

3 Hours

SECTION A

Part I

1. Read the following extracts and answer the questions given below each extract.

- i) 'There was a time indeed

But that's gone, son;'

- Name the work in which these lines appear. Name the writer.
- Who speaks these words? Who are referred to as 'they'?
- What is the tone of the speaker?

(05 Marks)

- ii) 'The caged bird sings

**with a fearful trill
of things unknown'**

- Name the work in which these lines appear. Name the writer.
- Why does the bird sing 'fearfully'?
- What is suggested by 'things unknown'?

(05 Marks)

- iii) **'It is notable how quickly we got over that attack on us. Although we were physically injured, mentally we held strong.'**

- Name the work in which these lines appear. Name the writer.
- What is the context?
- Explain the qualities of 'we' as appeared in these lines.

(05 Marks)

- iv) 'It is not half as useful as Logic, for it does not prove anything, and it is always telling one of things that are not going to happen, and making one believe things that are not true.'

- Name the work in which these lines appear. Name the writer.
- Who speaks these lines? What is referred to as 'it'?
- What are the attitudes of the speaker towards 'it'?

(05 Marks)

- v) 'I am not here as a visitor but as a creditor, and there's no dress specially prescribed for creditors...'

- Name the work in which these lines appear. Name the writer.
- Who is referred to as "I"? Whom are these words spoken to?
- What is the mood of the speaker?

(05 Marks)

- vi) 'Stop worrying about the supper. You have got to come. Let's play together'

- Name the work in which these lines appear. Name the writer.
- What is the context?
- Comment on the relationship between the speaker and 'you'.

(05 Marks)

SECTION B

Section B - Answer questions in either (a), (b) or (c)

(a). Read the following extract and answer the questions below it.

'He wants to manufacture story - writing machines,' said the cousin. Jagan felt so baffled by this statement that he couldn't phrase his surprise properly. He blurted out a couple of questions incoherently and lapsed into silence.

The cousin watched his face, relishing the bewilderment he saw in it, and said with an innocent look, 'Haven't you heard of story - writing machines?' as if they were an article of daily use.

- i) What is the situation described here? Who is referred to as 'he'? (02 Marks)
- ii) Why did Jagan feel so baffled? (02 Marks)
- iii) Write the meaning of the given words and phrases.
 - a) Blurted out
 - b) Relishing (02 Marks)
- iv) What qualities of Jagan are revealed? Which themes of the novel are highlighted through this? (04 Marks)

(b) Read the following extract and answer the questions below it.

Tom examined the turnips and the lettuce with interest, and asked what they were, and if they were to be eaten; for it was only recently that men had begun to raise these things in England in place of importing them as luxuries from Holland. His question was answered with grave respect, and no surprise manifested.

- i) Where is Tom? What is the situation? (02 Marks)
- ii) Why did Tom not know that turnips and lettuce were to be eaten? (02 Marks)
- iii) Write the meaning of the given words and phrases.
 - a) Luxuries
 - b) Raise (02 Marks)
- iv) What does this event tell about the life of the nobles? Which themes of the novel are highlighted through this event? (04 Marks)

(C) Read the following extract and answer the questions below it.

I was sad and I was angry. Not because we had left Depanama. Not because we had become poor and were shifting to a half a house; I was too young to understand the implication of that, and I was not angry because I was carrying a bag full of smelly onions and milchard rice. I was sad and angry because we had left Tony behind.

- i) Who speaks these lines? Where is he now? (02 Marks)
- ii) Why had they shifted house? (02 Marks)
- iii) Write the meaning of the given words and phrases.
 - a) Implication
 - b) Shifting (02 Marks)
- iv) Comment on the feelings of the speaker. Which themes of the novel are highlighted through his thoughts? (04 Marks)

Part II Poetry

(Answer one question)

2. How does the poet show that the life of ordinary people are closely connected with nature in the poem, 'To the Evening Star'?
3. 'The poem, "War is Kind" reveals the real nature of war.' Do you agree? Support your answer with relevance to the poem.
4. 'The confession of the clown's wife reveals the displeasure of life of many in society.' Justify.
5. 'The poem, "Richard Cory" challenges the general perception of a gentleman in modern society.' Do you agree?
6. Discuss how the poet exploits the "Camel's Hump" to convey his themes in the poem, 'The Camel's Hump'.

(15 Marks)

Drama

(Answer one question)

7. How do you prove that the play, 'The Bear' is a comedy? Support your answer with relevant examples from the play.
8. The play, 'Twilight of a Crane' is a fine example to show that even great attachments are subjected to change due to outside influence.' Discuss.

(15 Marks)

Prose

(Answer one question)

9. 'Wave is an authentic example to show a mother's love and courage,' Comment with relevance to the text.
10. 'The speech, "The Lahore Attack" reveals the true spirit of a Sri Lankan.' Do you agree?
11. Do you agree to say that the short story, 'The Nightingale and the Rose' convinces that true love does not exist among humans?
12. Discuss the messages conveyed to the society by the writer through his short story, 'The Lumber Room'.

(15 Marks)

Fiction

(Answer one question)

13. Comment on the character of Cousin in the novel, 'The Vendor of Sweets' by Narayan. How does his character contribute to the development of the plot?
14. Critically examine how Edward Tudor faces his new life and attains maturity through this new experience.
15. Critically evaluate the childhood of the speaker in facing the challenges of his life in the novel, 'Bringing Tony home'.

(15 Marks)

Appreciation of English Literary Texts

First Term Test - 2018

Grade - 11

Marking Scheme

Part I

Section A

- | | | | |
|----|------|---|------------|
| 1. | i) | a) Once Upon a Time by Gabriel Okara | (01 mark) |
| | | b) Father / They - People in the past | (02 marks) |
| | | c) disappointed/ despair/ sad/ nostalgic | (02 marks) |
| | ii) | a) I Know Why the Caged Bird Sings by Maya Angelou | (01 mark) |
| | | b) Because his freedom is denied/his rights are denied/he is discriminated | (02 marks) |
| | | c) Freedom/rights/privileges | (02 marks) |
| | iii) | a) The Lahore Attack by Kumar Sangakkara | (01 mark) |
| | | b) After the Sri Lankan team faced the terrorists' attack | (02 marks) |
| | | c) Courage/ bravery/ team spirit/ endurance / will power/ flexibility | (02 marks) |
| | iv) | a) The Nightingale and the Rose by Oscar Wilde | (01 mark) |
| | | b) The Young student / It - love | (02 marks) |
| | | c) critical / cynical / pessimistic / negative | (02 marks) |
| | v) | a) The Bear by Anton Chekhov | (01 mark) |
| | | b) Smirnov to himself | (02 marks) |
| | | c) somber / gloomy / cheerless / sullen | (02 marks) |
| | vi) | a) Twilight of a Crane by Yu Zuwa Junji Kinoshita | (01 mark) |
| | | b) Yohyo invites Tsu to play with children | (02 marks) |
| | | c) Very strong / mutual understanding / close bond/ full of love/affectionate | (02 marks) |

Section B

- | | | | |
|-----|------|--|------------|
| (a) | i) | Cousin informs Jagan about the story writing machines/business plan of Mali | (02 marks) |
| | ii) | because he could not understand Mail's plan / unaware of story writing machines | (02 marks) |
| | iii) | a) spoke suddenly / abruptly | |
| | | b) enjoying / satisfying | (02 marks) |
| | iv) | Ignorance / narrow minded / traditional | |
| | | Themes - Tradition Vs Modernity / Generation gap | (04 marks) |
| (b) | i) | Tom is in the palace / His first royal dinner | (02 marks) |
| | ii) | Because they were luxuries of the upper class | (02 marks) |
| | iii) | a) privileges / riches / costly things | |
| | | b) grow / cultivate | (02 marks) |
| | iv) | privileged / luxurious / extravagant life of the nobles | |
| | | Themes - social disparity / Gap between the upper class and the lower class/
extravagant life of the nobles | (04 marks) |

- | | | | |
|-----|------|---|------------|
| (c) | i) | The narrator / speaker / He is in Ego-dawatta (in his new home) | (02 marks) |
| | ii) | Because they had become poor | (02 marks) |
| | iii) | a) results / effect | |
| | | b) moving / changing | (02 marks) |
| | iv) | lonely / sad / angry / frustrated | |
| | | Themes - Separation and loneliness / relationships | (04 marks) |

Part II

Poetry

2. To the Evening Star

How people deify natural objects / Respectful tone with archaic language depict their honour and faith towards the Goddess Venus / Their prayers for the protection, blessing and fertility/ How Venus brings peace, harmony and beauty to the world / figurative language that enhances the soothing influence of Venus.

3. War is Kind

The poet juxtaposes the bitter reality of war and its glorified appearance to criticize the heroic picture given to war. His random selection of three dead bodies convinces how everyone in the society is affected. Anti thesis / paradoxes / simile have been used to create a brutal picture of war. Effect is ironic, critical and sarcastic.

4. The Clown's wife

How the wife contrasts his appearance (King on a throne) with reality (hear him moan) brings out the plight of many in the society. ' Duality of life/ gap between the appearance and reality/ the students should apply it to the modern context.

5. Richard Cory

How the down town people judge Richard Cory as a perfect gentleman symbolizes the common general perception of a gentleman. It is based on outward appearance. This illusionary idealism is shattered with the ironic twist at the end.

6. The Camel's Hump

The hump is metaphorically used to show the results of laziness. It is exaggerated with colours (black and blue). Absurdity, elongated vowels, funny rhythm and warning tone further help in bringing out the themes.

Drama

7. The Bear

Farical elements such as absurdity, character exaggeration, verbal and dramatic irony and reversal of roles should be teased out in the answer with relevant examples. Human weaknesses like inconsistency, pretentiousness and hypocrisy are brought out through humour.

8. **Twilight of a Crane**

Strong relationship between Tsu and Yohyo at the beginning should be elaborated with relevant examples. How the materialistic influence from the industrialized world affects gullible Yohyo and how this change affect their relationship should be critically analysed.

Prose

9. **Wave**

The speaker prioritizes her role of a mother and even forgets her parents. Her mental and physical potentials to run with children to save their lives, how she lift them above their heads when the water fills into the jeep are examples to show her courage and love. Her honest unabridged revelation makes it an authentic presentation.

10. **The Lahore Attack**

How Sangakkara relates his emotions to Sri Lankans should be elaborated. E.g. Their bravery and strength to overcome the attack as brave Sri Lankans / their behaviour in front of the media as brave Sri Lankans. His speech gives due respect to Sri Lankans and Sri Lankan soldiers in front of an international audience.

11. **The Nightingale and the Rose**

The Nightingale is contrasted with the two humans. While the Nightingale is ready to sacrifice for true love the Young student and the Professor's daughter are seeking materialistic / utilitarian value in love. The Red Rose crushed by the cart wheel symbolically suggests that the true love/ ideal love has no place in the human world.

12. **The Lumber Room**

Adults' duties towards children/ How to develop their cognitive and imaginative skills / love and attention/ Wrong child raring methods / Exploiting religion to instill fear. The Writer exploits the characters of the aunt and Nichoasls in conveying these messages.

Fiction

13. **The Vendor of Sweets**

Cousin operates as the intermediary between the father and the son. He also brings out the unknown/unexplained facts of the both sides. He reveals the hypocrisy of Jagan. He helps the flow of events of the story by intervening in all the problems.

14. **The Prince and the Pauper**

His meeting of the ordinary people opens his eyes to the bitter life conditions of the poor. Jhon Canty, children of the Christ's hospital, thieves and peasants make him understand the duties of him as a king. Rather than taking revenge from them he plans to better educate and nourish them when he becomes the king.

15. **Bringing Tony Home**

Poverty affects his life very badly. As a result he has to separate from Tony. He does not have a strong relationship with his parents. There is an emotional vacuum in his child hood and he tries to fill this with the village boys after losing Tony.



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