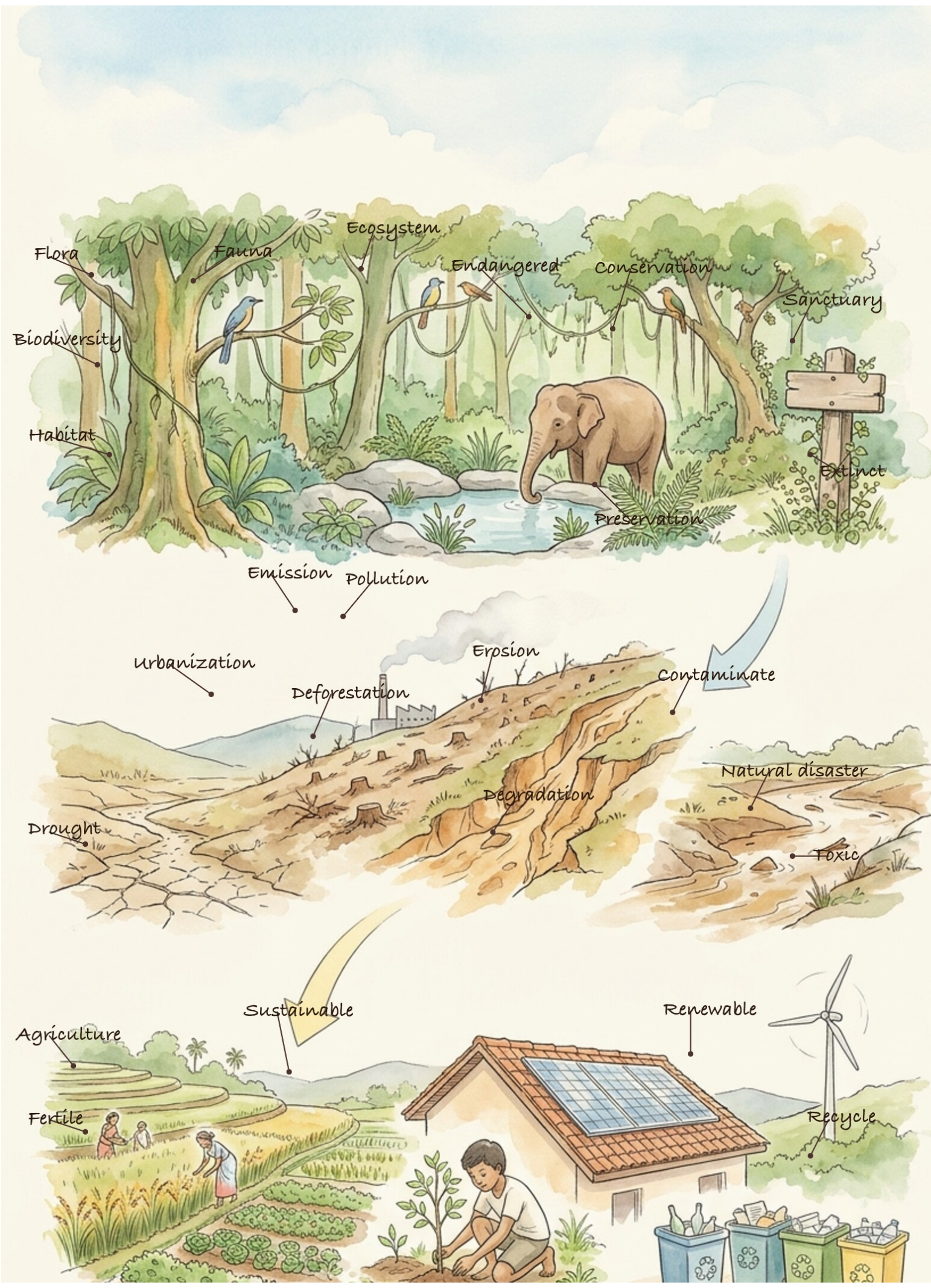




THE O/L ENGLISH GRADE LADDER



BOOK 2

The Credit Bridge

The fifteen marks between a pass and a qualification that follows you for life

Safe S (35) → Solid C (50 marks)

For the student scoring 35–48 who keeps stopping in the low forties

G.C.E. (O/L) English Language · Subject 31

Idasara Academy



How to Use This Book

You have cleared Book 1, or you are already scoring in the high thirties or forties. Either way you are stuck where most Sri Lankan candidates are stuck: **past the pass, short of the credit.**

Days 1 to 6 take **fifteen to twenty minutes**. Day 7 is longer — **one hour**, one sitting, weekend.

The three steps, Days 1 to 6

1. **Reading** (7 minutes) · 2. **Writing** (8 minutes) · 3. **Drill** (5 minutes, timed)

What is different in this book

Book 1 was recognition — matching, choosing, copying a letter into a box. Book 2 asks two harder things, and they are exactly what separates an S from a C:

- **Reading for detail**, where the answer is in the text but nobody has underlined it for you.
- **Reading a text with words removed**, where you must work out what *kind* of word is missing.

Neither needs better English than you already have. Both need a **method**.

One warning

Test 11 — the banked cloze, 7 marks — is where students in your position give up and leave the whole thing blank. Seven marks is nearly half the distance to a credit.

You will spend **two full days** on it, Days 3 and 4. Do not skip Day 3 because it produces no answers. The method only works with both halves in place.



Your Seven Days

- **Day 1** — The Credit Arithmetic: exactly where your fifteen marks are
- **Day 2** — The Two Kinds of Test 5 — 5 marks
- **Day 3** — The Banked Cloze, Part 1: Two Kinds of Word (Test 11)
- **Day 4** — The Banked Cloze, Part 2: The Neighbours (Test 11) — 7 marks
- **Day 5** — The Long Reading (Test 15) — 8 marks
- **Day 6** — The Fifty-Word Paragraph (Test 8) — 5 marks
- **Day 7** — The Credit Gate



Day 1 — The Credit Arithmetic

Why you stopped at 42

There is a reason so many students land in the low forties and stay. It is not that they stopped trying. It is that they have collected every mark that can be collected by **recognising**, and they have not yet collected one that requires **working something out**.

Look at what a typical 42-mark candidate does:

- Paper I recognition questions — mostly right
- **Test 5** (the table) — two marks out of five, because they read the whole text and ran out of time
- **Test 11** (the banked cloze) — **left blank, or guessed at random**
- **Test 15** (the long reading) — three or four out of eight

Those three questions are worth **twenty marks**. The candidate is taking about seven.

That is the whole story of the S band. Not a lack of English — no method on three specific questions.

READING · Where the Marks Went

Paper I is worth forty marks and Paper II is worth sixty. Together they make one hundred.

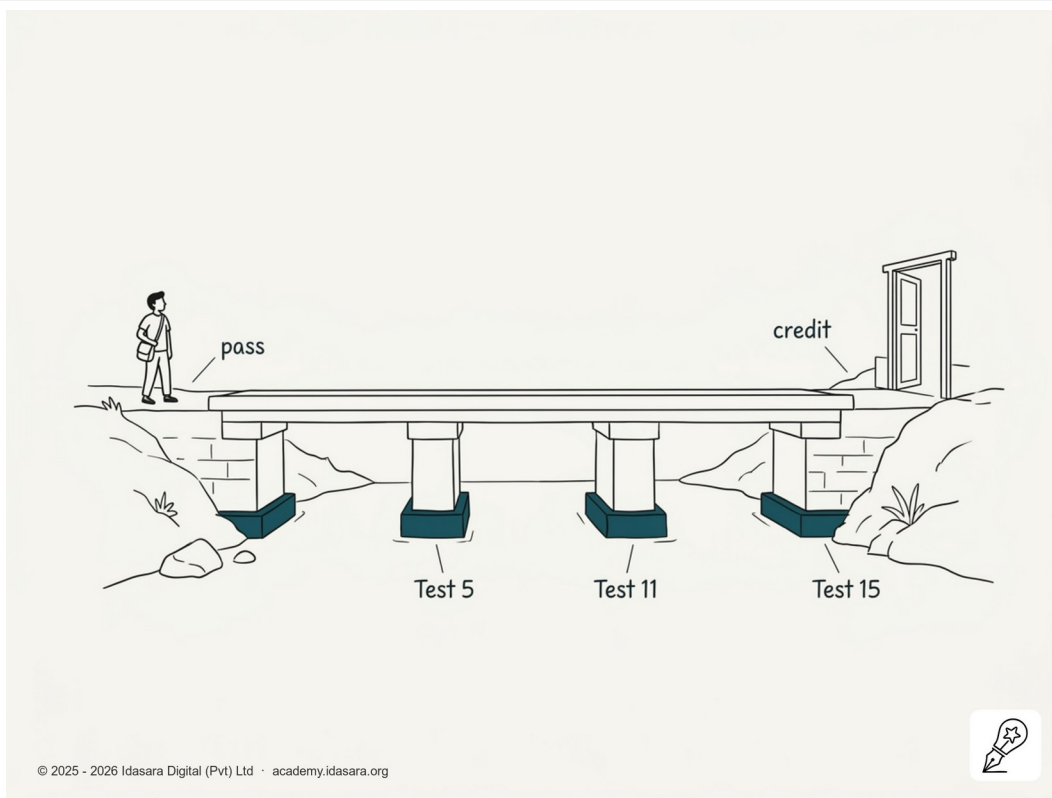
A student who passes with an S has usually done well on Paper I. They match pictures with sentences. They choose words from a box. They underline answers in short texts. These are recognition tasks, and the answer is on the page in front of them.

Then the paper changes. Test 5 gives a text and an empty table, and the student must find the facts and put them in the right rows. Test 11 gives a passage with fourteen blanks and a box of fifteen words. Test 15 gives a long text and eight marks of questions.

None of these can be answered by recognition alone. Each one needs a method.

Most students in the S band leave Test 11 almost blank. They score one or two marks out of seven. On Test 5 they score two out of five and on Test 15 three out of eight. Together these three questions are worth twenty marks and they are taking seven.

The credit boundary is fifteen marks above the pass. Thirteen of those fifteen are sitting in these three questions.



Your bridge

Test	What it is	Marks	Typical S-band score
5	Read → fill a table, or match to topics	5	2
11	Banked cloze, one extra word	7	1
15	Long reading, mixed questions	8	3

Twenty marks in play. You need fifteen.

WRITING ACTIVITY · The Honest Audit

Take your last English paper — a term test, a mock, anything marked. If you have none, sit the 2024 paper and mark it yourself.

Make a two-column list. On the left write **Test 5, Test 11, Test 15**. On the right write what you actually scored on each.

Add the right column, then write one sentence, filling the blanks:

"I scored out of 20 on these three questions. If I score more, I get my credit."

If Test 11 is 0, 1 or blank, you have just found most of your fifteen marks.

PAST-PAPER DRILL · The Blank Count · 5 minutes

Open the 2023, 2024 and 2025 papers at Test 11. Answer nothing.



Count the blanks in the passage. Count the words in the box.

You will find **fifteen words and fourteen blanks**, every year, with the instruction "*There is one extra word.*"

Write this down and keep it: '**There is always one word I do not need.**' On Day 4 you will learn how to use that.



Day 2 — The Two Kinds of Test 5

Test 5 · 5 marks · today you win 4

One question, two shapes

Test 5 comes in two forms, and which one you get is luck. A student who has only practised one loses all five marks when the other appears.

Form A — complete the table. (2023, 2025) You get a text of about 150 words and a table with empty boxes. You find the facts and write them in.

Form B — match sentences to topics. (2024) You get six numbered sentences and a table of topics. You write the number of the sentence beside the topic it belongs to.

They feel different. **They are the same skill:** find the fact, put it where it belongs. Only the direction changes — in Form A you hunt in a text, in Form B you hunt in a list.

Stop reading every word

Weak students read the whole text word by word, meet three words they do not know, and give up.

Strong students never read the whole text. They read **the table first** — the table tells them exactly what to hunt for — and then they hunt.

The three anchors

Facts hide behind three signals you can spot without understanding the sentence around them:

1. **Capital letters** — names of places, people, organisations
2. **Numbers** — years, prices, distances, quantities
3. **The heading word itself** — if the table says *Food*, look near *food*, *eat* or *diet*

READING · The Chipmunk

This is the kind of text Test 5 uses. Read it once, then look at how the hunting works.

The chipmunk is a small, energetic animal belonging to the squirrel family. There are about twenty-five different species of chipmunk in the world.

Chipmunks are mammals native to North America. They are found mainly in the eastern and some south-eastern regions of the United States. They are easily recognised by the distinctive dark and light stripes that run along the back.

A chipmunk is small, usually between eight and ten centimetres in length, with a bushy tail almost as long as its body. It weighs less than one hundred grams.

Chipmunks eat seeds, nuts, fruit and insects. They carry food in pouches inside their cheeks and store it underground for the winter months.

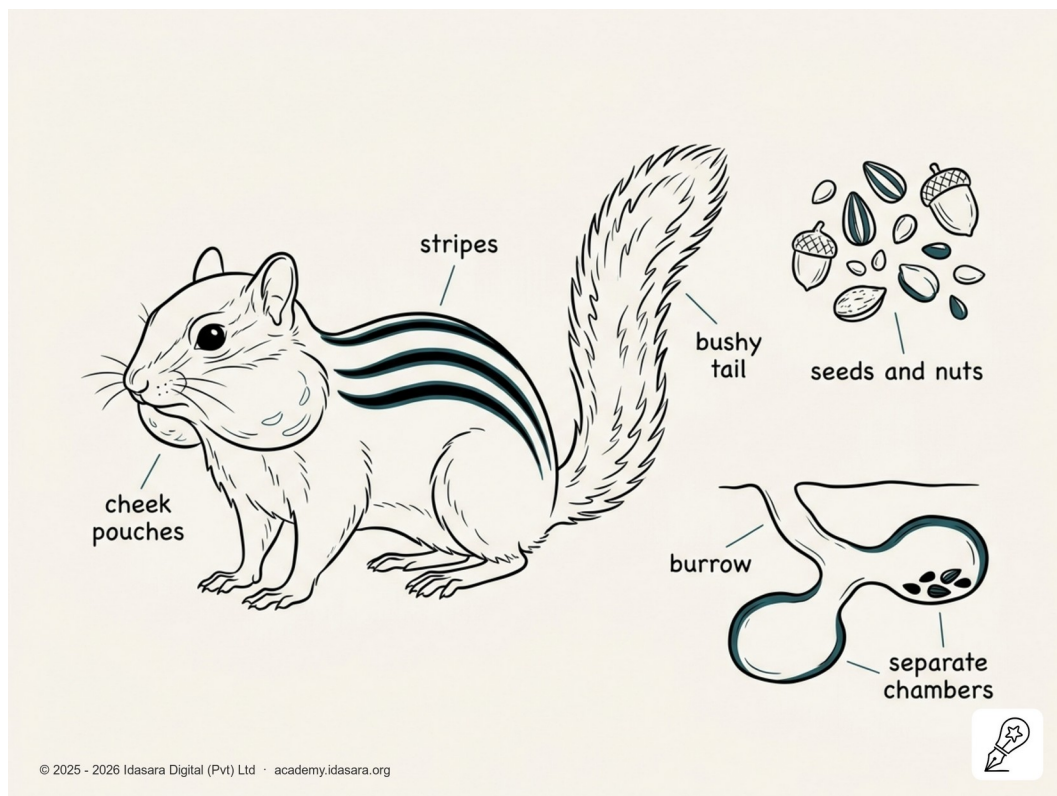
They live in burrows, which can be more than three metres long, with separate chambers for sleeping and for storing food.



Now watch. If the table asked for these, you would never read the middle of the text:

- **Family** → hunt a capital or a name → *squirrel family*
- **Number of species** → hunt a number → *about twenty-five*
- **Where found** → hunt a capital place name → *North America*
- **Length** → hunt a number with a unit → *eight to ten centimetres*
- **Food** → hunt the word *eat* → *seeds, nuts, fruit and insects*

Five answers. You never read for meaning at all.



WRITING ACTIVITY · Both Forms, One Text

Form A. Draw a table with two columns and five rows. In the left column write these headings: *Family · Number of species · Where found · Length · Food*. Fill the right column by hunting the chipmunk text. Do not read it straight through.

Form B. Now do the reverse. Copy these four topics, then write beside each the **number** of the sentence below that matches it.

Topics: (a) Appearance · (b) Habitat · (c) Diet · (d) Size

Sentences:

1. It weighs less than one hundred grams and is about nine centimetres long.
2. They live in burrows with separate chambers for sleeping and storing food.
3. Dark and light stripes run along the back.



4. They eat seeds, nuts, fruit and insects.

Then write one sentence: "In Form A I hunt in the In Form B I hunt in the"

PAST-PAPER DRILL · 2023 and 2024 Paper I, Test 5 · Target 4 / 5 each

Set a timer for 6 minutes per paper. 2023 is Form A (a table about the Blue Whale). 2024 is Form B (chipmunks, matching).

Both in this order:

1. Read the table headings or the topic list. (30 seconds)
2. Underline capitals and numbers in the text. (2 minutes)
3. Fill it in.

Never read the text from beginning to end.



Day 3 — The Banked Cloze, Part 1: Two Kinds of Word

Test 11 · 7 marks · today you build half the method

Why this question defeats people

Test 11 gives you a passage of about 150 words with **fourteen blanks** and a box of **fifteen words**. One word is spare.

Students read from the beginning, hit the first blank, look at fifteen words, cannot decide, and either guess wildly or leave the whole thing.

The mistake is reading first. **You sort first.**

The one thing that makes Test 11 different

In Tests 2, 3 and 4 the box is almost all **content words** — things, actions, describing words. You can picture them.

Test 11 is different. About **half** the box is **glue words** — small words that carry no picture at all: *the, that, it, to, on, also, had, was, he, they, but, before, ever, cannot.*

Look at the real boxes:

- **2023:** puddles, know, form, **ever**, comes, **that, to, it**, disappear, rainwater, somewhere, **the**, sometimes, **cannot, what**
- **2024:** as, concentration, setting, mind, **to, like**, improve, practising, **also, that, with**, focus, helps, **on**, meditation
- **2025:** white, Penicillin, way, **had**, asked, **ever, before, but, was**, agreed, discovered, **he, they**, try, disease

Roughly seven of fifteen, every year. Those glue words are the ones students cannot place — and they are half the marks.

The method, part one — sort before you read

Take the fifteen words. **Do not look at the passage yet.** Mark each one:

- **C** — a **content** word. You can draw it or picture it. *puddles, meditation, disease, Penicillin*
- **G** — a **glue** word. Small, no picture. *the, that, had, but, on, also, he*

That is all you do today. Ninety seconds of sorting before you have read a line.

Why it works



Once the box is sorted, every blank stops being a choice between fifteen words. Content blanks take content words; glue blanks take glue words. You have roughly halved the problem before reading anything.

READING · Rain, and What Happens to It

Read this passage. It is written in the style Test 11 uses — plain sentences, ordinary vocabulary, and a great deal of glue holding it together.

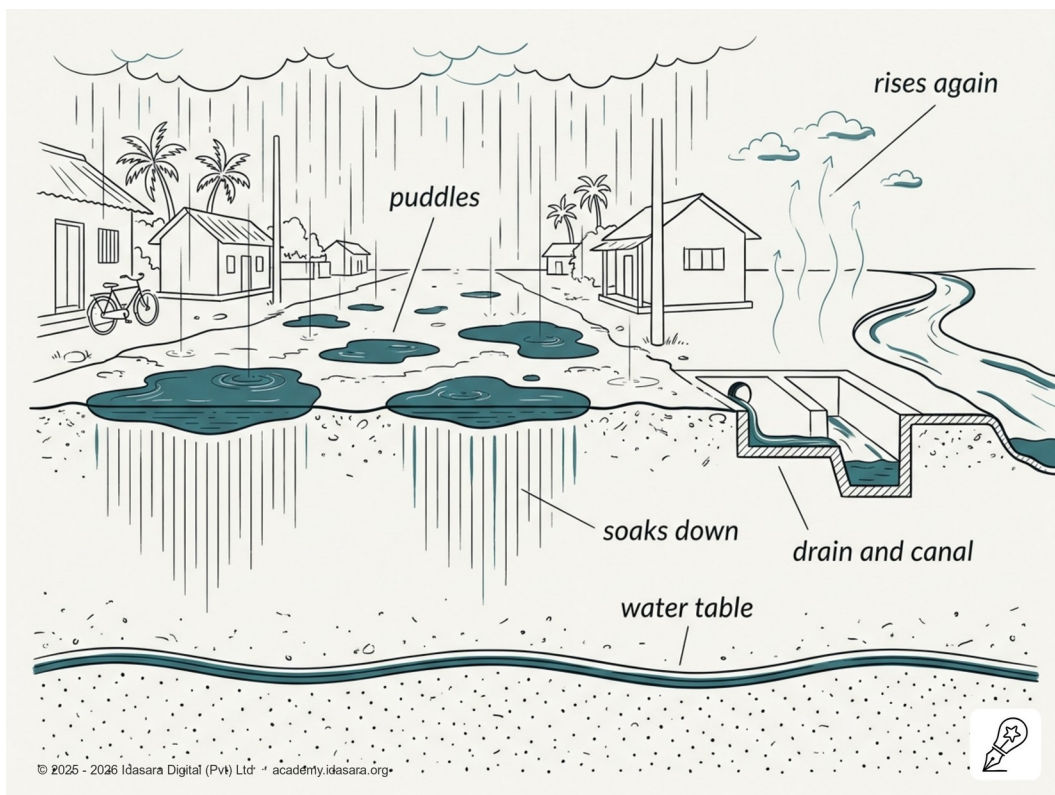
Rain is a very unpredictable natural process. Sometimes it comes down in heavy sheets, and sometimes it hardly falls at all.

Have you ever wondered what happens to the water that lands on the road? Puddles form in every hollow. Then, after a day or two, they disappear. The water cannot simply vanish. It has to go somewhere.

Some of it soaks into the ground and travels slowly downwards until it reaches the water table. Some of it runs into drains and canals, and from there into the rivers that carry it to the sea. The rest is drawn back into the air by the sun, and that is the part we cannot see.

This is the water cycle, and it has been turning for as long as the earth has had oceans.

Now look at the glue holding those sentences together: *and, sometimes, ever, what, that, then, after, the, it, cannot, to, into, from, until, as long as*. Take them out and the passage collapses into a list. They carry no meaning on their own, and they are half of Test 11.



WRITING ACTIVITY · Sort Three Real Boxes

Open the 2023 paper at Test 11. **Do not read the passage.**



Copy the fifteen words into a list, well spaced. Beside each write **C** for content or **G** for glue.

Count each group and write the totals at the bottom.

Now do the same for **2024 and 2025**. Three boxes, sorted, none answered.

Time yourself on the third. Target: **under 90 seconds**. You are building a reflex that must happen without thinking in the examination hall.

Finally write one sentence: *"Across three years the boxes held about glue words out of fifteen."*

PAST-PAPER DRILL · Spot the Glue · 5 minutes

Take any paragraph from a textbook or this book. Copy out three sentences.

Now circle every glue word — every word you cannot draw. Articles, prepositions, pronouns, auxiliaries, conjunctions.

Count them. In ordinary English writing, glue words are usually **around half of all words on the page**. That is why Test 11 is built the way it is, and why guessing without sorting fails.



Day 4 — The Banked Cloze, Part 2: The Neighbours

Test 11 · 7 marks · today you win 5

The method, part two — let the neighbours decide

You have sorted the box. Now read the passage, and at every blank look at the word **immediately before** and **immediately after**. Those two words almost always name the kind of word needed.

The neighbour rules

- After **a / an / the**, and before a noun → a **describing word**
- After **a / an / the**, with no noun after → a **content noun**
- After **to**, or after **can / will / must / should** → a **plain verb**
- Before a noun, after a subject → a **verb**
- Between two complete ideas → a **joining glue word** (*but, that, and, before*)
- After a subject, before a main verb → an **auxiliary glue word** (*had, was, has*)
- At the start of a question → a **question glue word** (*what, ever*)

Work one through

"He wanted to find a to kill bacteria."

- Before the blank: **a** — after the blank: **to**
- *a to* → a **content noun**
- Go to your C group. Only seven or eight words are there. Which one makes sense? **way**.

You never considered the glue words at all.

The spare word is a tool, not a nuisance

There are fifteen words and fourteen blanks. When you have filled everything, **one word must be left over**.

Use it as a check. If your spare word is an obvious, useful one like *the* or *had*, you have probably made an error somewhere — the examiner rarely leaves an everyday glue word unused. If your spare is an odd content word, you are likely right.

READING · Fleming and the Mould

Read this once for meaning. Then read it again and stop at every bold word, asking what told you it belonged there.

In the First World War, soldiers dying from infected wounds **had** upset Alexander Fleming. He wanted to find a **way** to kill bacteria.

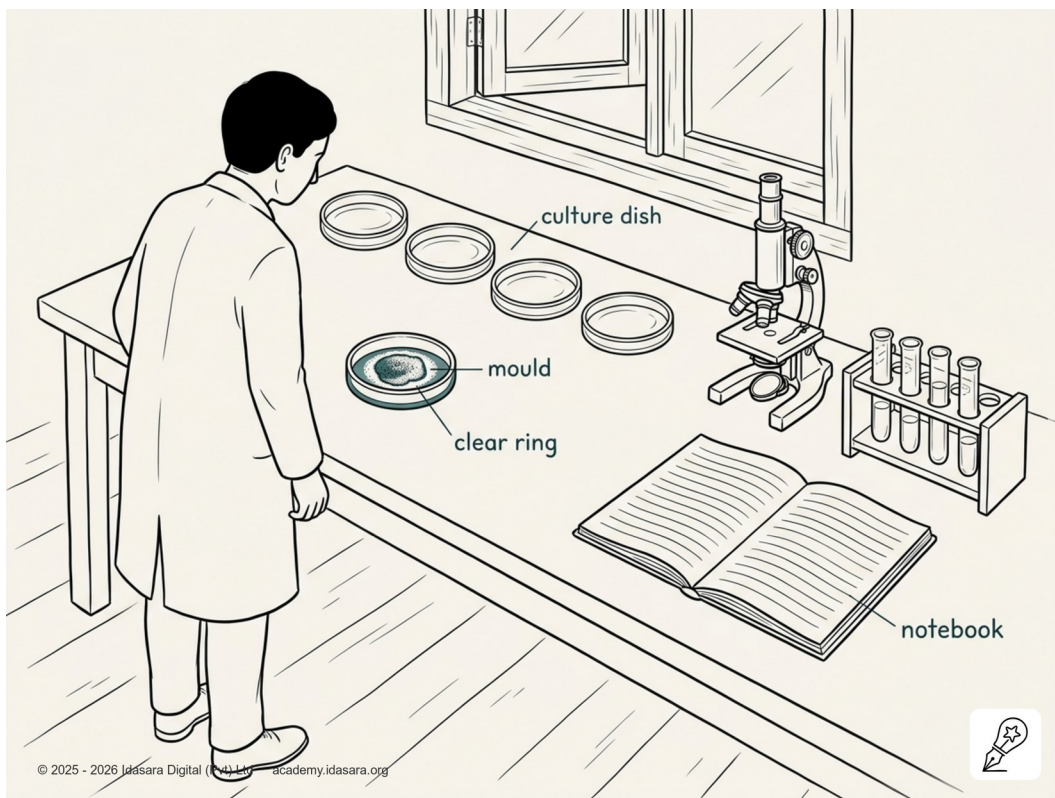


One morning **he** returned to his untidy laboratory after a holiday. **Before** he cleared his bench, he noticed something odd. On one dish a **white** mould had grown, **and** around it the bacteria **were** dying.

Most people would have washed the dish. Fleming **did** not. He **asked** himself why, **and** that question **was** the beginning of Penicillin.

His colleagues **agreed** to help him test it, **but** the work was slow. It took more than ten years **before** the drug could be made in quantity. **They** had discovered the medicine that has since saved more lives than any other.

Count the bold words: fifteen. Eight are glue — *had, he, before, and, were, and, was, but, before, they* — and the rest are content. That is a Test 11 box, hidden in a story.



WRITING ACTIVITY · Fill and Explain

Go back to the 2025 Test 11 box you sorted yesterday.

Now do the passage. For each blank, **before you write the answer**, put one letter in the margin — **C** or **G** — the kind you decided from the neighbours.

Fill all fourteen blanks. Circle your spare word.

Then choose **three** answers and write a sentence for each:

"I chose for blank because the word before it was "

Explaining the reason is what turns a lucky guess into a method you can repeat under pressure.

**PAST-PAPER DRILL · 2024 Paper II, Test 11 · Target 5 / 7**

Set a timer for 9 minutes. Full method, in order:

1. Sort the box, C or G. Ninety seconds. Do not read the passage.
2. Read the passage once, quickly, ignoring the blanks.
3. Do the easy blanks first — the ones where the neighbours are obvious.
4. Fill the rest from the right group.
5. **Never leave a blank.** Check your spare word makes sense as a leftover.

Mark yourself out of 7. Five or more and you have found most of your credit.



Day 5 — The Long Reading

Test 15 · 8 marks · today you win 5

Four kinds of question, not one

Test 15 gives you the longest text on the paper and eight marks of questions. Students dread it because it looks like one huge task. It is not. It is **four small ones**, and three of them are easy.

Looking at the 2025 paper, the eight marks split like this:

Question type	Marks	Difficulty
True or False — tick the box	2	Easy — the answer is stated
Pronoun reference — <i>what does 'they' refer to?</i>	1	Easy once you know the trick
Vocabulary in context — <i>closest in meaning to 'limbs'</i>	2	Easy with the method below
Inference — <i>the tree will remain because...</i>	3	Hard — this is Book 4's work

Five of the eight marks are the easy three. Take those first and take them cleanly.

True or False

The statement is either stated in the text or contradicted by it. Hunt for the key noun from the statement, read that sentence, decide. Do not reason about what is *probably* true — only what the text says.

Pronoun reference

When the question asks what *they*, *it*, *this* or *which* refers to, the answer is almost always in the **sentence immediately before**, and it is usually the main thing that sentence is about.

"The farmers cleaned the channel. This took three weeks." → *This* = cleaning the channel. Not the farmers. The **action** in the previous sentence.

Vocabulary in context

The question gives you a word and a line number, and four options. Method:

1. Go to that line only. Read the whole sentence.
2. Decide the **word class** — is *limbs* a thing, an action, or a describing word? A thing.
3. Cross out any option that is the wrong class.
4. Put each remaining option into the sentence in place of the word. One will fit.

'limbs' in line 8 → options *arms, branches, legs, sides*. The sentence is about a tree. **Branches.**



Read this once. Then use it for the writing task.

At the top of the hill there stands a tree the villagers call the Mother Tree. Nobody knows its age. The oldest man in the village says that it was already large when he was a boy, and he is now eighty-four.

Its trunk is so wide that six people joining hands can barely surround it. The bark is rough and deeply cracked, and moss grows in the hollows. High above, its limbs spread out so far that they shade a quarter of the hillside.

Birds nest in it. Squirrels run along its branches. Tiny orchids have taken root where the bark has split, and in the wet season the whole crown is flecked with small white flowers.

Nobody cuts the Mother Tree. It stands far from the road, on land no one has claimed, and the villagers treat it with a respect that has never needed a rule. Children are brought to see it. Elders sit beneath it in the afternoon, and they say that an hour in its shade is worth a day of medicine.

It will most likely be standing when the children who visit it today are themselves old.



WRITING ACTIVITY · The Three Easy Marks

Answer these on the Mother Tree passage. Beside each answer write **where** you found it.

True or False:

1. The trunk of the tree is very large.
2. The bark seems to be smooth and shiny.
3. The area around the tree is full of danger.
4. The tree has been a shelter for birds and other animals.

**Pronoun reference:**

5. "...so far that they shade a quarter of the hillside." What does **they** refer to?

Vocabulary in context:

6. Find the word closest in meaning to **'limbs'**: (i) arms (ii) branches (iii) legs (iv) sides
7. Find the word closest in meaning to **'crown'** as used here: (i) hat (ii) king's headwear (iii) top of the tree (iv) prize

For 6 and 7, write one line explaining how you decided — what class of word it is, and which options you crossed out first.

PAST-PAPER DRILL · 2024 Paper II, Test 15 · Target 5 / 8

Set a timer for 12 minutes: **4 minutes reading, 8 minutes answering.**

Read the **questions first**, then the passage once, marking in the margin where each answer probably lives.

Do the True/False, pronoun and vocabulary questions **first** — they are your five marks. Attempt the inference questions last with whatever time remains.



Day 6 — The Fifty-Word Paragraph

Test 8 · 5 marks · today you win 4

The second-easiest writing on the paper

Test 8 asks for a paragraph of **50 to 60 words** on one of two or three given topics. It is worth 5 marks and it appears every year.

It is easier than it looks, because 50 to 60 words is **four or five sentences**. That is all. And you choose the topic.

The four-sentence shape

1. **Say what it is.** *A library is a place where books are kept for people to read.*
2. **Say something true about it.** *Our school library has about two thousand books.*
3. **Say what you do there.** *I go there on Fridays to borrow a book and to read the newspapers.*
4. **Say why it matters.** *It is the quietest place in the school, and I do my best studying there.*

Fifty-one words. Four sentences. Every one complete.

Choosing your topic

You will be offered two or three. **Choose the one you can name things in**, not the one that sounds most interesting. A topic where you know the vocabulary produces complete sentences; a topic you find exciting but cannot name produces broken ones.

The floor, again

Under **20 words** the marking scheme caps you at **2 marks**, however good the English. Fifty to sixty words is four or five sentences. Count them before you stop.

READING · Two Paragraphs, Two Marks

Both students answered *"Write a paragraph about your favourite place in your town."*

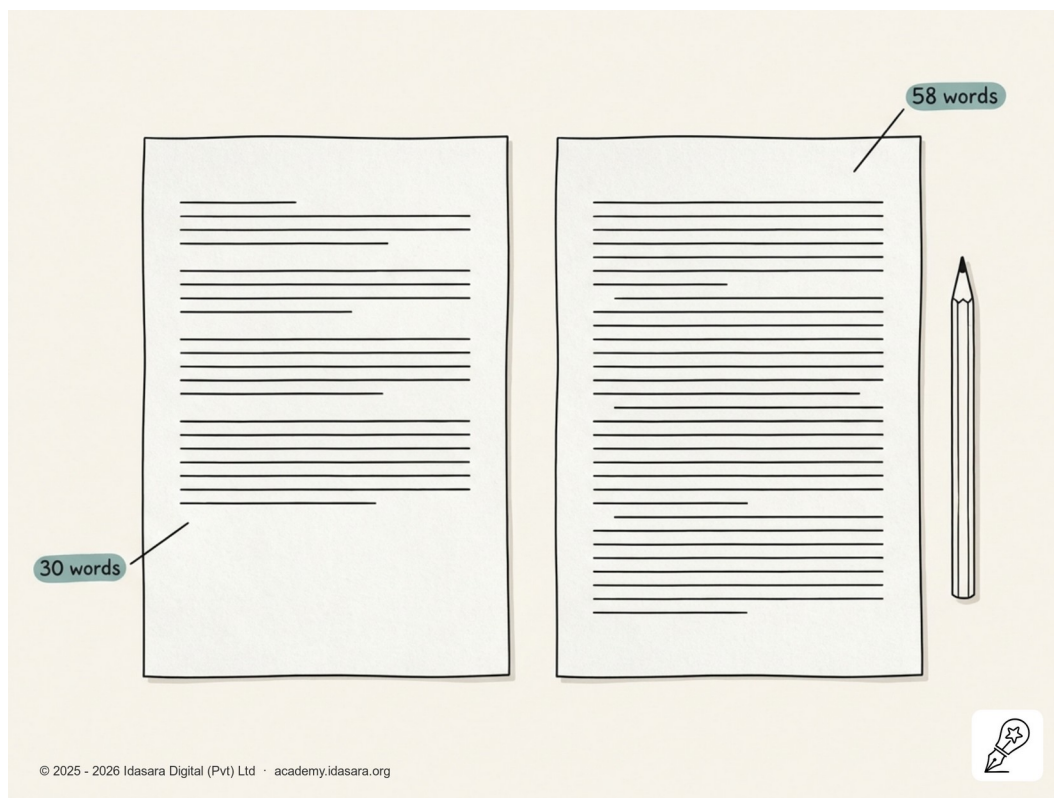
Student A wrote: "My favourite place is the park. It is very nice place. I am going there always with my friends. Very beautiful and I like it so much."

That is 30 words, four sentences, but two are incomplete and one has no subject. It scored **2 out of 5**.

Student B wrote: "My favourite place in our town is the public library near the bus stand. It is an old building with high windows and long wooden tables. I go there every Saturday morning to borrow a book and to read the newspapers. It is quiet, and nobody hurries you. I have done most of my studying in that room."

That is 58 words, five sentences, all complete. It scored **5 out of 5**.

Student B did not use harder words. *Library, building, windows, tables, borrow, newspapers, quiet, studying* — every one is ordinary. What Student B did was **name things** and finish every sentence.

**WRITING ACTIVITY · Three Paragraphs**

Write three paragraphs of **50 to 60 words**, using the four-sentence shape. Count the words on each.

1. **A place** — your school, a shop, a temple, the bus stand.
2. **A person** — a teacher, a neighbour, a relative.
3. **An activity** — a festival, a game you play, a job you help with at home.

Rules: four or five complete sentences. Name at least **five things** in each. No sentence without a verb.

Then count the words of each and write the number in the margin. If any is under 40, add a sentence.

PAST-PAPER DRILL · 2025 Paper I, Test 8 · Target 4 / 5

Set a timer for 8 minutes: 1 minute choosing, 6 writing, 1 counting and checking.

Choose the topic you can **name things** in. Write four or five sentences on the shape.

Your one-minute check: count the words; check every sentence has a subject and a verb; check every sentence ends with a full stop.



Day 7 — The Credit Gate

One hour. One sitting. No help.

What to do

Take the **2024 paper** and sit these, in this order:

The whole of Paper I — Tests 1 to 8 (40 marks) then **Paper II: Test 5's partner questions — Test 11, Test 15 (20 marks)**

Total available: **60 marks**. Give yourself **60 minutes**. That is tight on purpose.

Your target

NOTE · The gate you must clear

Score **38 out of 60 or more**.

Books 1 and 2 together have now trained every one of these questions.

What 38 out of 60 means

The rest of the paper — Tests 9, 10, 12, 13, 14 and 16 — is 40 marks you have not been taught yet. Even untrained, a candidate reliably picks up around **12 marks** there from the shorter items and partial credit.

38 + 12 = 50. That is the credit boundary, and with it, eligibility for A/L.

Say it correctly: **'I scored 38 out of 60 on everything I have trained.'** Not "I got a credit" — not yet. But you can see it from here.

If you cleared 38

Write it beside your Book 1 gate score. Two books, two verified jumps.

Then go to **Book 3 — Breaking the Cliff** Fair warning: it is the hardest book in this series, because it is the first that asks you to write at length. Only 9.56 per cent of candidates in this country score a B, and the reason is exactly what Book 3 teaches.

If you did not clear 38

Look at Test 11 and Test 15 specifically.

- **Test 11 under 4?** Redo Days 3 and 4 with a different paper. The sorting reflex is not automatic yet, and this is the single densest block of marks in the book.



-
- **Test 15 under 5?** Redo Day 5. Check first whether you attempted the inference questions before the easy ones — that is the usual cause, and it costs the marks you could have had.
 - **Both fine but Paper I dropped?** You have gone stale on Book 1. Half an hour rereading it will fix that.
-



Your Next 150 Words

Glue words — the Test 11 half

the · that · this · it · they · he · she · to · on · in · with · as · like · also · and · but · before · after · until · while · because · had · has · was · were · can · cannot · will · would · ever · what · somewhere · sometimes

Fact-hunting words

species · family · native · region · length · weight · diet · habitat · burrow · chamber · store · recognise · characterised · found · about · approximately

Reading-question words

true · false · refer to · closest in meaning · most suitable · according to · state · underline · tick

Describing words for texts

unpredictable · distinctive · energetic · rough · smooth · deeply cracked · quiet · untidy · slow · steady

Paragraph-building words

place · building · room · window · table · shelf · corner · morning · afternoon · every week · nearby · opposite · because · so that

Verbs you will reuse

belong · travel · reach · soak · run · carry · store · notice · wonder · discover · agree · spread · shade · borrow · return



What Comes Next

You are at the credit boundary. That is further than most of the country reaches, and it is worth stopping to notice.

Book 3 — Breaking the Cliff goes after the B. It is the hardest of the four, because the marks stop being findable and start having to be made — 100 words about a chart, and 200 words of connected argument.

But you now have two things you did not have three weeks ago: a method for hard questions, and evidence that methods work on you.

Take a day off. Then start.

THE O/L ENGLISH GRADE LADDER

The Credit Bridge

A pass and a credit are not the same thing, and everybody except the student seems to know it.

A credit in English is what the application form asks for. It is what the course wants and what the employer looks for, and it is still on the page when you are twenty-five.

It is fifteen marks away, and they are not spread thinly across the paper. They sit in three questions you are probably half-leaving blank: the table you fill from a text, the long reading at the end, and the banked cloze — the one with fifteen words in a box that looks impossible and is really a puzzle about small words.

Seven days. This is the shortest distance between where you are and a qualification you keep.

Book 2 of four. Next — Breaking the Cliff, where the writing begins in earnest.

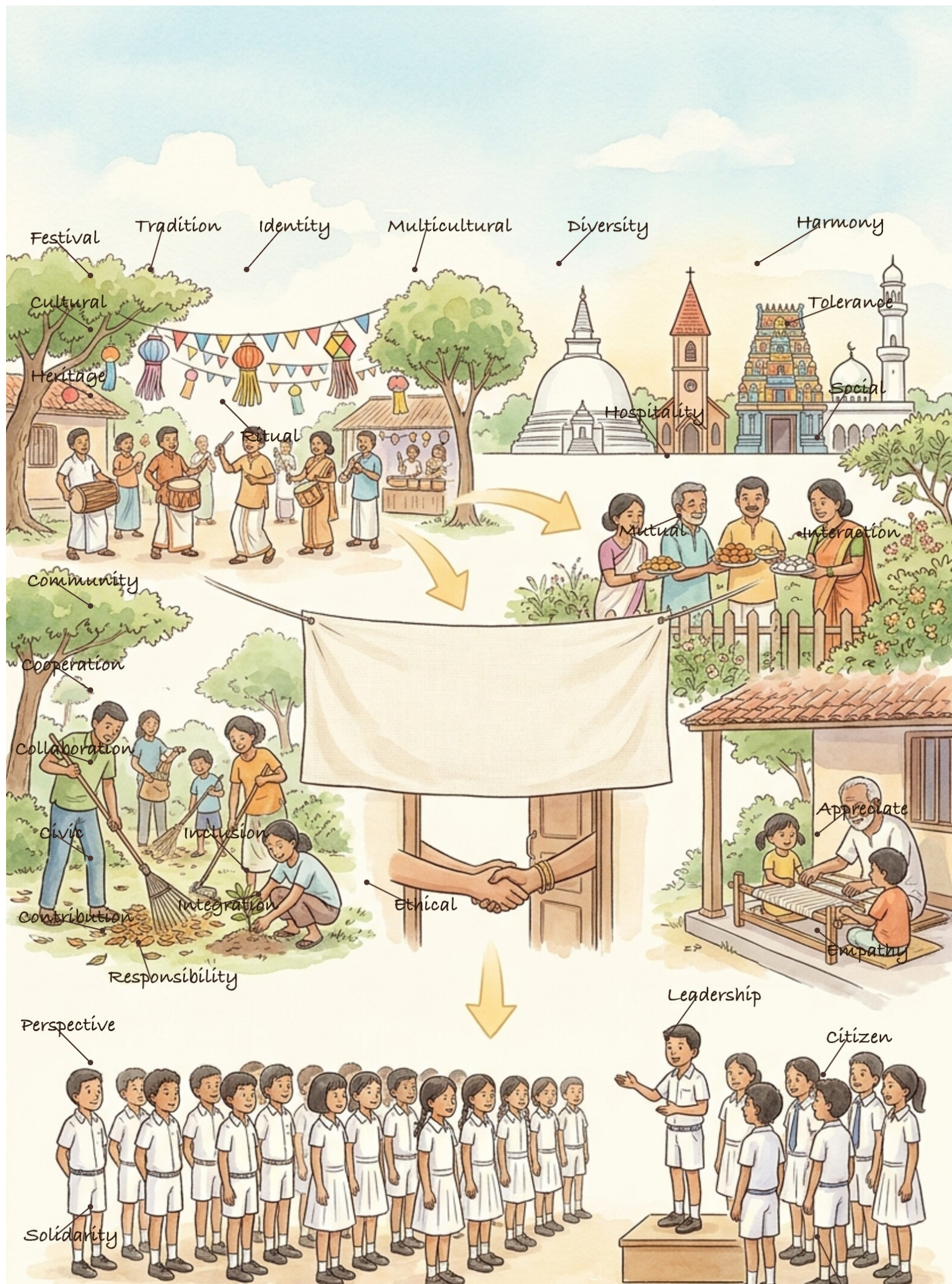


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Cooperation

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Contribution

Inclusion

Integration

Responsibility

Ethical

Mutual

Interaction

Appreciate

Empathy

Perspective

Leadership

Citizen

Solidarity