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Provincial Department of Education - NWP

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Second Term Test - 2025

Grade 11 | 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 (i) "He said, "I'd like a pair of socks
With clocks on them, and in a box"

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) Where is the speaker? (01 mark)

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d) What does the speaker's specific request, "a pair of socks with clocks on them", suggest about his character or state of mind? (02 marks)

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I (ii) "His wings are clipped and his feet are tied
So he opens his throat to sing"

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

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b) Who is referred to as 'he'? (01 mark)

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c) What emotions are evoked by the phrase "he opens his throat to sing"? (01 mark)

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d) How do these lines reflect the theme/s of the poem? (02 marks)

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II PROSE

II (i) "All that I ask of you in return is that you will be a true lover, for Love is wiser than Philosophy, though she is wise, and mightier than Power, though he is mighty.

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

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b) Who is referred to as 'you'? (01 mark)

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c) What do these lines suggest about the speaker's idea of love? (01 mark)

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d) What is the effect created by these lines? (02 marks)

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II (ii) "We were tilting from side. The water rising now, filling the jeep. It came up to our chests."

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

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

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c) What kind of atmosphere is created by this extract? (01 mark)

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d) How is nature depicted in these lines? (02 marks)

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III DRAMA

III (i) "After all I had asked you… After all you had promised faithfully…. Why-why did you look in at me?"

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)

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

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d) What does this line reveal about the relationship between the speaker and the person being addressed? (02 marks)

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III (ii) "Devil take you! I'll put a bullet into your thick head." Eh? How she reddened, how her cheeks shone!

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)

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c) To whom are these words spoken? (01 mark)

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d) What are the feelings of the speaker? (02 marks)

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Section B – Novels

Select **EITHER I, II OR III** from Section B and answer all the questions given below it.

I) Read the following extract from **The Prince and the Pauper** and then answer the questions given below it.

When the King awoke in the early morning, he found that a wet but thoughtful rat had crept into the place during the night and made a cosy bed for itself in his bosom. Being disturbed now, it scampered away. The boy smiled and said, "Poor fool, why so fearful? I am as forlorn as thou. 'Twould be a sham in me to hurt the helpless, who am myself so helpless. Moreover, I owe you thanks for a good omen; for when a king has fallen so low that the very rats do make a bed of him, it surely meaneth that his fortunes be upon the turn, since it is plain he can no lower go."

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

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(ii) What similarities does the speaker see between the rat and himself? (02 marks)

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

(a) scampered away (01 mark)

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(b) forlorn (01 mark)

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(iv) Comment on the themes in the novel that are related to the above extract. (04 marks)

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II) Read the following extract from **Bringing Tony Home** and then answer the questions given below it

It was Tony barking, and the flow of memories would stop abruptly at the point like the image freeze in a movie, but the barking would continue; Tony's image was blurred and faded like old snapshot, but I heard the bark, sharp and clear, whenever there was a mist over Church Street and I heard it high above the sad whistle of the little train as it was leaving the Nugegoda Station and crossing the road behind me…

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

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(ii) What is the memory which stands out most clearly to the narrator? (02 marks)

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

(a) freeze (01 mark)

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(b) faded (01 mark)

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(iv) What themes in the novel are related to the above extract? (04 marks)

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III Read the following extract from **The Vendor of Sweets** and then answer the questions given below it.

Occasionally, one of Mali's old friends came to meet him. He seated the friend in the hall and conversed in low tones, as became a gentleman, and Jagan had no means of knowing what they talked about. Perhaps Mali was describing the Grand Canyon and the Niagara and the Statue of Liberty and the traffic jams in New York; he knew all about such things and could have joined in their talk if they let him, but he felt it might seem presumptuous unless he was invited

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

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(ii) What did Jagan want to do in instances like this? (02 marks)

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

(a) low tones (01 mark)

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(b) presumptuous (01 mark)

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(iv) What themes in the novel are related to the above extract ? (04 marks)

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Second Term Test - 2025

Grade 11

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 how the poem, **To the Evening Star** reflects William Blake's attitude towards nature.
2. Explain how the poet has used the poetic techniques effectively to present her messages in the poem, **The Terrorist, He's Watching.**
3. Do you agree that the poem, **Richard Cory** is still a powerful and relevant poem in modern society?
4. Explore how the goblet's experience reflects a broader commentary on human interference with nature in the poem, **The Earthen Goblet**.
5. Why would you say that the poem, **Upside-Down** is a good poem for a reader of any age? Highlight what the poem brings forth to readers.

(15 marks)

DRAMA

(Answer **one** question only)

6. Examine how the conflict between material wealth and spiritual values affects the relationship between Yohyo and Tsu in the play, **Twilight of a Crane**.
7. Examine how the conflict between Poova and Smirnov brings humour in the play, **The Bear**

(15 marks)

PROSE

(Answer **one** question only)

8. Analyse the aunt's character and how her interactions with Nicholas bring out the themes in the short story, **The Lumber Room**.
9. How does Oscar Wilde portray the theme of selfless love in the short story, **The Nightingale and the Rose'**
10. "In **The Lahore Attack,** Sangakkara recounts not only his courage and bravery, but also the bravery of others." Do you agree?
11. "**Wave** is not only a memoir of personal loss, but also a tribute to the courage and resilience of those who fought until the last moment." Discuss

(15 marks)

FICTION

(Answer **one** question only)

12. Explore how Mark Twain uses the characters of Prince Edward and Tom Canty to highlight the importance of empathy and justice.
13. Explore how Tissa Abeysekara uses the characters of the narrator and Tony to highlight the companionship and the pain of separation.
14. Explore how Narayan uses the characters of Jagan and Mali to highlight the tension between the older and younger generations. (15 marks)

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