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Second Term Test - Grade 11 - 2023

Appreciation of English Literary Texts - I

Time: 03 Hours

Index No:

Additional Reading Time – 10 minutes

Use the additional reading time to go through the question paper, select the questions and decide on the questions you prioritize answering.

Instructions

Answer scripts of Paper I and Paper II are collected separately at the end of the allocated time.
Answers to Paper I should be written in the space provided on the question paper.

PART - I

- Answer all the questions in Section A
- Select either (1), (2) or (3) from Section B and answer all the questions given below it.
- The maximum marks allocated for Paper I is 40.

Section A – Poetry, Prose & Drama

Read the following extracts and answer all the questions given below them.

I - POETRY

- I. (ii) “And then hopped side wise to the wall,
To let a beetle pass”

- a) Name the poem from which these lines are taken. Name the poet who wrote it. (01 mark)

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- b) Whose action is described here? (01 mark)

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- c) Where does this take place? (01 mark)

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- d) What messages are brought out through this action? (02 marks)

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(ii) “The Potter has drawn out the living breath of me
And given me a form which is the death of me”

a) Name the poem from which these lines are taken. Name the poet who wrote it.(01 mark)

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b) Who speaks these lines? (01 mark)

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c) What is meant by 'a form' given to the speaker? (01 mark)

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d) Why does the speaker feel this 'form' as 'death'? (02 marks)

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II - Prose

II (i) “You said there couldn't possibly be a frog in my bread-and-milk;there was a frog in my bread-and-milk,'he repeated.”

a) Name the work from which these lines are taken. Name the author. (01 mark)

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.....

b) What is the context? (01 mark)

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c) What is the tone of the speaker? (01 mark)

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d) Why did the speaker repeat these lines? (02 marks)

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(ii) “We fled towards the driveway at the front of the hotel. The boys ran as fast as I did.”

a) Name the work from which these lines are taken. Name the author who wrote it. (01 mark)

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.....

b) Who are referred to as 'we'? (01 mark)

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.....

c) What is the incident described here? (01 mark)
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.....

d) Comment on the effect created by these lines. (02 marks)
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.....

III - Drama

III (i) "I promised and you agreed that I wouldn't weave any more..... But you still want more...."

a) Name the work from which these lines are taken. Name the author who wrote it. (01 mark)
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.....

b) Who is the speaker? (01 mark)
.....
.....

c) What feelings of the speaker are shown through these words? (01 mark)
.....
.....

d) What theme/s of the drama can be related to this extract?. (02 marks)
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.....

(ii) "I'm going to get my own, my dear! You don't get at me with your widow's weeds and your dimpled cheeks! I know those dimples!"

1. Name the work from which these lines are taken. Name the author who wrote it. (01 mark)
.....
.....

2. Who is the speaker? (01 mark)
.....
.....

3. Whom are these words spoken to? (01 mark)
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.....

4. What are the attitudes of the speaker towards 'you'? (02 marks)
.....
.....
.....

Section B – Novels

Select **EITHER** (1), (2) **OR** (3) from Section B and answer all the questions given below it.

- (1) Read the following extract from **The Prince and the Pauper** and then answer all the questions given below it.

"Let the prisoner go free--it is the King's will!"

Another blush followed this unregal outburst, and he covered his indecorum as well as he could by adding—

"It enrageth me that a man should be hanged upon such idle, **hare-brained evidence!**"

A low buzz of admiration swept through the assemblage. It was not admiration of the decree that had been delivered by Tom, for the propriety or expediency of pardoning a convicted poisoner was a thing which few there would have felt justified in either admitting or admiring--no, the admiration was for the intelligence and spirit which Tom had displayed. Some of the low-voiced remarks were to this effect--
"This is no mad king--he hath his wits sound."

"How sanely he put his questions--how like his former natural self was this abrupt imperious disposal of the matter!"

"God be thanked, his **infirmity** is spent! This is no weakling, but a king. He hath borne himself like to his own father."

- (i) When and where does this incident take place? (02 marks)

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.....

- (ii) Why did the assemblage admire Tom? (02 marks)

.....
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.....

- (iii) Explain the meaning of the following phrases as they occur in the passage.

(a) hare-brained evidence

(b) infirmity(02 marks)

- (iv) Comment on the qualities of Tom. What themes in the novel are related to the above extract?

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..... (04 marks)

Grade 11

Appreciation of English Literary Texts

- (2) Read the following extract from **Bringing Tony Home** and then answer the questions given below it.

I sprang up and twisted and turned and bent trying to pull the books from behind my back, and the gray woman and her son with the square face were staring at me like I was the craziest thing they had encountered in their lives. The books were partially wet with sweat but still had the smell of fresh biscuits, and I was **grinning from ear to ear** and wanting to shout and scream with joy and not caring a hoot what the gray woman and her square-faced son thought because I felt right on top of the world with not a pain anywhere my body and the **nausea** had vanished and I wanted to run all the way home – to our new home beyond the Wijerama Junction on the gravel road that went by the army camp past the rubber trees- waving the new ration books that were safe and secure and smelled like fresh biscuits.

- (i) When and where does this incident take place? (02 marks)

.....

- (ii) Why did the gray woman and her son stare at the speaker as if he was crazy? (02 marks)

.....

- (iii) Explain the meaning of the following phrases as they occur in the passage.

(a) grinning from ear to ear

(b) nausea.....

(02 marks)

- (iv) Comment on the feelings of the speaker. What themes in the novel are related to the above extract?

.....

 (04 marks)

- (3) Read the following extract from **The Vendor of Sweets** and then answer all the questions given below it.

Jagan sighed at this reminder. For years his fixed orbit had been between the statue and the shop, his mental operations being confined to Mali, the cousin, and frying. He recollected with a sigh the blaze of colours at sunset, the chatter of birds in Nallappa's grove, how he had often wandered along the river, **lounged** on the sands, or sat on the river-step with his class-fellows; how Mahatma Gandhi used to address huge assemblies on the sands of the river and how he himself, **a minute speck** in such a crowd, had felt his whole life change when he heard that voice. Where now were those friends, whose faces and names he could not recollect? -dead, flattened out by life, or existing in the same place under new masks like that toothless lawyer or that man who was so bent that he hardly looked up at anyone...

- (i) When and where does this incident take place? (02 marks)

.....

.....

- (ii) How did he feel when he heard Gandhi's voice? (02 marks)

.....

.....

- (iii) Explain the meaning of the following phrases as they occur in the passage.

(a) lounged.....

(b) a minute speck..... (02 marks)

- (iv)) Comment on the feelings of Jagan. What themes in the novel are related to the above extract?

.....

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.....

(04 marks)



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Second Term Test - Grade 11 - 2023

Appreciation of English Literary Texts - II

01 Instructions

- ❖ Answer four questions selecting one each from the four sections- **POETRY, DRAMA, PROSE** and **FICTION**
- ❖ Answer to **Paper II** should be written in the given booklet.
- ❖ The maximum marks allowed for **Paper II** is 60

POETRY

(Answer **one** question only)

1. Discuss the poet's attitudes towards the river Nile in the poem, **To the Nile** taking examples from the poem.
2. Discuss how the poet uses literary devices and language to convey the tension and suspense in the poem, **The Terrorist, He's Watching**.
3. Explore the morals brought out by the poem, **Richard Cory** with examples from the poem.
4. How does the poet in **Father and Son** use contrasting perspectives to explore the conflict between the two generations? Discuss with a close reference to the poem.
5. Discuss how the poet in **Upside-Down** uses Upside-Down's character to bring out a moral through humour.

(15 marks)

DRAMA

(Answer **one** question only)

6. Examine the theme of love and its role in the play **Twilight of a Crane**.
7. Examine how the feelings of anger and hatred turn into love through the course of the play, **The Bear** with examples.

(15 marks)

PROSE

(Answer **one** question only)

8. 'The punishment given to Nicholas, helps reveal his character as well as the character of the aunt'. Comment on this statement with reference to the short story, **The Lumber Room**.
9. 'The sacrifice done by the Nightingale becomes a waste as there is no true love in the human world,' Comment on this statement with reference to the short story **The Nightingale and the Rose**.
10. '**The Lahore Attack** presents people's responsibility towards their role.' Comment on this statement with reference to the speech.
11. '**Wave** highlights one's love for the family even amidst terror and haste.' Comment on this statement with reference to the text.

(15 marks)

FICTION

(Answer **one** question only)

12. Explore the significance of the exchange of roles between Tom Canty and Edward Tudor, and how it contributes to the overall themes of the novel, **The Prince and the Pauper**.
13. Explore how the author uses the characters of the narrator and Tony to explore the themes of loyalty and companionship in the novel, **Bringing Tony Home**.
14. Explore how the Western influence affects the traditional life of the characters in the novel **The Vendor of Sweets**.

(15 marks)



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නිවසටම ගෙන්වා ගන්න



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කෙටි සටහන්, වැඩ පොත්, අතිරේක කියවීම් පොත්, සඟරා
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