

THE FINAL NOTE

A comprehensive guide to the examination structure, a phased preparation plan, grammar essentials and practice activities.

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PREPARED BY

Pro Path

A/L General English Practice Series · 076 457 43 10

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Progress Today. **Greatness** Tomorrow.

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PART 1 · THE EXAM

EXAMINATION STRUCTURE AT A GLANCE

The final grade is a cumulative score from two separate papers, scaled to a total of 100 marks.

PAPER I

60

Part A Grammar & Vocabulary 35 ·
Part B Reading & Writing 25

PAPER II

140

Part A Reading 50 · Part B
Dialogues 25 · Part C Writing 65

FINAL

100

(Paper I + Paper II) ÷ 2

$$(\text{Paper I score} + \text{Paper II score}) \div 2 = \text{Final score out of 100}$$

KEY TAKEAWAY

While Paper II is worth more than twice the marks of Paper I, both are equally important for your final grade, as they are averaged together. Excellence in one can compensate for minor setbacks in the other.

PAPER I — 60 MARKS · 1 HOUR

Focus: foundational language skills — accuracy in grammar, breadth of vocabulary, and basic comprehension.

Part A · Grammar and Vocabulary (35 marks)

This section tests your technical command of the English language. Precision is key.

Question 1 · Prepositions (5)

Tests knowledge of fixed prepositions (e.g., *interested in*, *afraid of*, *apologise for*). Mastery comes from memorisation and practice.

Question 2 · Verb Forms (10)

Arguably the most crucial grammar question. You must correctly identify the tense (e.g., Past Perfect vs. Simple Past), voice (active/passive), and conditional forms based on the context of the sentence.

Questions 3 & 4 · Word Choice (15 combined)

These questions assess vocabulary in context. You must choose the correct word or phrase that fits the meaning and grammatical structure of the sentence. This includes distinguishing between commonly confused words (e.g., *effect* vs. *affect*).

Question 5 · Word Endings (5)

Tests your understanding of how suffixes change a word's grammatical function (e.g., turning a verb like *authorize* into a noun *authority* or *authorization*).

Part B · Reading & Writing (25 marks)

This section bridges basic understanding with initial application.

**Question 6 • Paraphrasing (5)**

Assesses your understanding of meaning by asking you to identify a sentence with the same meaning as the one given. This tests vocabulary and syntactic flexibility.

Question 7 • Reading Comprehension (10)

Based on a provided text. **(a) Multiple-choice questions** test direct and inferential comprehension. **(b) True / False / Not Given** — a critical skill. *True* means the statement is directly in the text. *False* means it contradicts the text. *Not Given* means the information is not present at all (do not infer).

Question 8 • Paragraph Writing (10)

Your first writing task. It must be focused, cohesive, and within the 75–100 word limit.

PAPER II — 140 MARKS • 3 HOURS

Focus: advanced application of language skills through complex reading analysis, practical communication, and extended writing.

Part A • Reading Skills (50 marks)

This section features longer, more complex texts and a wider variety of question formats.

Question 01 • Vocabulary in Context (10)

You must deduce the meaning of bolded words from the surrounding text, testing your ability to use contextual clues.

Question 02 • Letter Comprehension (10)

Tests understanding of a formal or informal letter, including factual recall (True/False) and understanding references.

Question 03 • Poetry Comprehension (5)

Requires interpreting a poem's theme, tone, and literary devices. Read for feeling and implied meaning, not just facts.

Question 04 • Summary Cloze (5)

A test of both reading comprehension and vocabulary. You must understand the passage fully to select the single correct word that fits each blank grammatically and contextually.

Question 05 • Comprehensive Passage (20)

A major segment based on a passage like "Culture Shock." It tests detailed understanding (T/F/NG); the ability to identify main ideas and match them to text sections; grammatical understanding (pronoun reference); and advanced vocabulary (finding synonyms from the text).

Part B • Dialogues (25 marks)

This section assesses your ability to use English in realistic, conversational contexts.

Question 06 • Situational Responses (5)

Tests pragmatic competence — knowing what to say in a given situation (e.g., making a request, apologising, giving advice).

**Question 07 • Dialogue Completion (5)**

Focuses on conversational flow. Your responses must be logically and naturally connected to the previous utterance.

Question 08 • Dialogue Creation (15)

A mini-playwriting task. The dialogue must be natural, serve a clear purpose (e.g., a doctor's consultation), and have a balanced exchange (at least 5 turns per speaker). Marks are awarded for format, realistic content, and correct language.

Part C • Writing Skills (65 marks)

This is the most significant writing section, requiring different styles for different purposes.

Question 09 • Meaningful Sentences (5)

Demonstrates vocabulary depth. Each sentence must clearly show the meaning of the word and be grammatically sound.

Question 10 • Data Description (10)

Requires specific language. Useful phrases: *"The bar chart illustrates..."*, *"The most significant trend is..."*, *"In contrast to X, Y is..."*, *"approximately three-quarters of..."*.

Question 11 • Informal Letter (15)

Should sound personal and friendly but still be well-structured. Focus on sharing news, feelings, and maintaining a warm tone.

Question 12 • Formal Letter (15)

Requires strict adherence to format. As a Secretary, the language must be polite, objective, and precise. Every component (addresses, date, subject, salutation, closing) is critical.

Question 13 • Argumentative Essay (20)

The pinnacle of the writing section. **Structure is non-negotiable.**

Introduction

- Hook the reader.
- Clearly state your thesis / argument.

Body paragraphs (2–3)

- One main idea each, supported by an example or explanation.
- Address a counter-argument in one paragraph to show depth.

Conclusion

- Restate your thesis in a new way.
- Summarise your main points and end with a strong concluding thought.



PART 2 · THE PLAN

STRATEGIC PREPARATION PLAN

A phased approach — build the foundation first, then reading, then writing, then exam technique.

PHASE 1 Foundation Building

TARGET · PAPER I, PART A

- **Grammar drills:** systematically practise tenses, prepositions, and articles. Review mistakes meticulously.
- **Vocabulary journal:** learn words in context, with synonyms, antonyms, and example sentences. Focus on word families (e.g., compete, competition, competitive).

PHASE 2 Developing Reading Prowess

TARGET · ALL READING COMPREHENSION SECTIONS

- **Read actively:** regularly read diverse materials (news articles, letters, short stories).
- **Skill drill:** practise skimming (for main ideas) and scanning (for specific information). Master the True / False / Not Given technique with past papers.

PHASE 3 Excelling in Writing & Communication

TARGET · ALL WRITING AND DIALOGUE SECTIONS

- **Practise with structure:** don't just write; plan. For every essay and letter, spend 5–10 minutes creating an outline.
- **Learn the formats:** create templates for formal/informal letters, argumentative essays, and dialogues. Practise until they become second nature.

PHASE 4 Integration & Exam Technique

TARGET · PEAK PERFORMANCE ON EXAM DAY

- **Timed past papers:** simulate exam conditions to build speed and stamina.
- **Analyse marking schemes:** mark your own work harshly against the criteria (Content, Language, Organisation).
- **Get feedback:** have a teacher or peer review your writing to identify recurring errors.



PART 3 · GRAMMAR ESSENTIALS

PREPOSITIONS MASTERY

Common preposition patterns — learn the rule, then the fixed combinations.

Time

- **at** for specific times — at 5 PM, at noon
- **on** for days / dates — on Monday, on 15th May
- **in** for months / years / seasons — in July, in 2026, in winter

Place

- **at** for specific points — at school, at the station
- **in** for enclosed spaces — in the room, in Colombo
- **on** for surfaces — on the table, on the wall

Movement

- **to** for destination — go to school
- **into** for entering — walk into the room
- **through** for passing — walk through the park

Fixed combinations

- argue **with** someone
- ashamed **of** something
- interested **in** learning
- depend **on** someone
- good **at** mathematics

VERB FORMS — COMPLETE GUIDE

Tense	Use	Example
Present Simple	Habits, facts, general truths	I study every day. / Water boils at 100°C.
Present Continuous	Actions happening now	I am studying grammar now.
Present Perfect	Past actions with present relevance	I have finished my homework.
Past Simple	Completed past actions	I studied yesterday.
Past Continuous	Past actions in progress	I was studying when you called.
Future: will	Decisions, predictions	I will call you later.
Future: going to	Plans, intentions	We are going to visit Kandy.
Future: present continuous	Fixed arrangements	I am meeting her at six.

**Infinitive with 'to'**

- I want **to learn** English.
- She needs **to study** hard.

Gerund (-ing form)

- After prepositions: I'm interested in **learning**.
- As subject: **Swimming** is good exercise.
- After certain verbs: enjoy, avoid, finish

Bare infinitive

- After modals: can, should, must
- After *let* and *make*

WORD FORMATION — COMMON SUFFIXES**Nouns**

- **-tion / -sion** education, decision
- **-ment** development, achievement
- **-ity** ability, responsibility
- **-ness** happiness, darkness
- **-ship** friendship, relationship

Adjectives

- **-able / -ible** comfortable, possible
- **-al** environmental, cultural
- **-ive** active, creative
- **-ous** dangerous, famous
- **-ful** beautiful, helpful
- **-less** helpless, careless

Adverbs

- **-ly** quickly, happily
- **-wise** clockwise, likewise

Verbs

- **-ize** organize, realize
- **-en** widen, strengthen
- **-ify** simplify, identify



PART 3 · GRAMMAR ESSENTIALS

SENTENCE STRUCTURES

Conditionals, relative clauses and the passive voice — the structures Paper I Q2 and Q3 test most often.

Conditional	Use	Example
Zero	General truths	If you heat ice, it melts.
First	Real future possibilities	If it rains, we will cancel the trip.
Second	Unreal present / future	If I had money, I would buy a car.
Third	Unreal past	If I had studied, I would have passed.

Relative clauses

- **Defining (no commas):** The book that I bought is interesting.
- **Non-defining (with commas):** Colombo, which is the commercial capital, is busy.

Passive voice

- **Structure:** be + past participle
- **Active:** The teacher explained the lesson.
- **Passive:** The lesson was explained by the teacher.
- Use when the doer is unknown / unimportant, and in formal or scientific writing.

COMMON GRAMMAR MISTAKES TO AVOID

Subject–verb agreement

- The students **are** studying. (plural + plural)
- The student **is** studying. (singular + singular)

Pronoun agreement

- Each student must complete **his/her** assignment.
- The team is working on **its** project.

Countable vs uncountable

- **Countable:** book/books, student/students — use a/an, many, few
- **Uncountable:** water, information, advice — use much, little, some

Articles

- **a/an** first mention, general: I saw a movie.
- **the** specific, second mention: The movie was interesting.
- **no article** general concepts, plural/uncountable: Love is beautiful. Students need education.

CONNECTORS, QUESTION FORMS & MODAL VERBS

Connectors	Words
Addition	and, moreover, furthermore, in addition
Contrast	but, however, although, despite
Cause and effect	because, since, therefore, as a result
Time	when, while, after, before, until
Purpose	to, in order to, so that

Yes / No questions

- Auxiliary + subject + main verb
- Do you like English? · Are you studying?

Wh- questions

- Question word + auxiliary + subject + main verb
- What are you studying? · Where do you live?

Tag questions

- Positive statement + negative tag: You like English, don't you?
- Negative statement + positive tag: You don't smoke, do you?

Modal function	Verbs
Ability	can, could, be able to
Permission	can, could, may
Obligation	must, have to, should
Possibility	may, might, could
Advice	should, ought to, had better



PART 3 · GRAMMAR ESSENTIALS

EXAM-FOCUSED GRAMMAR PRACTICE

Quick tips, question-by-question drills, and the last-minute checklist.

Quick grammar tips

- 1 Always check subject–verb agreement.
- 2 Use the correct tense according to the time reference.
- 3 Place adverbs correctly (usually before the main verb).
- 4 Use articles appropriately.
- 5 Maintain parallel structure in lists.
- 6 Avoid double negatives.
- 7 Use appropriate prepositions.
- 8 Check pronoun reference clarity.

Q1 · Prepositions

- Learn common preposition combinations
- Practise with context-based exercises
- Memorise fixed phrases

Q2 · Verb forms

- Master all tense forms
- Practise irregular verbs
- Understand active / passive voice

Q3 · Word choice

- Study pronoun usage
- Learn determiner rules (a / an / the)
- Practise conjunction usage

Q4 · Vocabulary

- Build topic-specific vocabulary
- Learn synonyms and antonyms
- Practise word collocations

Q5 · Word endings

- Memorise common suffixes
- Practise word-formation patterns
- Understand how suffixes change word class

Last-minute grammar checklist

- ☐ Prepositions — right choice in context
- ☐ Verb tenses — consistent and appropriate
- ☐ Subject–verb agreement — singular / plural match
- ☐ Pronouns — clear reference and correct form
- ☐ Articles — a / an / the used correctly
- ☐ Word order — standard English structure
- ☐ Connectors — logical flow between ideas
- ☐ Word forms — correct suffix usage



PART 4 · ACTIVITY CORNER

ACTIVITY 1 · PREPOSITIONS PRACTICE

Based on the Paper I, Question 1 format.

EXERCISE 1.1

Fill in the blanks with the correct prepositions.

in on with to for

Sarah was very interested (1) _____ learning about environmental conservation. She decided to focus (2) _____ plastic pollution for her school project. Every day after school, she would work (3) _____ her research. Her teacher was impressed (4) _____ her dedication. One day, she presented her findings (5) _____ the whole school.

EXERCISE 1.2

Choose the correct preposition.

- I'm good _____ mathematics.
(a) at (b) in (c) on
- She's afraid _____ spiders.
(a) of (b) with (c) at
- We arrived _____ the station early.
(a) at (b) in (c) to
- He's interested _____ learning French.
(a) on (b) in (c) at
- Please wait _____ me outside.
(a) for (b) to (c) at

ACTIVITY 2 · VERB FORMS PRACTICE

EXERCISE 2.1

Fill in the blanks with the correct verb forms (Question 2 format).

Last month, our class (1) _____ (start) a recycling programme. Initially, many students (2) _____ (be) unsure about participating. Our teacher (3) _____ (explain) that if we (4) _____ (not act) now, the environment (5) _____ (suffer). Since the programme (6) _____ (begin), we (7) _____ (collect) over 100 kg of recyclable materials. Many students who initially (8) _____ (hesitate) now actively (9) _____ (participate) in the programme. We (10) _____ (hope) to expand the project next term.

EXERCISE 2.2

Identify the correct verb form.

- She _____ to school every day.
(a) walk (b) walks (c) walking
- They _____ football when it started raining.
(a) played (b) were playing (c) have played
- I _____ my homework already.
(a) finish (b) finished (c) have finished



4. If I _____ harder, I would have passed.
(a) study (b) studied (c) had studied
5. He _____ here since 2010.
(a) lived (b) has lived (c) is living

ACTIVITY 3 · WORD CHOICE PRACTICE

EXERCISE 3.1 Underline the correct word (Question 3 format).

Technology (1) have / has transformed education significantly. (2) This / These developments allow students to access information from anywhere. Online learning platforms (3) provide / provides opportunities for students in remote areas. However, some people worry about (4) them / their effects on social skills. While digital tools are useful, (5) it / they cannot replace teacher–student interaction completely. (6) Although / Because technology offers many benefits, we must use (7) it / them responsibly. (8) Every / Each innovation requires careful consideration. (9) We / Our approach should balance technology with traditional methods. We should embrace new tools without (10) ignore / ignoring fundamental values.

EXERCISE 3.2 Choose the correct pronoun.

1. Each student must complete _____ assignment.
(a) their (b) his or her (c) its
2. The team celebrated _____ victory.
(a) their (b) its (c) it's
3. Neither of the boys finished _____ work.
(a) his (b) their (c) them
4. Someone left _____ bag in the classroom.
(a) their (b) his or her (c) its

ACTIVITY 4 · VOCABULARY PRACTICE

EXERCISE 4.1 Underline the most appropriate word (Question 4 format).

1. The new policy aims to _____ economic growth.
(a) promote (b) grow (c) make (d) do
2. Digital skills have become _____ for modern jobs.
(a) optional (b) essential (c) additional (d) nice
3. Researchers _____ a new species in the rainforest.
(a) invented (b) discovered (c) created (d) made
4. We must _____ our cultural heritage for future generations.
(a) ignore (b) preserve (c) change (d) forget
5. The company _____ new safety measures last month.
(a) removed (b) cancelled (c) implemented (d) deleted

**EXERCISE 4.2**

Synonyms and antonyms.

Find synonyms for

- 1. Important — _____
- 2. Beautiful — _____
- 3. Intelligent — _____

Find antonyms for

- 1. Modern — _____
- 2. Success — _____
- 3. Brave — _____

ACTIVITY 5 · WORD ENDINGS PRACTICE**EXERCISE 5.1**

Underline the correct word ending (Question 5 format).

Environmental (1) conserva_____ (tion / tive / ting) is crucial for our planet's future. We need (2) sustain_____ (able / ity / ing) development practices. Educational (3) institu_____ (tions / tional / ting) should teach ecology. This (4) integra_____ (tion / tive / ting) of environmental education is (5) essen_____ (tial / tially / ce) for creating awareness.

EXERCISE 5.2

Complete the words with the correct suffixes.

1. develop → _____ (noun)

2. happy → _____ (noun)

3. create → _____ (adjective)

4. child → _____ (noun — period)

5. friend → _____ (noun)

ACTIVITY 6 · SENTENCE STRUCTURES**EXERCISE 6.1**

Complete the conditional sentences.

1. If I study hard, _____

2. If I had more time, _____

3. If I had known earlier, _____

4. Unless we leave now, _____



5. If it rains tomorrow, _____

EXERCISE 6.2

Convert these sentences to the passive voice.

1. The teacher explained the lesson.

2. They built this house in 1990.

3. Someone has stolen my bicycle.

4. The company will launch the product next month.

ACTIVITY 7 · MIXED GRAMMAR PRACTICE**EXERCISE 7.1**

Identify and correct the errors.

1. Each of the students are responsible for their own work.

2. She don't like coffee very much.

3. I have been waiting since two hours.

4. He is better than me in mathematics.

5. The data shows that the climate is changing.

EXERCISE 7.2

Complete these sentences correctly.

1. Neither John nor his brothers _____ coming to the party.

2. The number of students _____ increased this year.

3. A lot of information _____ available online.

4. Five hundred rupees _____ too much for this book.

5. The committee _____ decided to postpone the meeting.

**ACTIVITY 8 · EXAM-STYLE PRACTICE****EXERCISE 8.1**

Combined grammar exercise — complete the text with appropriate words.

The rapid development of artificial intelligence (1) _____ (transform) many industries. Many experts (2) _____ (believe) that AI will create new job opportunities. However, some people (3) _____ (worry) about job losses. If we (4) _____ (not prepare) for these changes, many workers (5) _____ (face) difficulties. Therefore, educational institutions must focus (6) _____ developing future-ready skills. Students should be encouraged to learn (7) _____ programming and data analysis. (8) _____ government and private sector must work together (9) _____ address these challenges. We need (10) _____ comprehensive approach to technological education.



PART 5 · ANSWER KEY

ANSWER KEY

Check your work only after completing each activity.

ACTIVITY 1**Exercise 1.1**

1. in · 2. on · 3. on · 4. with · 5. to

Exercise 1.2

1. a · 2. a · 3. a · 4. b · 5. a

ACTIVITY 2**Exercise 2.1**

1. started · 2. were · 3. explained · 4. don't act · 5. will suffer · 6. began · 7. have collected · 8. hesitated · 9. participate · 10. hope

Exercise 2.2

1. b · 2. b · 3. c · 4. c · 5. b

ACTIVITY 3**Exercise 3.1**

1. has · 2. These · 3. provide · 4. their · 5. they · 6. Although · 7. it · 8. Every · 9. Our · 10. ignoring

Exercise 3.2

1. b · 2. b · 3. a · 4. b

ACTIVITY 4**Exercise 4.1**

1. a · 2. b · 3. b · 4. b · 5. c

Exercise 4.2

Synonyms: 1. crucial/important · 2. attractive/lovely · 3. smart/clever — Antonyms: 1. traditional/ancient · 2. failure · 3. cowardly

ACTIVITY 5**Exercise 5.1**

1. tion · 2. able · 3. tions · 4. tion · 5. tial

Exercise 5.2

1. development · 2. happiness · 3. creative · 4. childhood · 5. friendship

ACTIVITY 6**Exercise 6.1 · samples**

1. I will pass the exam · 2. I would learn French · 3. I would have helped you · 4. we will miss the bus · 5. we will cancel the picnic

Exercise 6.2

1. The lesson was explained by the teacher. · 2. This house was built in 1990. · 3. My bicycle has been stolen. · 4. The product will be launched next month.

ACTIVITY 7**Exercise 7.1**

1. Each of the students is responsible for his or her own work. · 2. She doesn't like coffee very much. · 3. I have been waiting for two hours. · 4. He is better than I in mathematics. · 5. The data show that the climate is changing.

Exercise 7.2

1. are · 2. has · 3. is · 4. is · 5. has

ACTIVITY 8**Exercise 8.1**

1. has transformed · 2. believe · 3. worry · 4. don't prepare · 5. will face · 6. on · 7. both · 8. Both · 9. to · 10. A

PRESENTATION & ADVANCED COMMUNICATION SKILLS

Presentation & Delivery

- Structuring a clear presentation with a beginning, middle, and end.
- Designing simple, powerful visual slides (less text, more visuals).
- Speaking confidently without relying heavily on notes.

Vocal & Physical Communication

- Using vocal variety (pace, tone, volume) to avoid a monotone voice.
- Using purposeful body language (eye contact, gestures, posture).
- Injecting appropriate humour to connect with the audience.

Confident Academic Communication

- Speaking effectively in both formal (lectures, seminars) and informal (group study) settings.
- Presenting academic ideas with clarity and conviction.

Handling High-Pressure Situations

- Staying calm and articulate during vivas and interviews.
- Professionally managing challenging questions and audience members.

Interpersonal Communication

- Identifying your own natural communication style (direct, analytical, supportive).
- Adapting your style to better connect with different types of people.

Team Collaboration & Leadership

- Communicating clearly and respectfully within a team.
- Facilitating group discussions, delegating tasks, and ensuring everyone is heard.

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SCAN FOR MORE INFO

මෙහෙයවීම

නිතිවේදී, මයන්ත වර්ණකුලසූරිය

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මෙය නොමිලේ බෙදාදීම සඳහා සකසන ලදී · කිසිදු ලාභ අරමුණක් හෝ උපකාරක පන්තියක් සඳහා නොවේ

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