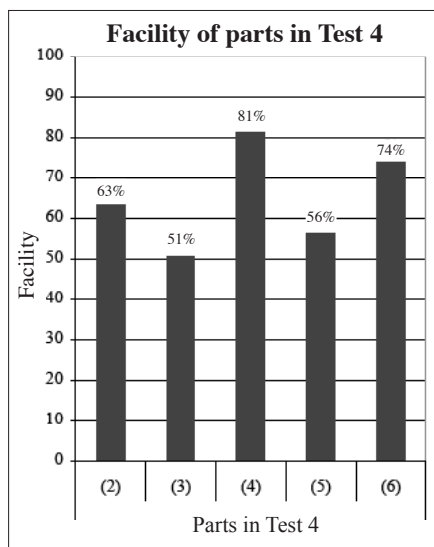
Araliya Vidyalaya
English Day Competitions

Names of Students	Competitions
Mithila	Handwriting
Amila	Recitation
Vipuli	Spelling
Sumudu	Drama
Raju	Creative Writing
Nuwan	Singing

- (1) Amila should practice^b..... .
- (2) Mithila should learn to^c..... .
- (3) Raju has to write^e..... .
- (4) Nuwan needs to do^a..... .
- (5) Vipuli should know^f..... .
- (6) Sumudu has to develop^d..... .

- a. voice training exercises
- b. ~~reciting poems meaningfully~~
- c. write neatly and correctly
- d. the skills of acting on stage
- e. interesting stories of his own
- f. which letters form correct words

Observations and Comments on Test 4 :



OBSERVATIONS :

Test 4 is based on Reading. Facility of parts in Test 4 is as follows.

Part (2)	-	63%
Part (3)	-	51%
Part (4)	-	81%
Part (5)	-	56%
Part (6)	-	74%

The facility of all parts in this Test is above 50%. The highest facility of 81% is for part 4 and the lowest facility of 51% is for part 3.

COMMENTS :

The test 4 is meant to assess the candidates' ability to read and understand the indirectly stated information. The candidates have performed successfully, since the overall facility of the test item is over 50%. Parts 4 and 6, have been the easiest, as connected to each other. "Voice training - singing", "drama - acting". The candidates are able to easily identify the relationship between the following pairs words; voice training. singing and drama-acting.

The performance for parts 3 and 5 has been lower compared to the rest of the test. The reason might be because of the inability of the candidates to understand the meaning of the words; spelling and creative writing and connect them with the relevant phrases 'which letters form correct words' and 'interesting stories of his own'. Candidates should be given more practice in extracting indirectly stated information in different types of texts.

- Test 5 – Language Functions & Grammar

Objective – Assess the ability to use the forms of ‘be’ correctly

Technique – Completing a text

○ Test 5 with expected answers :

Fill in the blanks with the correct forms of ‘be’ in the following passage. You may have to use a word more than once. *The first one is done for you.*

Forms of ‘be’ :- am, is are, was, were
--

I (1)**am**..... a butterfly. Can you guess who my friend is? He (2)**is**..... also a butterfly.

We fly from flower to flower. They (3)**are**..... our source of food. Although we (4)**are**.....

butterflies now, at an earlier stage we (5)**were**..... caterpillars on the same plant. At that time,

my friend (6)**was**..... a little longer than I. He (7)**was**..... very proud of it.

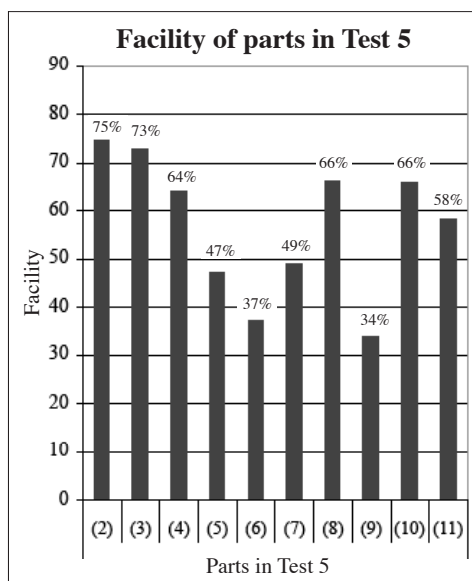
He once laughed at me and said, “Look at yourself. You (8)**are**..... shorter than I.”

I (9)**was**..... a bit hurt.

“No, I (10)**am**..... not short”, I argued.

In time both of us got wings and beautiful bodies, but now my friend (11)**is**..... more beautiful than I.

Observations and Comments on Test 5 :



OBSERVATIONS :

Test 5 is based on Grammar. Facility of parts in Test 5 is as follows.

Part (2)	-	75%
Part (3)	-	73%
Part (4)	-	64%
Part (5)	-	47%
Part (6)	-	37%
Part (7)	-	49%
Part (8)	-	66%
Part (9)	-	34%
Part (10)	-	66%
Part (11)	-	58%

The highest facility recorded here is 75% for part 2 and the lowest facility is 34% for part 9. In this test item, the facility of only part 6 and 9 is below 40%.

COMMENTS :

Test 5 seems to be fairly satisfactory with the highest facility of 75%. The candidates have shown a better performance of more than 50% where they had to use the present tense form of the verb 'be'. However, when they had to use the past tense form of verb 'be' the performance has been below 50%. This shows that many candidates are unable to use the past tense form of the verb, 'be' accurately. This is a very basic grammatical pattern and the text books contain many activities to practice 'be' form. The reason for the above poor performance may be the lack of attention of the teachers and students towards the use of the verb 'be'. Hence more attention should be paid to basic language structures. The teachers should draw their attention to the students to make use of the language clues available, to decide on the tense i.e to use the correct form of the verb 'be' with the phrases 'at that time' and 'at an early stage'

Punctuation marks are another language clue that helps the candidates to decide on the correct form of the verb 'be'. Therefore it necessary to pay attention to punctuation in the class.

• Test 6 – Writing

Objective – Assess the ability to write a paragraph on a given topic

Technique – Free writing

○ Test 6 :

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

What do you do during your free time? Write about **one indoor activity** and **one outdoor activity**.

Or

A visit to a place of historical interest

Expected Answer :

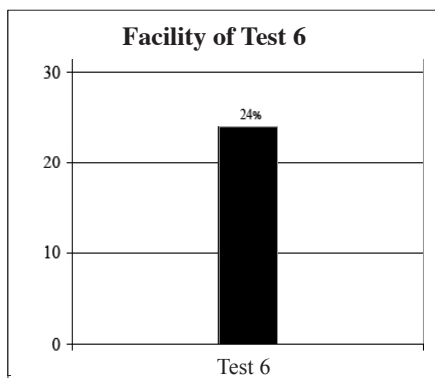
A visit to a place of historical interest

Last weekend, I visited Anuradhapura, with my family. Two of my best friends, Yohan and Sanuni, joined us. First of all, we worshipped some of the religious places in the Anuradhapura town. Next, we went to see the ancient ruins in Anuradhapura. We learnt a lot about the history of Sri Lanka from this visit.

What I do during my free time

During my free time, I do both indoor activities and outdoor activities. An indoor activity that I do is playing carrom with my brother or with my sister. The outdoor activity that I like to do most is playing cricket with my friends. Some of my school friends come home and we play cricket in the evenings. I enjoy doing both these activities.

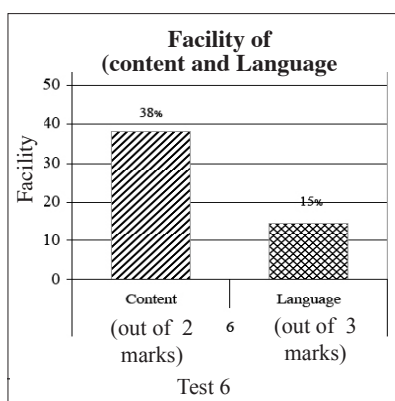
Observations and Comments on Test 6 :



OBSERVATIONS :

Test 6 is based on Writing.

The Facility of Test 6 is 24%. According to the 2nd graph the facility for the content is 38% whereas the facility for language remains 15%.



COMMENTS :

A low percentage of language of the candidates reflects their inability of constructing sentences free of grammatical, spelling and punctuation errors.

As a remedy, free writing should be encouraged through a variety of topics focussing on the construction of grammatically correct sentences. In addition, the students' attention should be drawn towards writing sentences with correct spelling, capitalization and punctuation.

- Test 7 – Reading

Objective – Assess the ability to read and understand directly stated information

Technique – Answering Questions / Multiple choice

○ **Test 7 with expected answers :**

Observations and Comments on Test 7 :

Read the following paragraph written by Kasun and answer the questions given.

Last Monday was the first day that we spent in the camp. My father dropped me at the school. I met my teacher and friends. We reached our camping site late in the evening. We put up our tents and went to sleep early.

The first thing we did the next day was to go on a nature hike. The hike was long but we had a lot of fun. I saw several squirrels and two rabbits. I was afraid that I was going to see a snake. It was hot and tiring but we were quite happy taking photographs and enjoying the scenery. Climbing on to a rock we gazed at the distant sea which looked like a blue carpet spread under the white sky. It was so calm and quiet. The only sound we heard was the chirping of birds. We felt as if we were the only human beings on earth.

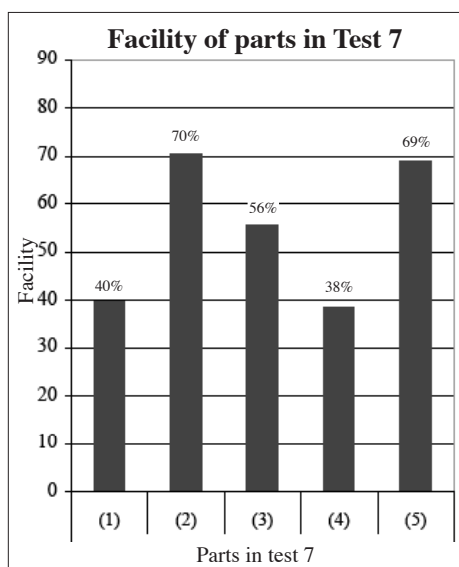
In the evening I made a bookmark out of a beautiful reddish brown leaf found under a tree. I used some glitter I had in my bag to make it shine. I gave it to my mother when I returned home.

1. With whom did Kasun go to the camping site? **(his) teacher and friends** ..
2. What did the sea look like? **a blue carpet spread under the white sky** ..
3. Write the sentence which says that there was no sound other than the sound of birds.
..... **It was so calm and quiet** ..
4. Who received the bookmark that Kasun made? **his / Kasun's mother / mother** ..
5. Underline the correct answer.

Kasun did not see a during the hike.

- (a) rabbit (b) snake (c) squirrel

Observations and Comments on Test 7 :



OBSERVATIONS :

Test 7 is based on Reading. Facility of parts in Test 7 is as follows.

- Part (1) - 40%
- Part (2) - 70%
- Part (3) - 56%
- Part (4) - 38%
- Part (5) - 69%

The facility of parts 2 and 5 in this test is 70% and 69% respectively. The facility of parts 1 and 4 is below 40%. The least facility of 38% is seen in part 4.

COMMENTS:

The answer to part 1 is not directly stated in the text. The students have to clearly understand the first paragraph and infer the meaning to find the correct answer. In part 4, the candidates seem to have found it difficult to see the connection between the question and the answer although the answer is directly identifiable in the passage. The phrasing of the question might have made the question a difficult one.

Therefore, it is suggested that the candidates should be exposed to many reading techniques in the classroom. Also they should be exposed to different question patterns. The classroom activities should be well supervised and corrected in the class and feed back should be individually given.

- Test 8 – Writing

Objective – Assess the ability to write a notice on given information

Technique – Guided writing

○ Test 8 :

You are the secretary of your school Literary Association. You are planning to organize a debate on the following topic:

‘Computers are essential for a better life’

Write a notice to be put up on your school notice board informing all Grade 11 students about the debate. Use about **50** words.

Include the following:

- topic for the debate
- date and place
- who will take part in the debate
- invite all students

Expected Answer :

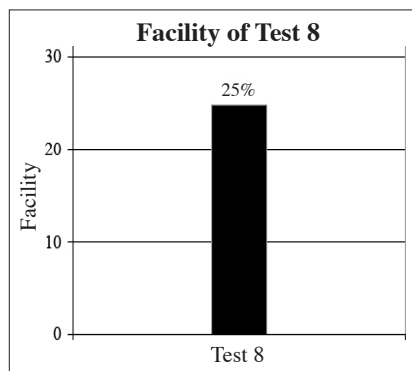
Notice

There will be a debate between the debating teams of G/ Gamiini Vidyalaya and G/ Pubudu Vidyalaya on the 10th of January 2013 in the main hall of Gamiini Vidyalaya at 2.30 P.m. All Grade Eleven students are invited. The topic for the debate will be ‘Computers are essential for a better life’

3/1/2013

Secretary
[School Literary Association]

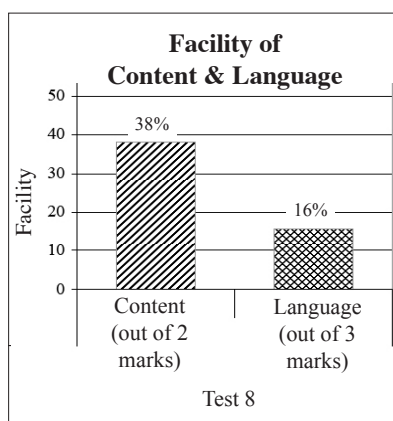
Observations and Comments on Test 8 :



OBSERVATIONS :

Test 8 is based on Writing.

Facility of Test 8 is 25%. As in test 6 facility of 38% has been recorded for content while the language remain at 16%.



COMMENTS :

This is another guided writing test which is fairly difficult for the students. The facility of content is higher than the language. The reason for this could have been the inability of the candidates to express their ideas clearly and correctly in the target language. In order to overcome this problem to some extent, continuous guidance by the teacher and the practice of writing different types of notices by the students are important.

In addition, the sentence patterns and the vocabulary that are needed to write notices should be taught in the classroom. Furthermore the teachers should draw the attention of the students to the samples of notices available and the language used in them. Eg. Notices in the school notice board informing different events / occasions. Teachers should encourage the students to write notices for events or functions in the school, in the village or town and display them in the class notice board.

2.2 Question paper II

2.2.1 Structure of the question paper II

- * Time allocated for paper II is **two** hours.
- * Paper II includes **eight** tests and **all** tests are **compulsory**. Test 14 has two choices whereas test 16 has four.
- * The total mark for paper II is **60**.

Question (Test) No.	Area of testing	Marks Distribution	Total
9	Grammar	$\frac{1}{2} \times 10$	05
10	Vocabulary	1×5	05
11	Grammar	1×5	05
12	Reading	1×5	05
13	Reading	$\frac{1}{2} \times 14$	07
14	Writing	C - 3, L - 3, O - 2, M - 2	10
15	Reading	1 - $\frac{1}{2} \times 2$	01
		2 - $\frac{1}{2} \times 2$	01
		3 - $\frac{1}{2} \times 2$	01
		4 - 1×1	01
		5 - 1×1	01
		6 - $\frac{1}{2} \times 2$	01
		7 - $\frac{1}{2} \times 4$	<u>02</u> 08
16	Writing	C - 5, L - 5, O - 2, M - 3	15

2.2.2 Tests and expected answers, marking scheme, observations and comments

* Observations and comments on answering all the questions in Paper II are based on Graphs 2(a), 2(b) and 3.

- Test 9 – Grammar

Objective – Assess the ability to use prepositions correctly

Technique – Completing a text

○ Test 9 with expected answers :

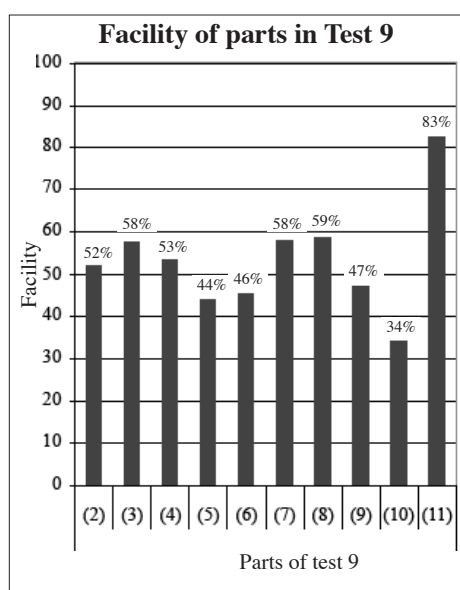
Complete the following text by underlining the correct preposition given within brackets.
The first one is done for you.

One of my favourite pastimes is walking (1) (along/across) the bank of the river which flows (2) (through/over) my village.

I look at the reflection of trees and branches (3) (on/in) the water. I watch the fish gliding (4) (through/above) the reeds in the water. There are some birds which fly low (5) (on/above) the water. When they see a fish, they swoop down to catch the fish (6) (with/by) their beaks. (7) (In/At) a second the fish is caught and swallowed.

The river is not deep. The gentle gurgle of water as it flows (8) (in/over) the rocks, the murmur of wind as it blows (9) (on/through) the trees are sounds that I can never forget. (10) (By/In) evening, the river is very quiet. I don't go near the river (11) (after/by) sunset.

Observations and Comments on Test 9 :



OBSERVATIONS :

Test 9 is based on Vocabulary. Facility of parts in Test 9 is as follows.

Part (2)	-	52%	Part (7)	-	58%
Part (3)	-	58%	Part (8)	-	59%
Part (4)	-	53%	Part (9)	-	47%
Part (5)	-	44%	Part (10)	-	34%
Part (6)	-	46%	Part (11)	-	83%

The maximum facility of 83% was recorded for part 11 while the minimum facility of 34% was recorded for part 10. The facility of the other parts are from 40% to 59%.

COMMENTS :

This test seems to be a fairly easy test for the candidates as they have to identify the correct answer from the options given. Part 11 of the test shows the highest facility whereas part 10 reflects the lowest facility. However, the percentages reveal that many candidates have been unable to grasp the correct preposition that was required for blank 10. It can be suggested that the students should be exposed to a variety of texts containing different prepositions.

- Test 10 – Vocabulary

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

Technique – Editing a text

○ **Test 10 with expected answers :**

Some words in the following passage are incorrect. They are underlined. Write the correct form of the word in the space provided. *The first one is done for you.*

Many companies advertise jobs in the “Job Vacancies”

section of newspapers. Typically a job advertise (1) **advertisement**

includes a brief outline of the responsible of the post (2) **responsibilities**

and the qualifications expected.

While newspapers are still a value source of getting (3) **valuable**

inform about job vacancies, ‘cold calling’ is another (4) **information**

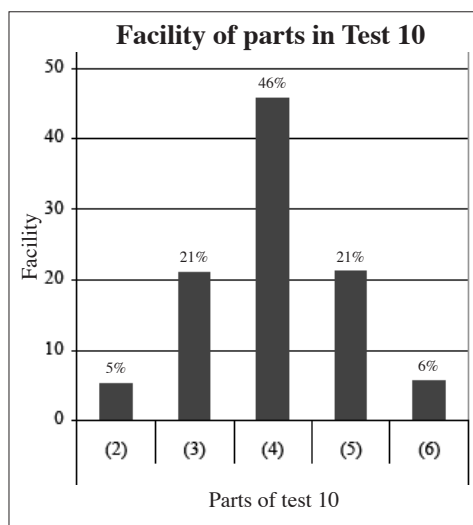
source a person interested in working in an organize (5) **organization**

can explore. This is the process of calling over the

phone, e-mailing or person visiting a company, seeking (6) **personally**

a job.

Observations and Comments on Test 10 :



OBSERVATIONS :

Test 10 is based on Vocabulary. Facility of parts in Test 10 is as follows.

Part	(2)	-	5%
Part	(3)	-	21%
Part	(4)	-	46%
Part	(5)	-	21%
Part	(6)	-	6%

The facility of all the parts of the question is below 50%. The highest facility recorded is 46% and the lowest is 5%.

COMMENTS :

In this test item it is expected to correct the language errors in a given text. It is noted that the facility shown in each part varies within the range from 5% to 46%. The highest facility lies on the word 'information' which is quite familiar to the candidates. The lowest facility shown in part 2 and 6 must be due to the lack of knowledge in using correct forms of the words and the knowledge of word classes. Students should be taught the spelling changes that occur when forming different word classes.

eg Value → Valuable
 (v) (adj)

In the classroom the teachers should draw the attention of the students to the clues in the text to get at the correct answer: An article is usually followed by a noun or an adjective.

eg. Part (5) an organization.

- Test 11 – Grammar

Objective – Assess the ability to complete a text using the correct form of the verb

Technique – Completion

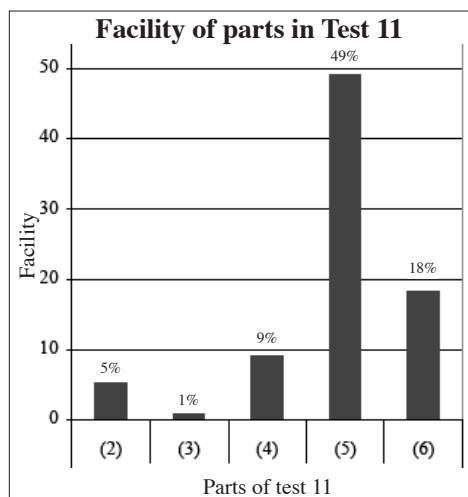
○ **Test 11 with expected answers :**

Fill in the blanks using the correct form of the verb given within brackets. Some verb forms have more than one word. *The first one is done for you.*

Mr. Piyasena (1) **rides** (ride) his bicycle to work everyday, even on rainy days. He has loved bikes ever since he (2) **was given** (give) his first bicycle by his father on his fifth birthday. When he becomes fifty years old this year, he (3) **will have ridden** (ride) a bicycle for 45 years. Sometimes people ask Mr. Piyasena why he (4) **does not use** (not use) a car. “I’m not sure”, he says “In a car I do not get the feel of the wind or the sun on my face.”

“When I’m (5) **working** (work) in my office, I have to sit inside a room for about eight hours of the day. So I prefer (6) **riding / to ride** (ride) my bike to work and feel the wind on my face rather than driving a car.”

Observations and Comments on Test 11 :



OBSERVATIONS :

Test 11 is based on Grammar. Facility of parts in Test 11 is as follows.

Part (2)	-	5%
Part (3)	-	1%
Part (4)	-	9%
Part (5)	-	49%
Part (6)	-	18%

The highest facility is 49%. The facility of all the other parts is below 20%. The highest facility of 49% is recorded for part 5. The lowest facility of 1% is recorded for part 3.

COMMENTS :

The facility level of the five parts ranges between 1% to 49% (all below 50%). Therefore, the test seems to be difficult for the candidates.

Part 5, which has the highest facility (49%) has to be completed with a very familiar word (working) and at the same time the verb form 'am', has assisted the candidates in selecting the verb form. In the other parts the candidates have not been offered such assistance. Part 3, which shows the lowest facility level (1%) has caused some difficulty to the majority of the candidates as the verb that should be supplied for part 3 must be in the future perfect tense which appears quite rarely in the day-to-day language patterns.

The test tries to assess the candidates' ability to use, passive voice, tenses negatives, the use of participles and infinitives. The students should be given good practice in the use of such forms in the classroom. A careful study of the 'Language Focus' given with each unit of the text book would facilitate the teachers in designing the exam practice activities based on grammar.

• Test 12 – Reading

Objective – Assess the ability to use a dictionary page to find meaning of words

Technique – Answering Questions and Short answers

○ Test 12 with expected answers :

Read the following dictionary page and answer the questions.

ver·mil·lion /və'mɪliən; AmE vər'm-/ *adj.* bright red in colour ► **ver·mil·lion** *noun* [U]
ver·min /'vɜːmɪn; AmE 'vɜːrmin/ *noun* [pl.] 1 wild animals or birds that destroy plants or food, or attack farm animals and birds: *On farms the fox is considered vermin and treated as such.* 2 insects that live on the bodies of animals and sometimes human beings: *The room was crawling with vermin.* 3 (disapproving) people who are very unpleasant or dangerous to society
ver·min·ous /'vɜːmɪnəs; AmE 'vɜːrɪn-/ *adj.* (written) covered with vermin
ver·mouth /'vɜːməθ; AmE vər'muːθ/ *noun* [U] a strong wine, flavoured with herbs and spices, often mixed with other drinks as a COCKTAIL
ver·nacu·lar /və'nækjələ(r); AmE vər'n-/ *noun* 1 (usually the vernacular) (sing.) the language spoken in a particular area or by a particular group, especially one that is not the official or written language 2 [U] (technical) a style of architecture concerned with ordinary houses rather than large public buildings ► **ver·nacu·lar** *adj.*: vernacular languages/architecture
ver·nal /'vɜːnl; AmE 'vɜːrnl/ *adj.* (only before noun) (formal or literary) connected with the season of spring: *the vernal equinox*
ver·ruca /və'ruːkə/ *noun* (pl. ver·ru·cas or, in medical use, ver·ru·cae /-kiː/) (BrE) (AmE 'plantar wart) a small hard infectious growth like a wart, on the bottom of the foot
ver·sa·tile /'vɜːsətaɪl; AmE 'vɜːrsətl/ *adj.* (approving) 1 (of a person) able to do many different things: *He's a versatile actor who has played a wide variety of parts.* 2 (of food, a building, etc.) having many different uses: *Eggs are easy to cook and are an extremely versatile food.* ► **ver·sa·til·ity** /'vɜːsə'tɪləti; AmE 'vɜːrs-/ *noun* [U]: *She is a designer of extraordinary versatility.*
verse /vɜːs; AmE vɜːrs/ *noun* 1 [U] writing that is arranged in lines, often with a regular rhythm or pattern of RHYME [SYN] POETRY: *Most of the play is written in verse, but some of it is in prose.*—see also BLANK VERSE, FREE VERSE 2 [C] a group of lines that form a unit in a poem or song: *a hymn with six verses* 3 (verses) [pl.] (old-fashioned) poetry: *a book of comic verses* 4 [C] any one of the short NUMBERED divisions of a CHAPTER in the Bible [DOM] see CHAPTER
versed /vɜːst; AmE vɜːrst/ *adj.* ~ in sth having a lot of knowledge about sth, or skill at sth: *He had become well versed in employment law.*
ver·si·fi·ca·tion /'vɜːsɪfɪ'keɪʃn; AmE 'vɜːrs-/ *noun* [U] (formal) the art of writing poetry in a particular pattern; the pattern in which poetry is written
ver·sion /'vɜːʃn; -ʒn; AmE 'vɜːrʒn/ *noun* 1 a copy of sth that is slightly different from the original thing: *the latest version of the Volkswagen Golf* ◊ *the de luxe/luxury version* ◊ *The English version of the novel is due for publication next year.* 2 a description of an event from the point of view of a particular person or group of people: *She gave us her version of what had happened that day.* ◊ *Their versions of how the accident happened conflict.* 3 a film/movie, play, piece of music, etc. that is slightly different from the original film, etc. on which it is based: *the film version of 'War and Peace'* ◊ *the latest version of the software package*—see also THE AUTHORIZED VERSION, COVER VERSION
verso /'vɜːsəʊ; AmE 'vɜːrsou/ *noun* (pl. -os) (technical) the page on the left side of an open book [OPP] RECTO

(1) Piyal who has played a wide variety of roles in movies is a person of exceptional

 versatility

(2) A particular pattern in which poetry is written is called
 versification

(3) A person who possesses a lot of knowledge and is highly skilled is called a well

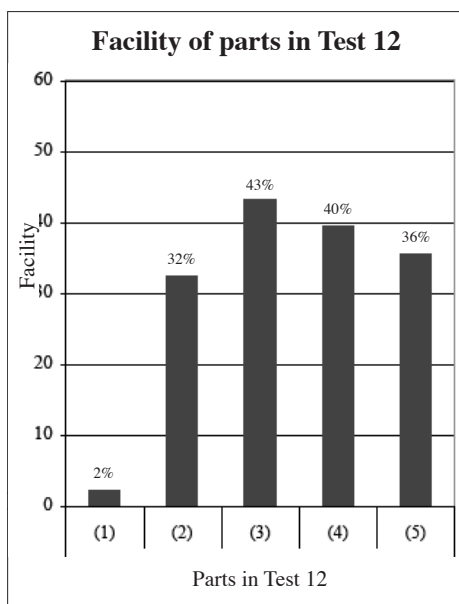
 versed person.

(4) What word is used in medicine to describe an infection on the foot?

 verruca

(5) The opposite of the word 'verso' is
 recto

Observations and Comments on Test 12 :



OBSERVATIONS :

Test 12 is based on Reading. Facility of parts in test 12 is as follows.

Part (1)	-	2%
Part (2)	-	32%
Part (3)	-	43%
Part (4)	-	40%
Part (5)	-	36%

The highest facility shown here is 43%, for part 3 whereas the lowest facility for part 1 is 2%.

COMMENTS :

The performance shown in test 12 can be considered average except part 1. But the overall facility remains below 45%. The low performance in this test has revealed the inability of the candidates to find the required word from the dictionary page given. They should be encouraged to use English dictionaries to check the meanings of new words. Meanwhile, the students should be trained to grasp the overall meaning of the sentences given. Some activities based on dictionaries might enhance the reference skill of the students.

• Test 13 – Reading

Objective – Assess overall proficiency of the language

Technique – Modified Cloze

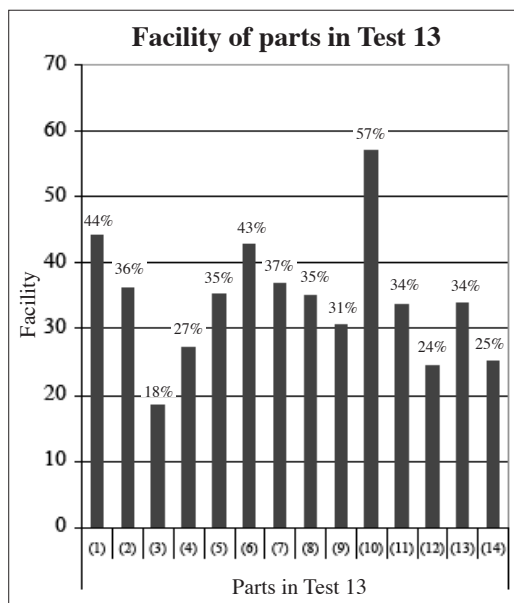
○ Test 13 with expected answers :

Fill in the blanks in the following text using the words given in the box.

sitting,	out,	quiet,	delighted,	sea,	saw,	sunrise,
he,	mending,	day,	disappearing,	soon,	went,	asked

Long ago, on a Saturday I walked towards the harbour which was not far from my home. The harbour was very (1) **quiet** . It was just after (2) **sunrise** and the mist was (3) **disappearing** . A few fishermen were (4) **mending** their nets patiently. I (5) **saw** Jim who was (6) **sitting** near his boat. I (7) **went** over to him and (8) **asked** what he was doing. (9) **soon** we became friends. (10) **He** invited me to go (11) **out** to sea. I was (12) **delighted** . It was on that (13) **day** my love of the (14) **sea** began. I became a sailor and I have been one ever since.

Observations and Comments on Test 13 :



OBSERVATIONS :

Test 13 is based on Reading. Facility of parts in Test 13 is as follows.

Part (1) - 44%

Part (2) - 36%

Part (3) - 18%

Part (4) - 27%

Part (5) - 35%

Part (6) - 43%

Part (7) - 37%

The highest facility recorded is 57% which is for part 10. The facility of other parts is within the range of 18% - 44%.

COMMENTS :

The performance of test 13 was poor. The facility varies from 18% to 57%. The poor performance of the candidates reflects the inadequate proficiency of the language.

It should be developed by paying special attention to subject-verb agreement, word order and appropriate use of word classes. These types of tests can be prepared by the teachers and even by the students themselves and practice in the classroom.

• Test 14 – Writing

Objectives – (a) Assess the ability to write a letter of complaint

(b) Assess the ability to interpret a bar chart and write a description

Technique – Guided writing

○ Test 14 :

You have purchased a book at a recent book fair in your town. When you started reading the book you realized that 20 pages were missing. You have paid Rs 400/- for the book and now you are disappointed.

Write a letter to the publisher of the book – H. A Publishers, 2nd Lane, Colombo 3. Use about **100** words.

Include the following in your letter.

- the title of the book
- the amount of money you paid
- the fault in the book (missing pages)
- ask for another copy of the book or a refund of the money paid by you

Expected Answer :

No. 10, Temple Road,
Seeduwa.
19.12.2012

The Publisher,
H.A. Publisher,
2nd Lane,
Colombo 03.

Dear Sir,

A complaint about a book purchased

I bought the book "Village by the sea" at a recent book fair in Negombo. The amount I paid for the book was Rs. 400/=. When I started reading the book, I realized that twenty pages were missing. I am very disappointed about it.

I would be thankful if you could make arrangements to send me another copy of the book or return the money paid by me.

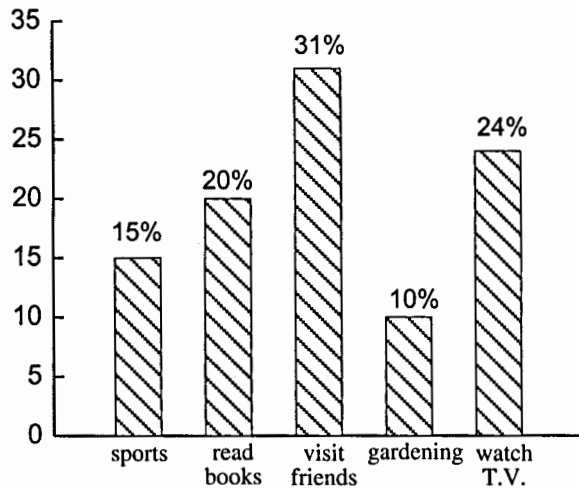
Thank you,
Yours Faithfully,

.....
Lional Sirimanna

OR

The following bar chart shows the after school activities of Grade 11 students of your school. Study the bar chart and write a description about it. Use about **100** words.

'After school activities' of Grade 11 students of your school.



The following words will help you.

most of the students
lowest number of
most popular
least popular
more popular than
minimum
maximum

Expected Answers :

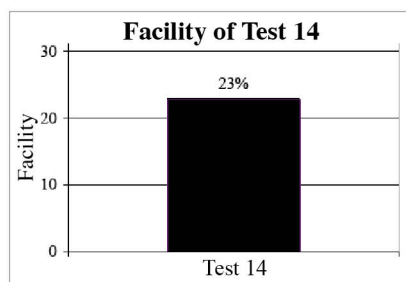
After School activities of Grade 11 students of my school

The given bar chart shows the after school activities of Grade 11 students in Ridimaliyadda Maha Vidyalaya in Matale.

Most of the students visit friends after school. Watching T.V is more popular than reading books among the children. 15% of the students do sports after school.

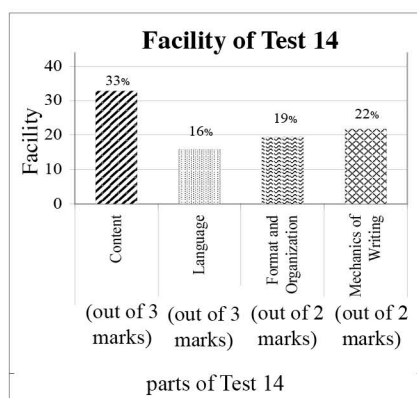
According to the given chart the minimum number of students do gardening while the maximum number of students visit friends. Visiting friends seems to be the most popular after school activity, because they visit each other to borrow books, to play indoor games and discuss problems about various subjects. Gardening has become the least popular activity, because grade 11 students participate improve their knowledge.

Observations and Comments on Test 14 :



OBSERVATIONS :

Test 14 is based on Writing. Facility of Test 14 in this question paper is 23%.



COMMENTS :

The low facility indicated in test 14, shows that the test has been difficult for the candidates. This is another instant to show how candidates find it difficult to write a good answer for the writing tasks. The candidates who had written the answers obtained low marks due to the following facts

In the formal letter, the candidates' failure to include all the points given in the question and in the bar graph the candidates' inability to interpret the graph and compare and contrast the data using the given words and phrases are evident.

Furthermore, the candidates have failed to use the appropriate vocabulary and language structures to suit the task. The candidates have not demonstrated the ability to develop meaningful paragraphs using the guidelines given. Bad writing and numerous spelling errors have resulted in obtaining low marks. In writing formal letters, students should be guided to write to the point leaving unnecessary details. It is suggested to give relevant vocabulary and sentence patterns to suit the purpose and the audience. More practice is needed and it is necessary to use the marking criteria given in the marking scheme, when assessing writing in the classroom.

In interpreting the graph, the students should be guided to write using the words given to compare and contrast. The students should be trained to write a small introduction to say what the graph shows. (On the horizontal axis and the vertical axis).

Teachers should encourage the students to organize their writing in the classroom and also it would be of great advantage if the students and teachers could collect graphs from newspapers and magazines etc. and use them in the class to practice writing.

- Objective* – Assess the ability to read, understand and interpret directly / indirectly stated information in a long descriptive text
- Technique* – Answering questions and finding references

Read the following passage and answer the questions.

During the middle of the last century scientists in America tried to teach chimpanzees to talk. **Their attempt** was not successful and they soon realized that the animals did not have the right kind of vocal organs. In 1966, scientists experimented with teaching American Sign Language(ASL) to a chimpanzee called Washoe who was one year old. ASL uses signs instead of sounds and it is the language with which people with difficulties in hearing and speaking communicate. By 1970, Washoe could learn 132 words. She and other chimps were able to join signs together to convey ideas such as 'want-food' and 'time-drink'.

After some time one of Dr. Patterson's friends came to her house with some kittens. Koko signed, 'want-one'. She selected a kitten without a tail and named him Ball. She looked after her just like a mother looks after a baby. After a few months, a car ran over Ball. Koko could not get over **her sad loss**. She sat in a corner brooding and muttering to herself 'sleep-Ball'.

1. Complete the blanks in the following sentence. Use only **two** words in each blank.

2. Say whether the following sentences are **true** or **false**. Write **T** or **F** in the box given in front of each sentence.

- (01 mark)

-
(01 mark)

-
(01 mark)

5. In what way was Koko's kitten unusual?

The kitten had no tail / it had no tail / the kitten was without a tail
 (01 mark)

6. Find words from the passage which are very much similar to the following.

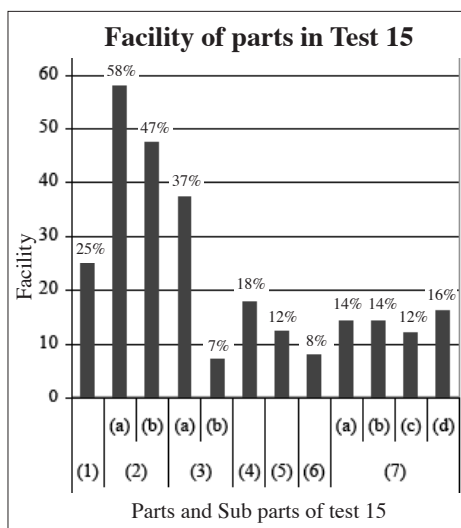
combine : **join**
 worrying : **brooding**

(01 mark)

7. What do the following phrases in the passage refer to?

(a) their attempt : **(to) teach chimpanzees to talk**
 (b) for this purpose : **teaching sign language**
 (c) her sad loss : **a car running over Ball / the death of ball / the kitchen**
 (d) to do so : **(to) find a cat without a tail** (02 marks)

Observations and Comments on Test 15 :



OBSERVATIONS :

Test 15 is based on Reading. Facility of parts and sub parts in Test 15 is as follows.

Part (1) - 25%	Part (5) - 12%
Part (2) -	Part (6) - 8%
Sub part (a) - 58%	Part (7) -
Sub part (b) - 47%	Sub part (a) - 14%
Part (3) -	Sub part (b) - 14%
Sub part (a) - 37%	Sub part (c) - 12%
Sub part (b) - 7%	Sub part (d) - 16%
Part (4) - 18%	

The facility of sub parts (a) and (b) in part (2) is above 40%. Facility of part (3) (b) and part (6) is below 10%. The question was based on reading skills, scanning, skimming, guessing by context and detailed understanding. Part 2 (a) and (b) record the highest facility of 58% and 47% respectively. Parts 4,5,6 and 7 record the facility below 20%. The highest facility recorded here is 58%, for part 2(a) and the lowest facility is 7%, which is part 3(b). The facility of parts 4,5,6,7 (a),(b),(c),(d) remains below 20%.

COMMENTS :

In test 15, it is expected to assess candidates' ability to read, understand and interpret directly and indirectly stated information in a long descriptive text. The graph indicates that the test has been difficult for the candidates. (The facility of question 3 (b) and 6 is below 10% and the facility of question 2 (a) and (b) is above 40%.) When handling longer reading texts the teachers should draw the attention of the students to the following points . Read and understand the 'wh' question words and their meanings.

For example - The question word 'who' refers to a living being. It could be a person or an animal and 'where' refers to a place. In the same way all the other question words should be explained with examples.

Students should be allowed to read longer complex texts that are similar to the ones that appear in question 15, on their own to find answers to simple questions for which answers can be found easily and more complex questions should be introduced when the students are familiar with the text. This type of practice would be helpful for the students to be successful in answering test 15.

- Test 16 – Writing

Objective – Assess the ability to write a speech / an article / a story / a dialogue on a given topic

Technique – Guided / Free writing

○ Test 16 :

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

1. A speech to be made at your school assembly on **‘Healthy Eating Makes Us Healthy Persons.’**

Include the following:

- a short introduction explaining what ‘healthy eating’ means (e.g. eating a balanced diet, what a balanced diet is, the need to eat a good breakfast, how it can make us healthy)
- types of food we should not eat
- benefits of eating food cooked at home

2. An article to be sent to a newspaper on the following topic.

Modern Means of Communication have improved the Quality of Human Life.

- Say : - what the modern means of communication are
- how they make human life better

3. A story or a legend that you have read or heard.

4. You are the President of the Class Literary Association. You are planning to have a concert at the end of the term. Write the dialogue that takes place between you and the Secretary of the Association about it.

Include the following:

- number of items
- types of items (songs, dances, plays etc.)
- cast, costumes, music, lighting, etc.
- who should be invited

Expected Answer :

Shanthana: Heard about the concert we are going to have at the end of the term?

Rusiru: Ofcourse, Yes. It will be a big show

Shanthana: It's going to be a Shakespeare's drama

Shanthana:- Is it a tragedy or comedy?

Rusiru :- We have still not decided.
Our drama teacher will assist us to do so.

Shanthana:- I think you will be selected for one of the main characters.

Rusiru: Yes. You too can take part if you like

Shanthana: What about the costumes?

Rusiru : We have to decide ~~that~~ after
we get our characters.

Shanthana: I'm sure the music is
provided by Stenos and his group

Rusiru : What about the lighting ?

Shanthana : Vindula would attend to it.
since he is an expert on it.

Rusiru : We can also get the help of
Mangala, she is good at ~~selecting~~
matching colours.

Shanthana : Are songs and dances
included in the agenda ?

Rusiru : Why not, have you forgotten
our good dancers Kevin and
Nethmi ?

Shanthana : The programme must have
one or two plays as well.

Rusiru : Our play wright ~~Whegum~~^{Nelum}
will write the plays for us.

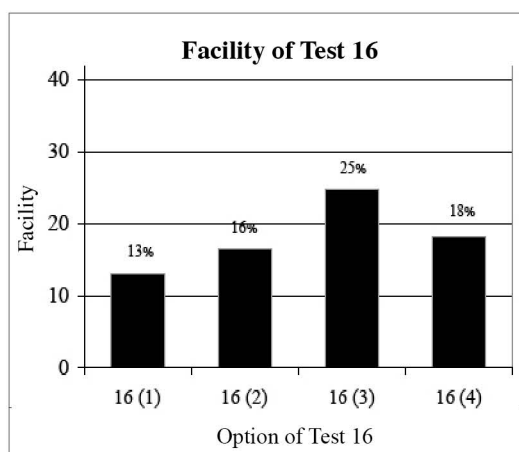
Shanthana : Have you written the
names of the invitees ?

Rusiru : Yes, the chief guest will be
Mr: Shenal Abeysinghe who is
the head of the English Department
of Education.

Shanthana : That's fine, so I think
our concert is going to be a
grand show.

Rusiru : Yes, it will be an
unforgettable event of the year.

Observations and Comments on Test 16 :



OBSERVATIONS :

Test 16 is based on guided / free Writing. It has 4 options.

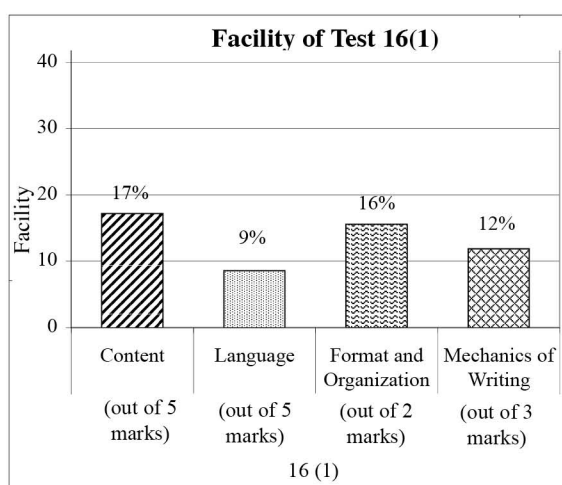
The overall facility of each option is as follows.

Option (1) - 13%

Option (2) - 16%

Option (3) - 25%

Option (4) - 18%

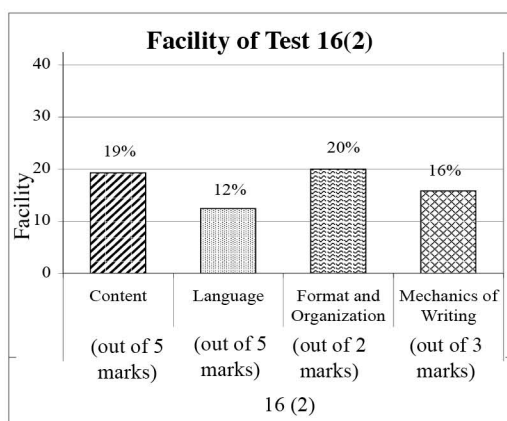


COMMENTS:

In option 1, the candidates have to write a speech. Out of the four options in test 16, option 1 shows the lowest facility (13%). Therefore, it is clear that writing a speech is difficult for the candidates. The facility within the test shows unequal distribution among the four criteria of assessment. Content shows the highest facility (17%) over the others while language shows the lowest facility (9%). It is clear, that although the candidates have points to write on, they are unable to express themselves in English.

The following guidelines will help the candidates to write a good speech.

- An appropriate beginning and an end.
- Use of conversational language.
- Sequential order of facts and well organized ideas.
- Well connected meaningful paragraphs (Cohesion) paying special attention to the given guidelines
- Grammatically correct sentences.
- Correct punctuation, spelling and clear handwriting.
- Required length.

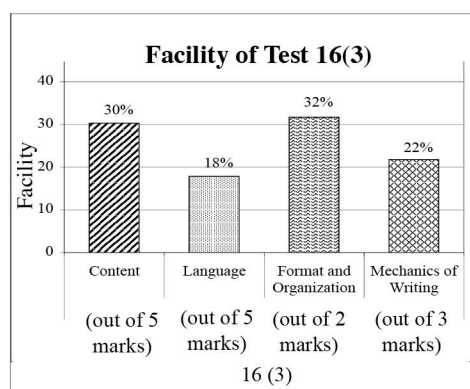


COMMENTS:

In the 2nd option of test 16, the candidates have to write an article using the guidelines given. The facility shown in the graph for option2, is 16%. It is noted that the facility of organization is higher than the facility of content, language and mechanics of writing.

The following guidelines would be helpful for the candidates to produce a good article.

- A good introduction and a conclusion.
- Well organized ideas and meaningful paragraphs.
- A good range of vocabulary, relevant to subject content.
- Well connected grammatically correct sentences.
- Correct punctuation, spelling and clear handwriting.
- Required length.
- Adhering to the guidelines given.

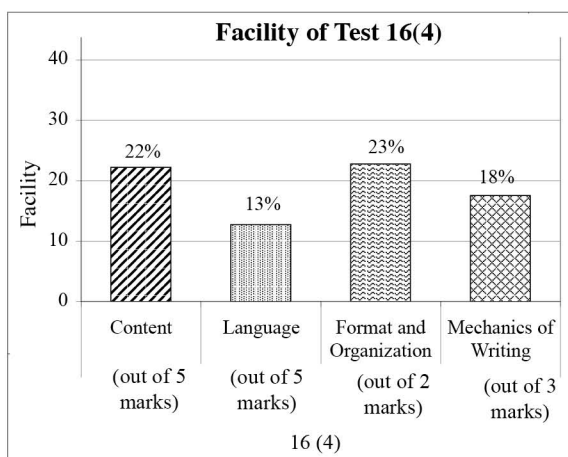


COMMENTS:

The 3rd option of test 16, is a free writing task. It is expected to assess the candidates' ability to write a story or a legend that they have read or heard. Out of all the four options in text 16, this shows the highest facility, that is 25%. The reason may be that they can write a story or a legend easily compared to the other options. In this test item, the highest facility is recorded for organization which is 32%.

The following guidelines would help the candidates in writing a good story.

- An appropriate beginning and an end.
- Narrative style of writing.
- Sequential order of events in meaningful paragraphs.
- Well connected grammatically correct sentences.
- A good range of vocabulary.
- Correct punctuation, spelling and clear handwriting.
- Required length.



COMMENTS:

In the 4th option of test 16, the candidates are expected to produce a guided dialogue between the president and the secretary of the class Literary Association. The facility shown in the graph for option 4 is 18%. Furthermore, the facility for format and organization is higher than the facility for content, language and mechanics of writing. The facility of language is the lowest which is 13%.

The following guidelines would be helpful for the candidates to produce a good dialogue.

- An appropriate beginning and an end.
- Use of appropriate conversational language
- Well connected meaningful exchanges
- Well connected grammatically correct utterances.
- Good range of vocabulary.
- Correct punctuation, spelling and clear hand writing.
- Required length.

It is evident that the candidates find it difficult to cope with the topics given for the writing tasks. In all four writing tasks the lower facility recorded is for language. Therefore, it is recommended that the candidates should be encouraged, to write simple, grammatically correct sentences right from the beginning.

In developing the writing skills of students, different methodologies and techniques should be applied in a suitable manner, with the continuous guidance and encouragement, provided by the teacher. Furthermore, teachers should do different activities prescribed in the syllabus, Teachers Instructional Manual, text book and the work book to develop the writing skills of the students. As writing is an individual skill it is better to pay individual attention for each student. Also it is advisable to make the students aware of the marking criteria of writing tasks in order to build up confidence in earning a good mark. All the candidates should be encouraged to attempt question 16, as 15 marks are allocated for the whole test.

Expected Answer

1. A speech to be made at your school assembly on 'Healthy Eating Makes Us Healthy Persons.'

Include the following:

- a short introduction explaining what 'healthy eating' means (e.g. eating a balanced diet, what a balanced diet is, the need to eat a good breakfast, how it can make us healthy)
- types of food we should not eat
- benefits of eating food cooked at home

'Healthy Eating Makes Us Healthy Persons'

Good morning.

Dear Madam Principal, teachers and my dear friends, I am going to speak about 'Healthy eating makes us healthy persons'. I think it is a very important topic for all of us.

First of all let's see what 'healthy eating' means. We already know we eat enough food; sometimes more than enough. But is that really 'healthy eating'? When we are hungry we eat to the fullest. But do we think of our health when we eat?. No. We just think of our hunger only. Therefore we eat anything we have. My dear friends, it is not the correct thing. When we eat we should think of the nutritional value of our diet. In that case eating a balanced diet is very important. What is a balanced diet?. We know it is the diet which contains all the nutrients. They are vitamins, protein, minerals, fats and carbohydrates. Our meals should provide these nutrients for our healthy growth.

We should not skip our breakfast. We all must eat a good breakfast which contains all the main nutrients as our breakfast kick starts our day's activities. Our concentration power and also our physical energy depend on our breakfast. A good breakfast can make us healthy both physically and mentally.

Dear friends, do you think of the types of food that we should not eat when you are hungry? I think many of you don't. What are the types of food we should not eat? Too much of sugary, oily foods should be avoided. They make us sick finally. We should not eat sweets and salt too much. Adhesive toffees, chewingum, fizzy drinks etc contain no nutritional value at all. We should not take junk food items and artificial drinks. They only give the taste, not the nourishment. They make us patients by giving us diseases like diabetes, heart attacks, blood pressure, high cholesterol level etc. Are we going to fall ill finally by spending our money which is earned hard on unnecessary food? Therefore, we should not eat those types of food which I mentioned earlier.

We must eat food cooked at home. You know, there are many benefits of taking home made foods. They are fresh and clean. Our mothers are very keen on that. If we eat home made food, we can save our money, make our parents happy and the most important thing is we become healthy.

My dear friends, finally I want to remind you all that 'Health is Wealth'. Even Lord Buddha has preached the same thing as "Arogya Parama Labha". Therefore, let's always think of 'healthy eating'. It will definitely make us healthy.

(2) Expected Answer

2. An article to be sent to a newspaper on the following topic.

Modern Means of Communication have improved the Quality of Human Life.

Say : - what the modern means of communication are

- how they make human life better

Modern Means of communication have improved the quality of human life

Today, we live in a technologically well advanced world in which we enjoy a lot of facilities. Modern means of communication are one of such facilities. As a result, people have access to a wide variety of modern methods of communication such as internet, e-mail, skype, mobile phone and fax etc. These methods of communication link the whole world together.

Internet is the most popular and beneficial method of communication in our day to day life. Because, its scope is wider. In today's world international trade and business, navigation, aviation, banking, higher education, sports and entertainment function via internet. If we want some service we can get it done easily through the internet. There is no need to waste time in queues as in the past because modern communication modes are quicker, more efficient and effective. As a result, human life has become better and easier in the modern world.

Another modern facility is the mobile phone. It is no more a luxury and it enables us to send and receive messages within seconds in any part of the world. At the same time communication through e-mail is also economical and time saving. Apart from that the fax machine enables us to send messages within seconds. This is the easiest method of sending written documents. The skype is another modern facility which brings all the corners of world together. It provides facilities for audio-visual communication. For instance, the members of the same family who live in different countries do not feel lonely as they can communicate through the skype. Additionally E- conference is one of the benefits of the skype.

According to the above mentioned facts it is obvious that modern means of communication have improved the quality of human life. People can save much time and energy wasted without proper use because of modern methods of communication. Therefore, human life has become better and easier since we live in a global village as a result of modern ways of communication.

(3) Expected Answer

3. A story or a legend that you have read or heard.

A story I have read

Once there lived a husband and a wife called Kaluappu and Kaluhamy in a remote village. They were very simple folk who lived peacefully. They had a daughter called Kalu Ethana who was very beautiful and young. This daughter died at an early age and both Kaluappu and Kaluhamy were saddened by her untimely death. As time passed they got used to the life which was made lonely and sad by the death of their daughter. They believed that their daughter was in heaven after her death.

One day, a beggar came begging to Kaluappu's house. By this time, Kaluappu was away and only Kaluhamy was at home. The beggar asked for something to eat as he was very hungry and weak. He said that "Elova gihin melova awa" which was misunderstood by foolish Kaluhamy. She thought that he also may have died like her daughter and gone to that world of the dead and come back to this world. She inquired about her daughter from the beggar. The beggar realized the foolishness of the woman and attempted to cheat her and he could do that as he thought. He said that her daughter was very happy in the heaven and she had sent her kind regards to her parents. Kaluhamy completely believed the beggar and she could not understand the cunningness of the tricky beggar. She gave all her daughter's jewellery and valuables to the beggar requesting him to give them to her daughter. The beggar went back.

Kaluappu returned home a little later. Kaluhamy told the whole incident to her husband and he was furious and scolded her. He rode his horse to the direction where the beggar went. The beggar saw Kaluappu and was frightened and climbed up a tree. Kaluappu followed him and kept the horse under the tree and started to climb up the tree. The beggar however climbed down and got on to the horse and rode away. Noticing this Kaluappu shouted but the beggar didn't stop. He cried "Go and tell my daughter that jewellery is from her mother and the horse is from her father".

He was disappointed and came back home and related a different story to his wife. He said that he gave the horse to that man to be given to their daughter saying that the horse was from the father to the daughter.

Part III

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

3.1 Factors to be considered by the candidates when answering questions

General Instructions for the candidates :

- * 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 using a red pen or a pencil.
- * Corrector fluid should not be used when writing answers.
- * Handwriting should be legible and clear.
- * Each question should be read carefully and the candidates should adhere to the instructions given in the question paper.
- * The candidates have to answer all the tests in the question paper itself.
- * The candidates are expected to utilize the full time allocated for the paper at the examination.
- * The space allocated for the writing tests provides guidance to the candidates about the required length of the answer.

Specific Instructions :

- * The candidates must pay their attention to the examples given when answering questions.
- * Attention should be paid to spelling when transferring information from a text and copying it as the answer. Candidates will lose marks for spelling errors.
- * In reading tasks, the candidates must understand the main idea of the text before answering questions.
- * The candidates must apply the reading techniques like scanning, skimming and inferring when attempting to answer questions related to reading.
- * The candidates must not copy chunks from the passages as answers when one specific answer (a sentence, a phrase or a word) is expected. Marks will not be awarded for such answers.
- * The candidates should be able to guess the meaning of a new word according to the context.
- * In writing tasks the candidates must pay their attention to the grammatical accuracy, appropriateness (relevance), mechanics of writing and organization.
- * When the options are available for the writing tests, the candidates are advised to follow the instructions thoroughly.

3.2 Comments and suggestions regarding the teaching - learning process

- * The teachers should be familiar with the syllabus, the textbooks and the Teachers' Instructional Manual (TIM).
- * The teachers should plan their lessons well to make teaching more interesting and productive.
- * The teachers should use resources available to them to facilitate the teaching learning process.
- * The candidates should be given more opportunities to read and write and listen and speak English in the classroom.
- * The teachers should encourage maximum pupil interaction in English in the classroom through group work and pair work.
- * The teacher's questioning techniques in classroom teaching helps the performance of the candidates in the examination.
- * The teachers who prepare students for the G.C.E.(O/L) examination should read the 'Examination and Assessment Guidelines' issued by the Department of Examinations and follow the instructions.
- * If there are candidates with weak performance, the teachers should help them to reach at least the basic level performance standards mentioned in the 'Examination and Assessment Guidelines'.
- * In teaching vocabulary, the teachers should go beyond the level of memorizing the spelling and practising pronunciation making students aware of word classes and their use.
- * The teachers should use new strategies to make teaching more interesting.
- * In teaching reading, the teachers should expose pupils to a variety of authentic text types and to develop their reading skills.
- * In answering reading tests, pupils should be informed that short and grammatically correct answers can earn full marks.
- * In answering 'Wh' questions (especially in test 15), the students should be advised not to copy the full sentences unnecessarily from the reading passage. Copying chunks from passages will be a waste of time.
- * Teachers should encourage students to attempt all the writing activities of the question paper. Most of the students do not even attempt the basic writing tests in paper I.
- * The teachers should use the same criteria used in the marking scheme, in their classroom tests and term tests too.
- * The teachers should pay individual attention to the students, especially in teaching writing and they should make sure that all writing activities of every child are marked and comments given. It is always better to ask students to rewrite the tasks after the teachers' comments.
- * Grammar should be taught and tested not in isolation but in context.
- * Attention should be paid to 'Language Focus' and 'Language Expression's given at the beginning of each unit.

- * The candidates should be made aware that marks are awarded for spelling, grammatical accuracy, mechanics of writing, format and organization, and that a simple mistake would result in losing marks.
- * Every teacher who prepares the students for G.C.E.(O/L) examination should be thorough with the question paper and the marking criteria every year so that he/she would be able to improve the performance level of the students.
- * The teachers must get their knowledge updated to be competent in teaching the subject using correct methodology to facilitate and motivate the learners.