



## Paper II – Question – 14

Content	- 3
Language	- 3
Format & Organization	- 2
Mechanics of writing	- 2
Total	- 10

## 14 A

## Content – Formal Letter

3	All points included
2	Most of the points included
1	Only a few points included
0	Question copied / Totally irrelevant

## 14 B

## Content – Chart

3	Correct interpretation of the chart All activities included
2	Has written on most activities Interpretation correct
1	Interpretation not sufficient
0	Question copied / Totally irrelevant

## 14 A &amp; B

## Language

3	Almost no errors, well connected sentences, good range of vocabulary
2	Some errors well connected sentences. Good range of vocabulary
1	Only a few correct sentences
0	All sentences incorrect.

## Format &amp; Organization

2	Well organized ideas, connected meaningful paragraphs
1	Ideas not well-connected, Errors in format
0	No organization at all

## Mechanics of Writing

2	No spelling errors, Correct punctuation, Clear hand-writing
1	Handwriting clear but errors in spelling and punctuation
0	Unintelligible writing

## Assessing Writing

### Please note

- Please pay attention to the length of the answer in awarding marks for the content.
- If 0 (zero) marks are awarded to the content do not award marks for Language, Format, Organization & Mechanics of Writing.
- If 0 (zero) marks are awarded to Language, do not award full marks for Content.

Paper I – Questions 6 & 8

Paper II - Questions 14 & 16

### Questions 6 & 8

Content	-	2
Language	-	<u>3</u>
Total	-	<u>5</u>

### Content

	Question 6	Question 8
2	All points included	Meaningful paragraph with required length
1	Most of the points included	Insufficient content
0	Question copied/Totally irrelevant	Question copied/Totally irrelevant

### Language – Questions 6 & 8

3	Almost no errors, well connected sentences, correct spelling and punctuation
2	Some errors, well connected sentences Some errors in spelling and punctuation.
1	Only a few correct sentences
0	All sentences incorrect.

Objective: Assess the ability to use words appropriately to complete a factual text.

○ Test 10 Technique: Fill in the blanks

Select a word from the box which has a similar meaning to the phrases given within brackets and write it in the space given. There are **three** extra words.

chokes, considerable, clears, accumulate,  
perishable, recycle, mistaken, reachable

Look at any roadside garbage dump. In addition to vegetable scraps, paper and broken glass you will notice a (1) .... **considerable** .. (notably large in size) amount of plastic material such as polythene bags, shampoo bottles and old slippers. Vegetable scraps and paper are (2) ..... **perishable** ..... (capable of being decomposed), but glass and plastic continue to (3) ... **accumulate** ... (gather little by little) and harm the environment. Plastic is often (4) .... **mistaken** ..... (judged wrongly) for food by birds and animals which often leads to their death. It also (5) ..... **chokes** ..... (blocks and makes movement difficult through) sewer pipes and becomes a trap for living beings in ponds, rivers and oceans.

○ Test 11 Objective: Assess the overall proficiency of the language. Technique: Modified Cloze

Fill in the blanks with the words given below.

egg                      and                      persuaded              science              because  
housekeeper      bulb                      his                      loved                      the  
never                      expel                      story                      he

Thomas Alwa Edison was one of the greatest inventors of all times. But as a child, he didn't enjoy going to school. When Edison was only seven the headmaster decided to (1) .. **expel** ..... him from his school (2) ... **because** ... he refused to do (3) .. **his** ..... school work, but he (4) . **never** ..... stopped learning. His mother (5) .. **persuaded** him to read about (6) .. **science** .. .

He enjoyed reading. He (7) . **loved** ... to do experiments. When (8) ..... **he** ..... was older he invented (9) ..... **the** ..... phonograph and the light (10) .. **bulb** ..... . Do you know the (11) ... **story** .... of Edison and the (12) .... **egg** .....?

One day he asked his (13) .... **housekeeper** .... to bring an egg (14) ..... **and** ..... a pan of hot water to the laboratory. When she returned half an hour later he was boiling his watch and timing it with the egg.

## Assessing Writing

### Please note

- Please pay attention to the length of the answer in awarding marks for the content.
- If 0 ( zero ) marks are awarded to the content do not award marks for Language, Format, Organization & Mechanics of Writing.
- If 0 ( zero ) marks are awarded to Language, do not award full marks for Content.

Paper I – Questions 6 & 8

Paper II - Questions 14 & 16

### Questions 6 & 8

Content	-	2
Language	-	<u>3</u>
Total	-	<u>5</u>

### Content

	Question 6	Question 8
2	All points included	Meaningful paragraph with required length
1	Most of the points included	Insufficient content
0	Question copied/Totally irrelevant	Question copied/Totally irrelevant

### Language – Questions 6 & 8

3	Almost no errors, well connected sentences, correct spelling and punctuation
2	Some errors, well connected sentences Some errors in spelling and punctuation.
1	Only a few correct sentences
0	All sentences incorrect.

## Objectives and Marking Scheme

## Paper 11 (New)

Question No	Skill	Marks Distribution	Total
9	Grammar	1/2 x 10	05
10	Vocabulary	1 x 5	05
11	Language Proficiency	1/2 x 14	07
12	Grammar	1 x 5	05
13	Reading	1/2 x 10	05
14	Writing	C - 3, L - 3, O - 2, M - 2	10
15	Reading	1 - 1/2 x 4	02
		2 - 1 x 1	01
		3 - 1 x 1	01
		4 - 1/2 x 2	01
		5 - 1 x 1	01
		6 - 1/2 x 2	01
		7 - 1/2 x 2	01
	<b>Total</b>		<b>08</b>
16	Writing	C-5, L-5, O-2, M-3	15
	<b>Total</b>		<b>60</b>

○ Test 9 Objective: Assess the ability to use conjunctions appropriately to complete a text.

Fill in the blanks with the following words.

Technique: Fill in the blanks

before, as soon as, since, until, during,  
so, unless, after, whenever, while

Mahesh will finish his secondary education next year when he is fifteen. He wants to enter the university (1) ..... **after** ..... that.

He's a clever boy. He was able to write computer programmes (2) ..... **before** ..... he was thirteen. He goes for music classes (3) ..... **during** ..... weekends. He practises music at night when everybody is trying to sleep and (4) .... **whenever** ..... he finds time.

He hasn't got much money. (5) ..... **So** ..... he wants to do a part time job. (6) ..... **while** ..... he's in the university.

(7) ... **As soon as** ... he has passed his exams he plans to find a job. (8) ..... **Since** ..... childhood he has been planning to travel around the world, but his dream will not come true (9) .... **unless** ..... he collects sufficient money. He doesn't want to get married (10) ..... **until** ..... he's thirty.

## Language

4 - 5	Well written exchanges Appropriate conversational language Good range of vocabulary, utterances are not repeated
2 - 3	Some errors in exchanges. Meaning is not clear at times due to language problems. Good range of vocabulary
1	Only a few correct sentences
0	All sentences incorrect

## Format & Organization

### 16 a ,c & d

2	Well organized ideas, connected meaningful paragraphs
1	Ideas not well connected
0	No organization at all

### 16 b

2	Appropriate beginning and an ending for a speech. Well organized ideas, connected meaningful paragraphs
1	Ideas not well connected
0	No organization at all

### 16 - a ,b ,c & d

#### Mechanics of writing

3	No spelling errors, Correct punctuations, Clear handwriting
2	A few errors in spelling and punctuation. Clear handwriting
1	Handwriting clear but errors in spelling and punctuation
0	Unintelligible writing

Objective: Assess the ability to extract information from a dialogue to complete a message.

For  
examiners  
use only

○ Test 5 Technique: Transferring information

Read the following dialogue and complete the message. Use only one word in each blank. The first one is done for you.

Ayesha : Hello! is that Surani?

Surani : Yes. Good morning Ayesha.

Ayesha : Good morning. You know there's a good movie, 'The Sounds of the Sea'. It's showing at Regal. How about going to see it tomorrow?

Surani : That's a good idea.

Ayesha : Then let's go in the evening. Where should we meet?

Surani : How about Tara's shop, at 5.30?

Ayesha : Fine. You know Naveena is coming along too. Why don't you ask Romesh to join us?

Surani : I'll do that, but he is not at home at the moment. I'll leave a message and ask him to ring you.

Message		16.12.2016
Romesh		
I know you are not at home. So I'm (1) <u>leaving</u> .... this with your sister. Ayesha called me this (2) <u>morning</u> . She told me (3) <u>Regal</u> ... is showing a good film, 'The Sounds of the Sea'. We have decided to see it (4) <u>tomorrow</u> evening. Naveena is coming along too. (5) <u>Ayesha</u> wants you to join us. We plan to (6) <u>meet</u> ... at Tara's shop at 5.30. Please ring her for more information.		
Surani		

Q.5

1 x

Total

5

○ Test 6 Objective: Assess the ability to write a notice. Technique: Guided writing

You are the secretary of the young photographers' club in your school and the members have organized an exhibition at the term end. Your teacher wants you to write a notice to be put up on the school noticeboard inviting the teachers and the students to see the exhibition. Use about 40-50 words.

- Include -date, time, venue
- who the chief guest is
- exhibits: photos on wild life, birds, waterfalls etc.

Notice

The members of the young photographers' club of Mahaulpotha Maha Vidyalaya have organised an exhibition at the term end. It will be held on 4<sup>th</sup> April 2017 from 8.00 a.m to 5.00 pm in the school main hall. The chief guest will be Mrs. Sinali Jayalath, the Directress of Education. The exhibits will consist of photos on wild life, birds water falls etc. All teachers and students are invited to see the exhibition.

Secretary,

9

Young photographers' Club.

Q.6

C

L

Total

5



○ Test 12 Objective: Assess the ability to report information correctly. Technique: Completion

Kumar has just returned from a school trip. His family members wanted to know everything about the trip. Given below are the questions they asked. Read the questions and complete the description. *The first one is done for you.*

Father: At what time did you come home?

Mother: Son, will you tell us all about the trip?

Brother: What places did you visit? Have you saved all the photos?

Elder Sister: Can I join you next year?

Baby Sister: What have you brought for me?

Kumar's description.

My father (1) wanted to know at what time I had come home. Mother asked me whether I (2) would tell them all about the trip. My brother asked me what (3) places I had visited and whether I (4) had saved all the photos. My elder sister asked (5) whether she could join me the following year. My baby sister wanted to know (6) what I had brought for her.

○ Test 13 Objective: Assess the ability to read and understand a set of instructions. Technique: Categorization

Read the following rules to be observed by the visitors to a factory and members of a library. Put them in the correct column, 'FACTORY' or 'LIBRARY'. Write the letter of each rule in the correct column. *The first one is done for you.*

Rules

- a. ~~Do not tear or damage books, magazines or newspapers.~~
- b. All visitors must wear an identification badge.
- c. Keep complete silence all the time. Do not disturb.
- d. Small children are not allowed on the manufacturing floor.
- e. Reference materials are not allowed to be removed.
- f. Produce your membership card whenever it is asked for.
- g. Follow all safety warning signs. Watch for hot or sharp surfaces.
- h. Do not leave any of your belongings on the study tables.
- i. Audio visual materials can be kept only for two days.
- j. Wear the safety glasses provided near production lines.
- k. In the case of an emergency ask your guide for help.

LIBRARY	FACTORY
a	
	b
c	
	d
e	
f	
	g
h	
i	
	j
	k

**Paper II - Question 16**

<b>Content</b>	<b>- 5</b>
<b>Language</b>	<b>- 5</b>
<b>Format &amp; Organization</b>	<b>- 2</b>
<b>Mechanics of writing</b>	<b>- 3</b>
<b>Total</b>	<b>15</b>

**( 16 a)**

**Content - Article**

<b>4 - 5</b>	Has written on all points including sufficient facts. Article is of required length.
<b>2 - 3</b>	Has written on most of the points. Information and facts given not sufficient. Article is of required length.
<b>1</b>	Has attempted to write on the topic. Content and descriptions not sufficient
<b>0</b>	Question copied / Totally irrelevant

**Language**

<b>4 - 5</b>	Almost no errors, Well connected sentences, Good range of vocabulary. Style of language used is suitable for an article
<b>2 - 3</b>	Some errors – Meaning is not clear at times due to language problems Good range of vocabulary
<b>1</b>	Only a few correct sentences
<b>0</b>	All sentences incorrect

**( 16 b)**

**Content – Speech**

<b>4 - 5</b>	Has written on all points including sufficient facts. Speech is of required length.
<b>2 - 3</b>	Has written on most of the points. Factual description not sufficient. Speech is of required length.
<b>1</b>	Has attempted to write a speech. Content and descriptions not sufficient
<b>0</b>	Question copied / Totally irrelevant

**Language**

4 - 5	Almost no errors, Well connected sentences, Good range of vocabulary. Style of language used is suitable for a speech
2 - 3	Some errors – Meaning is not clear at times due to language problems Good range of vocabulary
1	Only a few correct sentences
0	All sentences incorrect

**16 C**

**Content - Essay**

4 - 5	All points included. Essay is of required length. Sufficient and clear description given on each point
2 - 3	Most of the points included. Sufficient and clear description of the points included.
1	Only a few points are included
0	Question copied / Totally irrelevant

**Language**

4 - 5	Almost no errors, Well connected sentences, Good range of vocabulary. Style of language used is suitable for an essay
2 - 3	Some errors – Meaning is not clear at times due to language problems. Good range of vocabulary
1	Only a few correct sentences
0	All sentences incorrect

**16 d**

**Content - Dialogue**

4 - 5	Dialogue is complete and meaningful A fair exchange between partners. Dialogue is of required length
2 - 3	Dialogue is not developed properly and therefore not meaningful. Dialogue is of required length.
1	Has attempted to write the dialogue but not complete.
0	Question copied / Totally irrelevant

## IMPORTANT POINTS

Please note

- All sections of each test item are marked and marks added correctly.
- In writing tests, marks given to each criterion are added to get the total mark

e.g.    C - 3  
          L - 2  
          O - 1  
          M - 2  
Total     8

- Marks of both Paper I and Paper II added together to get the final mark. Marks of Paper II should be transferred to Paper I correctly.
- All written answers have to be read carefully, spending a considerable time before deciding the mark.
- To be quick in order to finish early should not be the attitude.
- Standardization helps you to become a confident marker.
- Marking is an experience which enhances your knowledge about teaching, learning and testing.

there can be many harmful effects such as climatic changes, increasing temperature and global warming. Due to deforestation the water resources can also be affected. Animals will lose their habitats and sources of food. Even humans will face many problems.

The World becoming a desert may be one such

As humans we have the responsibility of protecting the forests. We need to carry on with more and more reforestation projects. We have to stop cutting down trees and plants. If we truly care for the <sup>mother nature,</sup> we have to be more concerned about the earth.

We can make the people aware of the value of forests and save them for the future.

I would like to conclude with this saying.

'Leave only your footprints wherever you go'

(c) An essay on "Let's protect our forests".

You may include the following:

- ▲ why forests are valuable to us.  
e.g. reduce the risk of land slides, habitat for wild life, regulate climate
- ▲ how forests are destroyed.  
e.g. forest fires, encroachment (clearing more land), agricultural expansion.
- ▲ what happens when forests are destroyed?  
e.g. climate changes, increases temperature, changing rainfall, affect people, plants and animals.
- ▲ what we should do to protect our forests.  
e.g. planting trees.

(d) Complete the dialogue between Ruwini and Migara. They discuss their ideas on places of interest in Sri Lanka.

*Ruwini:* I like visiting wild life sanctuaries.

*Rajan:* I know that you are interested in seeing animals in their natural habitat, but I like the ruined cities.

*Ruwini:* .....

'Let's protect our forests'

It's wonderful to imagine a place filled with huge green trees, plants, birds, animals, butterflies and even small streams. A forest is a place where a cool environment like this can be experienced. If you want to be free and relaxed this is the place you can think of visiting. Forests beautify the world and make it more pleasant. Forests reduce the risks of landslides and provide shelter to wild life, and regulate the climate. So it's clear that forests exist for the betterment of the world.

Even though these valuable forests should be protected, it seems ~~like~~ no one cares. At present forests are destroyed due to several reasons. Forests face fires due to the dry climate. Encroachment and agricultural expansion have also caused deforestation. Humans keep destroying forests to fulfil their needs. If this is continued there will not be forests in the future.

Forests play a main role in protecting the environment. When forests are destroyed

## Paper 1 (New)

Question No.	Skill	Marks Distribution	Total
<b>1</b>	<b>Vocabulary</b>	<b>1 x 5</b>	<b>05</b>
<b>2</b>	<b>Grammar</b>	<b>1 x 5</b>	<b>05</b>
<b>3</b>	<b>Vocabulary</b>	<b>1/2 x 10</b>	<b>05</b>
<b>4</b>	<b>Reading</b>	<b>1 x 5</b>	<b>05</b>
<b>5</b>	<b>Reading</b>	<b>1 x 5</b>	<b>05</b>
<b>6</b>	<b>Writing</b>	<b>C - 2, L - 3</b>	<b>05</b>
<b>7</b>	<b>Reading</b>	<b>1 x 5</b>	<b>05</b>
<b>8</b>	<b>Writing</b>	<b>C - 2, L - 3</b>	<b>05</b>
	<b>Total</b>		<b>40</b>

- Objective: Assess the ability to use words appropriately and accurately to convey precise meaning.  
 ○ Test 1 Technique: Fill in the blanks

Complete the dialogue between Kamal and Rajan. Use the words given in the box.  
 Write the correct letter in the blank. *The first one is done for you.*

(a) drive    (b) ~~travel~~    (c) row    (d) walk    (e) fly    (f) ride

- Kamal: Hey Rajan, you are late. Why do you always (1) .....<sup>(b)</sup>..... by train? *Spelling*
- Rajan: No, I'm not late. I always come to school by train.
- Kamal: I see. Do you ever (2) ... **f** .. your bicycle?
- Rajan: Yes, sometimes. How do you come to school?
- Kamal: Well, I just (3) .... **d**..... . I live close by.
- Rajan: Hey lucky you! You know, I'm learning to (4) .....<sup>a</sup>..... my father's tractor.
- Kamal: I would love to (5) ..... **e**..... a plane one day.
- Rajan: Me too. I know how to (6) ... **c** .. a boat.
- Kamal: Oh, really!

- Test 2 Objective: Assess the ability to use prepositions correctly in a dialogue. Technique: Fill in the blanks  
 Fill in the blanks in the following dialogue. Use the words given in the box. There is one extra word. *The first one is done for you.*

over    ~~for~~    to    about    in    of    near

- Amith: Your bag looks very heavy.
- Sumudu: Yes, it is very heavy.
- Amith: Let me carry it (1) .....<sup>for</sup>.....you.
- Sumudu: Thank you Amith.
- Amith: You're welcome. What do you have (2) .....<sup>in</sup>..... this bag?
- Sumudu: Lots (3) .....<sup>of</sup>..... books.
- Amith: Why so many books? We don't need any today.
- Sumudu: Oh, dear I forgot (4) ..<sup>about</sup>... it.  
 Today is the 'cleaning day', isn't it?
- Amith: Yes, our friends are (5) ... **over** ... there waiting for us.
- Sumudu: So let's run (6) ... **to** ..... them.

of boys like to play tennis while the least number of girls like to play chess. The number of boys who like to play tennis is lower than the number of girls. The number of boys who like to cycle is higher than the number of girls. The most popular leisure activity is swimming and the least popular activity is tennis for boys and chess for girls.

For  
use on  
Q. 1  
C  
L  
O  
M  
Total

- Test 15 Objective: Assess the ability to read and understand / interpret, directly / indirectly stated information  
Read the passage and answer the questions. in a descriptive text. Technique: Answering questions

### Olympic Dreams

This happened in the U.S.A.

Charles Paddock was four feet tall and in primary school still. One day he asked his coach, "What can I do to become the world's fastest sprinter? What is the secret of speed?" The coach answered that he should practise hard, everyday.

Young Paddock got down to work to achieve his aim, keeping in mind the advice of his coach. In 1920, he became the fastest runner in the Antwerp Olympic Games when he won the 100 metres with a timing of 10.8 seconds.

Later, Paddock visited many schools and spent a lot of time talking to school children about his recipe for success. Once when visiting a school in Ohio, he said "If you think you can, you can. If you believe in a thing strongly enough, it can come to pass in your life". Looking at the crowd of faces he said, "Who knows, may be there is an Olympic champion in the making, right here in the auditorium this afternoon."

The hush was broken by a skinny boy. He was so nervous that he could hardly speak. He came up to Paddock and said, "Mr. Paddock, I too would like to be an Olympic Champion like you." Touched by the boy's sincerity, Paddock spoke to him. That's what I wanted to be when I was a little bit younger than you. If you work for it, and train hard you can become an Olympic Champion." With shining eyes, the boy promised to do exactly what Paddock told him to do.

Though training hard wasn't easy for Jesse Owens (that was the name of the little boy who had spoken to Charles Paddock), he did just that. Jesse's family was very poor and everyone in the family was expected to work. At the age of seven, Jesse had to pick 100 pounds of cotton every day. When he was nine, he worked in a gas station. Working to support his family, because his father was out of work most of the time, and training when he wasn't working, Jesse Owens readied himself for the Olympics. In 1936, he achieved his dream by winning four gold medals at the Berlin Olympic Games.

Paddock's advice that afternoon in Ohio, had produced a new world champion.

1. Say whether the following statements are True or False by writing 'T' or 'F' against each one of them.

- (i) Both Charles Paddock and Jesse Owens practised hard to become Olympic champions.
- (ii) Charles Paddock was Owens' coach.
- (iii) Jesse Owens practised for Olympics while working to support the family.
- (iv) Paddock visited many schools to coach the students.

T  
F  
T  
F

( $\frac{1}{2} \times 4 = 02$  marks)



2. What did Paddock want to be when he grew up?  
 ..... **the world's fastest sprinter** ..... (01 mark)

3. What made Paddock speak to Owens very kindly?  
 ..... **He was touched by the boy's / his sincerity** ..... (01 mark)

4. Complete the blanks using words from the passage.  
 Jesse Owens was very ..... **nervous** ... when he spoke to Paddock.  
 He became a world Champion because of Paddock's' ..... **advice** ..... (01 mark)

5. Underline the correct answer.  
 According to Paddock, If you believe in a thing strongly,  
 a. it will happen one day.  
 b. it will never happen.  
 c. it will make you happy. (01 mark)

6. Find a word from the passage which has the same meaning as the following.  
 very thin ..... **skinny** .....  
 silence ..... **hush** ..... (01 mark)

7. What do the following words in the passage refer to?  
 (a) 'you' in line 16 ..... **Jesse Owens** .....  
 (b) 'that' in line 20 ..... **hard training** ..... (01 mark)

○ Test 16 Objective: Assess the ability to write 1. an article to a magazine 3. an essay on a given to  
 2. a speech 4. a dialogue Technique: Guided  
 Write on one of the following. Use about 200 words.

(a) An article to your school magazine on the following topic. "My ideas about different types of entertainment".  
 Include the following:

- ▲ different types of entertainment.  
 e.g. music, theatre.
- ▲ how they differ from each other.
- ▲ advantages of entertainment.  
 e.g. relaxing, good past time, knowledgeable etc.
- ▲ the type/ types I like best and the reasons.

(b) A speech you would make at the school Literary Association on "Internet : the advantages and disadvantages".

You may include the following:

- advantages- ▲ immense source of knowledge through search sites  
 e.g. yahoo, google.  
 ▲ easy access through computers, IT centres, mobile phones etc.  
 ▲ can get information quickly at a click.
- disadvantages- ▲ very often no one is responsible for quality of information.  
 ▲ can get addicted, moves away from the reading habit.

(See page)

- Objective: 1) Assess the ability to write a formal letter.  
2) Assess the ability to interpret a bar graph and write a description.

○ Test 14

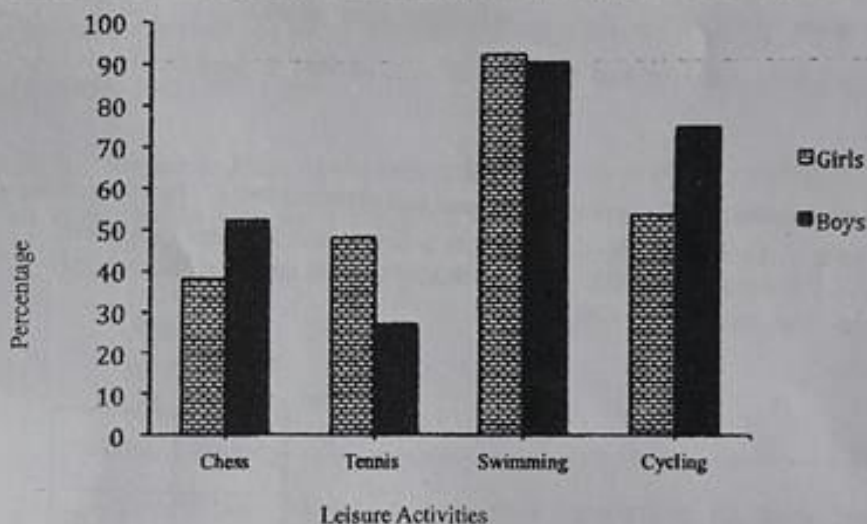
You are the secretary of the English Literary Association of your school. The members have decided to make a visit to the National Museum, Colombo. Write a letter to the Director, National Museum. Use about 100 words.

- Include:
- ▲ date and time of the visit.
  - ▲ number of participants.
  - ▲ request: -to see the special collection  
e.g. old coins  
-to get the service of a tour guide
  - ▲ ask permission: -to take photographs  
-to have lunch in the premises

OR

The following bar graph shows the leisure activities of some students of the Southern Province. Study the bar graph and write a description about it. Use the following words. Use about 100 words.

highest, almost equal, least, lower than, higher than, most popular, less popular



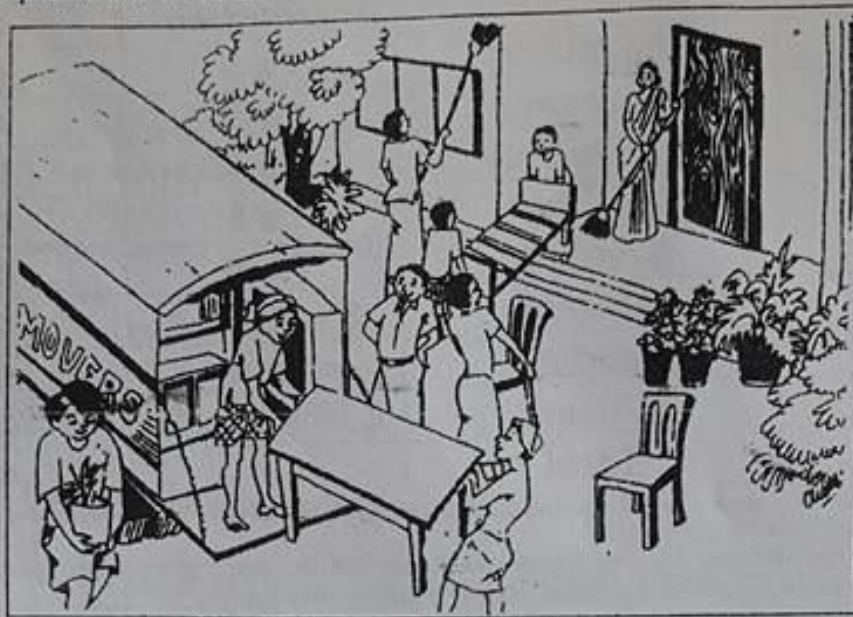
The above bar graph shows the leisure activities of some students of the Southern Province. The leisure activities are chess, tennis, swimming and cycling. They are shown on the bar graph horizontally. The percentages of students are shown on the vertical axis.

The highest number of students like swimming, which is 92% for girls and 90% for boys. The two percentages are almost equal. The least number

Objective: Assess the ability to use appropriate words to describe a picture.

○ Test 3 Technique: Fill in the blanks

Study the picture and fill in the blanks in the text given below. Use only one word in each blank.



Ravi and his family are moving to a new house. The (1) **lorry** has just arrived with their furniture. This (2) **picture** shows what everyone is doing. Ravi is carrying a flower (3) **pot** and his mother is (4) **sweeping** the floor.

There are (5) **five / some** men helping with the furniture. They are carrying a table, a chair and a (6) **bed** into the house. Ravi's father is (7) **watching** the men unloading the furniture. There is another man with a (8) **broom** in his hands. He is cleaning the (9) **wall** with it. There is a large tree in the (10) **garden/compound**.

○ Test 4

Match the extracts with the headings. Write the correct letter in the blank provided.

*The first one is done for you.* Objective: Assess the ability to read and understand specific information.

Extracts Technique: Matching

1. Pollution and traffic make people leave the cities to live in the countryside. ( **e.** )
2. A group of art students will hold an exhibition of their paintings at the National Gallery on Saturday. ( **a** )
3. Those who go on camping trips must not harm mother nature. ( **b** )
4. An old vase from the 16th century has been discovered from the garden of the old temple. ( **f** )
5. "A visit to the countryside can do wonders for us. It can help get rid of anger, depression and stress," says a well known doctor. ( **d** )
6. J.K. Rowling wrote her books with children in mind, but many adults read them. ( **c** )

Headings

- (a) Young Talent Show
- (b) Leave It as You Find It
- (c) Loved by Young and Old
- (d) How to Improve Health
- (e) ~~A Great Escape~~
- (f) An Interesting Finding

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use onl

Q. 3

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Total

5

Q. 4

1 x

Total

5