



PROVINCIAL DEPARTMENT OF EDUCATION NORTH WESTERN PROVINCE  
**THIRD TERM TEST 2020**

**Grade 11 Appreciation of English Literary Texts** Three Hours.

Name / Index No. :

- Answer question **one** and **four** others, selecting **one** question from each section **POETRY, DRAMA, PROSE** and **FICTION**.

**PART - I**

**SECTION A**

- **Answer all questions.**

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

(1) “It's always been the same, same old story.

From the moment I could talk I was ordered to listen”

- a) Name the work in which these lines appear. Name the writer.
- b) Who is referred to as 'I'? What is meant by the 'same old story'?
- c) Comment on the feelings of 'I'. (05 marks)

(2) “At thirteen twenty minus ten seconds

he goes back in for his crummy gloves”

- a) Name the work in which these lines appear. Name the writer.
- b) Explain the context.
- c) What is the effect created by these lines? (05 marks)

(3) “Don't talk nonsense,” said the prisoner in the tank; “go and fetch the ladder”

- a) Name the work in which these lines appear. Name the writer.
- b) Who speaks these words? To whom are they spoken?
- c) What is meant by 'nonsense'? What effects are created by these words? (05 marks)

- (4) “But you are a hero and if you were to die it would be a great loss for our country.”
- Name the work in which these lines appear. Name the speaker?
  - Who speaks these lines? Where does this conversation take place?
  - What are the attitudes of the speaker towards 'you'? (05 marks)
- (5) 'Fire, then! You can't understand what happiness it would be to die before those beautiful eyes, to be shot by a revolver held in that little, velvet hand...'
- Name the work in which these lines appear. Name the speaker?
  - What is the situation?
  - What effect is created by these lines? (05 marks)
- (6) “Now I'd like to go to Kyoto as soon as possible! My dear, these stuffs are pretty well finished – don't you think so?”
- Name the work in which these lines appear. Name the speaker?
  - Who is the speaker? What is the tone of the speaker?
  - Comment on the qualities of the speaker? (05 marks)

## SECTION B

**Answer questions in either (a), (b) or (c).**

**Either**

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

'The boy made a wry face at the mention of the shop; fortunately the dim light did not reveal it fully. 'I tell you once and for all, I don't want to be...' He merely concluded, 'I have learned valuable things in the United States at a cost of several thousand dollars. Why can't our country make use of my knowledge?'

- Explain the context (02 marks)
- Why did the boy make a wry face? (02 marks)
- Write the meaning of these words and phrases. (02 marks)
  - reveal
  - wry face
- Comment on the feelings of 'the boy'. What themes are discussed in this text? (04 marks)

**Or**

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

He only begged just enough to save himself, for the laws against mendicancy was stringent, and the penalties heavy; so he put in a good deal of his time listening to good Father Andrew's charming old tales and legend, and about giants and fairies, dwarfs and genii, and enchanted castles, and gorgeous kings and princes. His head grew to be full of these wonderful things, and many a night as he lay in the dark on his scant and offensive straw, tired, hungry, and smarting from a thrashing, he unleashed his imagination and soon forgot his aches and pains in delicious picturing to himself of the charmed life a petted prince in a regal palace.

1. Who is referred to as 'he'? Where is 'he'? (02 marks)
2. What did he learn from Father Andrew's tales? (02 marks)
3. Write the meaning of these words. (02 marks)
  - a) Penalties
  - b) Unleashed (02 marks)
4. Describe the life of 'he' as given in the above extract. What themes are discussed in this text? (04 marks)

**Or**

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

I opened my eyes and there at my feet lay Tony with upturned paws in that gesture of canine loyalty and affection. It was Tony and also not Tony. The dog who lay at my feet wriggling, and moaning in a trance of affection was not the Tony I Knew, not the dog with that beautiful coat who always smelled good and clean; this was a sick dog with sores all over;

1. What is the situation described here. (02 marks)
2. Why does the speaker say that the dog was not Tony? (02 marks)
3. Write the meanings of the following in your own words.
  - a) whining
  - b) affection (02 marks)
4. Comment on the feelings of the speaker. What themes are discussed in this text? (04 marks)

**Part II**  
**POETRY**

(Answer **one** question only)

2. 'John Keats glorifies nature giving its due respect and recognition in, **To the Nile**'. Justify.
3. Discuss how the poet brings out how sudden impulses affect human relationships in the poem, **Farewell to Barn and Stack and Tree**.
4. 'Richard Cory teaches us that happiness and contentment cannot be reached through materialistic achievements.' Do you agree?
5. Comment on the issues discussed in the poem, **Father and Son**. What are the messages conveyed to society through this poem?
6. Examine how human weaknesses are humourously brought out in the poem, **Two's company**.  
(15 marks)

**DRAMA**

(Answer **one** question only)

7. '**The Bear** captures the inconsistency of human behaviour in a very humourous manner.' Justify your answer with close reference to the play.
8. '**Twilight of a Crane** voices out the sad realities in new world with its greed and competition.' Support your answer with detailed reference to the play. (15 marks)

**PROSE**

(Answer **one** question only)

9. 'The Lumber Room, is a story about children and their playfulness.' Do you agree?
10. How would you see the character of the Nightingale in **The Nightingale and the Rose**? Discuss referring to the short story.
11. Discuss with relevant examples how the author attempts to provide us with an authentic recollection of her experience in the extract, **Wave**.
12. 'The Lahore attack is a fine example to show how great men emerge through sports.' Do you agree?  
(15 marks)

**FICTION**

(Answer **one** question only)

13. Examine how the novel, **Bringing Tony Home** reflects on relationships.
14. Do you agree to say that, **The Prince and the Pauper** is an adventurous story?
15. 'The story of Jagan and Mali tells us to lead a moderate life.' Discuss with relevant example from the novel, **The Vendor of Sweets**.  
(15 marks)

**Part I – Section A**

- 01 (i) a) Father and Son by Cat Stevens  
 b) son – the traditional/ hackneyed/ typical advice of the father  
 c) disappointment / anger / frustration / irritation (05 marks)
- (ii) a) The Terrorist, He's Watching by Wislawa Szymborska  
 b) The terrorist is watching how the fat bold guy changes his decision and goes back to the bar just before the explosion.  
 c) tension / fear / suspense / anxiety (05 marks)
- (iii) a) The Lumber Room by Saki  
 b) The aunt to Nicholas  
 c) nonsense – the idea of the evil one / effect – irony, humour and sarcasm (05 marks)
- (iv) a) The Lahore Attack by Kumar Sangakkara  
 b) the Soldier / in Colombo at a check point  
 c) admiration / appreciation / respect (05 marks)
- (v) a) The Bear by Anton Chekhov  
 b) Although Smirnov expresses his love, Popova vehemently sticks into the fact that she must shoot him.  
 c) irony / humour (05 marks)
- (vi) a) Twilight of a Crane by Yu Zuwa Junji Kinoshita  
 b) Yohyo / tone is excited, impatient, thrilled  
 c) selfish, greedy, money minded, insensitive. (05 marks)

**Section B**

- a) i Jagan refuses giving money to Mali (02 marks)  
 ii Because Jagan asked him to work in the sweet shop instead of this new business. (02 marks)
- iii a-reveal – disclose, let out  
 b-wry face – expression of disgust, disappointment or annoyance (02 marks)
- iv Mali feels disappointed, frustrated and irritated  
 Generation gap / modernity Vs. tradition (04 marks)
- b) i Tom Canty in Offal Courts (02 marks)  
 ii Old tales, legend, fairies as well as kings and kingdoms (02 marks)  
 iii Penalties - punishments  
 Unleashed - let loose / released (02 marks)  
 iv Life – full of misery, hunger and suffering  
 Life of the poor / English lower class (04 marks)
- c) i Reunion of the speaker and Tony (02 marks)  
 ii Because he has changed. (sores / bad smell) (02 marks)  
 iii whining – making a long high pitched cry  
 affection – love / fondness (02 marks)  
 iv disappointment / confusion / frustration  
 separation / relationships (02 marks)

**Part II**

In marking the long answers, the following criteria must be used.

Content	1-7
Organizing	1-4
Language	1-4
Total	15

**Poetry**

- He takes the Nile –representative of nature. Structure –octave deifies the river and shows its heavenly power as a chief and nurse. Sestet –natural beauty. Archaic language highlights the respect. He admires the influence of nature on humans.
- Students should describe how the sudden impulses of the speaker affects his brother, mother, his friends and his much loved environment. His agony and remorse over the destroyed relationships should be elaborated.
- 'we' the speakers only judged Richard Cory by looking at his materialistic achievements. They made him the idol and worked hard to achieve happiness. The situation undergoes an ironic twist when Cory commit suicide. This suggests the spiritual vacuum in him.
- Issues – generation gap / Traditional stereotypical life of the older generation clashes with the younger generation generating tension and disappointment for both parties. It conveys the message that both parties have to understand each other.
- The boastful person who overestimates himself is finally reduced to a coward. Absurdity, irony and exaggeration and dramatic narration contribute to humour.

**Drama**

- Both Popova and Smirnov show their inconsistency through reversal of roles. It is further elaborated with absurdity, irony and exaggeration in situation and the behaviour of these characters.
- The new world is represented by Sodo and Unzu who influence common men like Yohyo to change. This affects the old virtuous life which is represented by Tsu. The strong relationship between Yohyo and Tsu at the very beginning is destroyed when avarice enters their life.

**Prose**

- The Lumber Room does talk about children and their playfulness (e.g Nicholas) but it also discusses the hypocrisy of adults and their inability to understand children. Students should provide examples for both arguments.
- The Nightingale who represents true and sacrificial love and utmost selfishness does not fit into the corrupted world. Hence her sacrifice becomes useless. A contrast between the Nightingale and the human characters should be done to show the great qualities of the Nightingale.
- Genuine revelation of the situation / Both positive and negative reactions of the people and herself/ Guilt and repentance over the reflection with powerful language help to make the extract very realistic and authentic.
- Unity and bravery / mature manner in facing terrorists / discipline and responsible behaviour after the attack / The soldier's comment.

**Fiction**

- Strong relationship between the speaker and his dog (friendship / family bond / inseparable attachment) and distanced relationship between the speaker and his parent (mother – typical housewife / father-strict and authoritative). Friendship between the speaker and his peers. Results of them- separation and loneliness.
- The adventures experienced by Edward Tudor and Tom Canty puts the novel into the genre of adventure. Students should elaborate them. But there are other aspects too as a political satire / historical novel/moralistic story
- Both characters follow extremes. Jagan is extremely orthodox while Mali is extremely modern and westernized. Both ends do not bring happiness, peace or contentment.