



**Provincial Department of Education - NWP**

73 E I

**First Term Test - Grade 13 - 2019**

Index No. .... English - I Three hours only

**Instructions**

- ♦ Answer **all** the questions in **Part A** and **Part B**.
- ♦ The texts you choose to answer questions from **Part A must not be** the same as those you answer from **Part B**
- ♦ Write the number and letter of each question clearly.

**Part A**

( This part carries **32 marks**. each question carries **08** marks)

(1). Comment briefly on any one of the following passages, explaining its significance to the play from which it is taken.

- A. Sir,y're robb'd,for shame put on your gown,  
Your heart is burst,you have lost half your soul;  
Even now,now,very now,an old black ram  
Is tugging your white ewe.Arise ,arise,  
Awake the snorting citizens with the bell,  
Or else the devil will make a gradsire of you.  
Arise I say.
- B. If by your art, my dearest father, you have  
Put the wild waters in this roar, allay them.  
The sky, it seems, would pour down stinking pitch,  
But that the sea, mounting to the welkin's cheek,  
Dashes the fire out. If by your art, my dearest father, you have  
Put the wild waters in this roar, allay them.

- C. When I was a girl in Blue Mountain and it was suspected that a young man drank, the girl whose attentions he had been receiving ,if any girl was, would sometimes speak to the minister of his church, or rather her father would if her father was living , and sort of feel him out on the young man's character. That is the way such things are discreetly handled to keep young woman from making a tragic mistake.
- D. "- He picks up the paper.  
- What about this listen to this  
He refers to the paper  
A man of eighty seven wanted to cross the road But there was a lot of traffic. see He couldn't see how he was going to see through, he crawled under a lorry.
- E. "Tell the boys in your language that this is a very big day in their lives.'  
'Gentlemen this old fool says this is a hell of a big day in our lives.'  
The man laughed.  
'They are very happy to hear that sir.'

(2). Comment briefly on any one of the following passages, explaining its significance to the novel from which it is taken.

- a. "I am inclined to go and have a fling with them. Why not all of us—just for a minute or two—it will not detain us long?"

"No—no; nonsense!" said the first. "Dancing in public with a troop of country hoydens—suppose we should be seen! Come along, or it will be dark before we get to Stourcastle, and there's no place we can sleep at nearer than that; besides, we must get through another chapter of *A Counterblast to Agnosticism* before we turn in, now I have taken the trouble to bring the book."

"All right—I'll overtake you and Cuthbert in five minutes; don't stop; I give my word that I will, Felix."

- b. "I have waited five years, "he replied" She has not borne in her first blooming, who can say she will conceive later? I need sons.

I summoned Nathan from the fields. The tale was repeated, our son-in-law departed.

"I do not blame him, "Nathan said."He is justified, for a man needs children. He has been patient."

- c.- Is from the goat, this milk we drink, I don't know if Gina she's going like it. Always Gina little bit fussy. Madam,you can boil it-He screwed up one eye and his mouth drew down the sides of his moustache, advising caution,most delicately acknowledging some lack of hygiene, if he were to compare the goat,the syrup tin,with the sterilized bottles from which he would take milk out of the refrigerator, back there.

- d. The first time. "This was not the first time my employer had raised such a question; indeed it seems to be something which genuinely troubles him. On this occasion, in fact, in fact, a reply of sorts did occur to me as I stood up there on the ladder; a reply to the effect that those of our profession, although we did not see a great deal of the country in the sense of touring the country-side and visiting picturesque sites, did actually 'see' more of England than most, placed as we were in houses where the greatest ladies and gentlemen of the land gathered.?"
- e. "Religion will save us," I said. Since when I could remember, religion had been very close to my heart. "Religion?" Mr. Kumar grinned broadly. "I don't believe in religion. Religion is darkness".

Darkness ?I was puzzled. I thought, Darkness is the last thing that religion is .Religion is light.

- (3) . Comment briefly on the following passage, explaining its significance to the short story from which it has been taken.

"Are you surprised?" The way she put it made him choose his words with care. "It's not the type of thing as assumes," Mr. Kapasi replied slowly. He put the tin of lotus-oil balm back in his pocket ' no ' of course not, And no one knows, of course. No one at all. I've kept it a secret for eight whole years." She looked at Mr. Kapasi, tilting her chin as if to gain a fresh perspective. "But now I've told you"

Mr. Kapasi nodded. He felt suddenly parched, and his forehead was warm and slightly numb from the balm. He considered asking Mrs. Das for a sip of water, then decided against it.

- (4) . Comment briefly on the following extract, explaining its significance to the poem from which it has been taken.

In winter trenches, cowed and glum,  
With crumps and lice and lack of rum,  
He put a bullet through his brain.  
No one spoke of him again.

(This part carries **68 marks**. Each question carries **17 marks**)

(5). **Drama**

Answer any **one** of the following questions. Do not answer the question which is based on the text you selected in question **1** of **Part A** above.

- a. " Desdemona is seen very often as stereotypically weak and submissive." Is this a fair comment when referring to the play **Othello** by Shakespeare?
- b. How does the playwright expose the major and minor characters in the play **The Tempest** by Shakespeare?
- c. How are the themes of evasion of responsibilities and escapism presented effectively in **The Glass Menagerie** by Tennessee Williams?
- d. What type of a social background is introduced to expose the characters in **The Dumb Waiter** by Harold Pinter?
- e. How does the dramatist depict the injustices of apartheid in the drama **Sizwe Bansi is Dead** by Athol Fugard?

(6). **Novel**

Answer any **one** of the following questions. Do not answer the question which is based on the text you selected in question **2** of **Part A** above.

- a. How does Hardy use his omniscient third person narrator as a vehicle to express his own views in **Tess of d'Urbervilles**? Illustrate from the beginning part of the novel.
- b. "Rukmani's transformation from an uncertain child bride to a confident young wife is lively depicted in the novel **Nectar in a Sieve** by Kamala Markandaya". Comment.
- c. Explain how the Smales family face the unexpected political and social 'Changes' in the beginning part of the Novel **July's People** by Nadine Gordimer.
- d. How does Kazuo Ishiguro show the impact of the political development in the beginning part of **The Remains of the Day**? Illustrate with reference to the text.
- e. Comment on the use of fantastical elements in the novel **Life of Pi**.

**Short story**

- (a) Examine the use of 'protest' in identifying the strengths of characters in facing various conflict ridden situations in life with reference to at least **two** short stories prescribed in your syllabus.

**OR**

- (b) Evaluate how individual characters suffer due to various personal and socio-economical factors. Failing to face 'happiness' in life. Make detailed reference to at least **two** stories from your collection.

**OR**

- (c) Of the six short stories in your syllabus, which one do you consider to be the most effective in portraying how the communication gap affects the relationships between characters. Write a critical appreciation of this story justifying your choice in comparison with the other stories.

(8). **Poetry**

- (a) Write a brief introduction to a selection of **three** poems in your syllabus which discuss the themes of criticism on 'certain decisions' taken by individuals.

**OR**

- (b) Contrast the treatment of "conflict/war and its influence on individuals" from any **two** literary periods in your syllabus.

**OR**

- (c) Critically analyse **one** of the following:
  - (i) Common issues contained in three poems in your syllabus regarding the influence of strict ideologies on Man.
  - (ii) Nature of Social oppression in "Introduction" by Kamala Das and "Chimney Sweeper" by William Blake.
  - (iii) Characteristic features of Elizabethan Poetry.



වයඹ පළාත් අධ්‍යාපන දෙපාර්තමේන්තුව Provincial Department of Education - NWP  
වයඹ පළාත් අධ්‍යාපන දෙපාර්තමේන්තුව Provincial Department of Education - NWP  
වයඹ පළාත් අධ්‍යාපන දෙපාර්තමේන්තුව Provincial Department of Education - NWP  
වයඹ පළාත් අධ්‍යාපන දෙපාර්තමේන්තුව Provincial Department of Education - NWP  
වයඹ පළාත් අධ්‍යාපන දෙපාර්තමේන්තුව Provincial Department of Education - NWP  
වයඹ පළාත් අධ්‍යාපන දෙපාර්තමේන්තුව Provincial Department of Education - NWP  
වයඹ පළාත් අධ්‍යාපන දෙපාර්තමේන්තුව Provincial Department of Education - NWP  
වයඹ පළාත් අධ්‍යාපන දෙපාර්තමේන්තුව Provincial Department of Education - NWP  
වයඹ පළාත් අධ්‍යාපන දෙපාර්තමේන්තුව Provincial Department of Education - NWP  
වයඹ පළාත් අධ්‍යාපන දෙපාර්තමේන්තුව Provincial Department of Education - NWP  
වයඹ පළාත් අධ්‍යාපන දෙපාර්තමේන්තුව Provincial Department of Education - NWP

වයඹ පළාත් අධ්‍යාපන දෙපාර්තමේන්තුව  
**Provincial Department of Education - NWP**

73 E II

**First Term Test - Grade 13 - 2019**

Index No. ....

English - II

Three hours only

**Instructions**

- ♦ This question paper consists of four questions. All questions are compulsory.

- Write a composition on **ONE** of the following topics, paying attention to relevant facts and supporting evidence, structure, organization, coherent argument, accurate language and expression.
  - Apparel Industry and its contribution to Sri Lankan Economy..
  - Does the Government offer Multiple Opportunities for Youth?.
  - Effects of Global Climate Change.
  - Write a creative composition which incorporates the phrase "Experience makes a person mature... "
  - A Review of a stage drama which deals with the theme ‘Youth Unrest .’
  - Write a report on Easing Traffic Congestion in Sri Lanka..

**2. Reading comprehension and précis.**

- Read the following passage and answer the questions given below it. (10 marks)

**Nature**, which can be both benevolent and malevolent, may influence man in varied aspects. When moving to its negative aspects, natural disasters such as earthquakes, tsunamis, and floods can often come at the least expected time. Others, such as hurricanes and cyclones are increasing in severity and destruction. Typically, the poor are the worst hit for they have the least resources to cope and rebuild.

Media coverage of natural disasters seems to vary a lot depending on the disaster. Is it selective? Why do some regions get more attention than others? Even when millions have died in a region from conflict and war, how is it that disaster that claims less in lives— sometimes in the same area, as in the case of the Democratic Republic of Congo — will bring in media interest and coverage? 2005 has recently seen a number of disasters and relief efforts, from the Asian tsunami, to the severe hurricanes and storms in the Caribbean, the earthquake in South Asia (Pakistan and India), and drought in parts of Africa. How has the media covered these? The earthquake off the coast of Japan on March 11, 2011 was one of the biggest recorded, measuring 9 on the richter scale.

It was the resulting tsunami, however, that caused the most destruction. It devastated the northeast of Japan, leaving many thousands dead or missing, and hundreds of thousands homeless or evacuated from the area.

In addition, various power generators failed. Some older nuclear power stations risked meltdown and suffered explosions and radioactive leaks. Workers have battled for weeks to try and bring the situation under control. Radioactive material has been detected in various places.

It is thought that the cost of the earthquake and tsunami could be over \$300 billion — the world's most expensive natural disaster on record.

There are global economic repercussions as well, given Japan's key position in the world economy. There are so many issues that this tragic event has caused. When poor countries face natural disasters, such as hurricanes, floods, earthquakes, and fires, the cost of rebuilding becomes even more of an issue when they are already burdened with debt. Often, poor countries suffer with many lost lives and/or livelihoods. Aid and disaster relief often does come in from international relief organizations, rich countries and international institutions, but sometimes poor countries are still paying millions of dollars a week back in the form of debt repayment.

- Write the letter of the correct answer in your answer script against the number of the relevant question.
  1. The poor can be affected severely from natural disasters because,
    - a. they do not know the strategies
    - b. they are ignorant
    - c. they are in a shortage of resources
    - d. they can rebuild.
  2. The media coverage of natural disasters seems,
    - a. always fair
    - b. rarely selective.
    - c. partial when considering the attention they get.
    - d. regionalized.
  3. The earthquake off the coast of Japan on March, 2011 caused,
    - a. people not to move away from the area.
    - b. the immediate occurrence of tsunami
    - c. a milder destruction
    - d. devastation in central Japan.
  4. The additional results occurred after 2011 earthquake were,
    - a. misuse of power generators.
    - b. melting down of old stations.
    - c. failure of power generators.
    - d. detection of radioactive material all over the world.
  5. Underline the correct sentence.
    - a. The cost of the tsunami is over \$300 billion.
    - b. The global economy is not affected by natural disasters.
    - c. The workers continuously struggle to regain the loss happen after a disaster.
    - d. Japan is regularly not affected by natural disasters.
  6. Which is not an effect faced by poor countries after facing a natural disaster
    - a. Low economical condition.
    - b. Mental suffering.
    - c. Lost livelihoods.
    - d. Disaster relief.
  7. According to the passage, the country mostly affected by natural disaster is
    - a. Japan
    - b. India
    - c. Pakistan
    - d. Caribbean.

8. The overall tone of the passage is,  
 a. Sad                      b. Argumentative                      c. Disgusting.                      d. Sarcastic
9. A suitable title for the passage would be,  
 a. Aid and Disaster Relief.                      b. Natural Disasters and Man.  
 c. The Effect of Natural Disasters on Poor.                      d. Earthquakes and the aftermath.
10. The overall message conveyed by the passage is,  
 a. The selective coverage of Media in Natural Disasters.  
 b. Disparity of treatment given for the victims of natural Disasters.  
 c. How nature treats man wickedly.  
 d. The Effect of Natural Disasters on man.

(b). Write a **précis** summarizing the passage given in question number 2 above, following the instructions given below. **Use your own words** as far as possible. (20 marks)

1. Begin the précis on a **new sheet**. Divide your page into **5 columns**, number the lines.
2. Write the précis in approximately **200** words. The acceptable range is ,,,words.
3. State the **number of words** you have used.

3. Read the following passage and answer the questions given below it, using your **own words** as far as possible. You need to provide evidence from the text in support of the positions you have taken. (20 marks)

He did not look like a shepherd nor a herdsman and I looked at his black dusty clothes and his gray dusty face and his steel rimmed spectacles and said, "What animals were they?" "Various animals," he said, and shook his head. "I had to leave them."

I was watching the bridge and the African looking country of the Ebro Delta and wondering how long now it would be before we would see the enemy, and listening all the while for the first noises that would signal that ever mysterious event called contact, and the old man still sat there. "What animals were they?" I asked. "There were three animals altogether," he explained. "There were two goats and a cat and then there were four pairs of pigeons." And you had to leave them?" I asked. "Yes. Because of the artillery. The captain told me to go because of the artillery."

"And you have no family?" I asked, watching the far end of the bridge where a few last carts were hurrying down the slope of the bank. "No," he said, "only the animals I stated. The cat, of course, will be all right. A cat can look out for itself, but I cannot think what will become of the others." "What politics have you?" I asked. "I am without politics," he said. "I am seventy-six years old. I have come twelve kilometers now and I think now I can go no further." "This is not a good place to stop," I said. "If you can make it, there are trucks up the road where it forks for Tortosa."

"I will wait a while," he said, " and then I will go. Where do the trucks go?" "Towards Barcelona," I told him. "I know no one in that direction," he said, "but thank you very much. Thank you again very much." He looked at me very blankly and tiredly, and then said, having to share his worry with someone, "The cat will be all right, I am sure. There is no need to be unquiet about the cat. But the others. Now what do you think about the others?" "Why they'll probably come through it all right." "You think so?" "Why not," I said, watching the far bank where now there were no carts. "But what will they do under the artillery when I was told to leave because of the artillery?" "Did you leave the dove cage unlocked?" I asked. "Yes." "Then they'll fly." "Yes, certainly they'll fly. But the others. It's better not to think about the others," he said. "If you are rested I would go," I urged. "Get up and try to walk now." "Thank you," he said and got to his feet, swayed from side to side and then sat down backwards in the dust.

1. What are the duties assigned for the speaker?
  2. Comment on the qualities of the two characters through their dialogue.
  3. What special background is depicted as the backdrop to the scene mentioned in the passage?
  4. Do you think the whole situation is ironical? Explain your views.
  5. What overall effect is created through the old man's declaration , 'I am without politics'' on the present plight he has to face?
4. Read the following poem and answer the questions given below it, using your own words as far as possible. You need to provide evidence from the text in support of the positions you have taken.

(20 marks)

### **The South**

The lazy, laughing South  
 With blood on its mouth.  
 The sunny-faced South,  
     Beast-strong,  
     Idiot-brained.  
 The child-minded South  
 Scratching in the dead fire's ashes  
 For a Negro's bones.  
     Cotton and the moon,  
     Warmth, earth, warmth,  
     The sky, the sun, the stars,  
     The magnolia-scented South.  
 Beautiful, like a woman,  
 Seductive as a dark-eyed whore,  
     Passionate, cruel,  
     Honey-lipped, syphilitic--  
     That is the South.  
 And I, who am black, would love her  
 But she spits in my face.  
 And I, who am black,  
 Would give her many rare gifts  
 But she turns her back upon me.  
     So now I seek the North--  
     The cold-faced North,  
     For she, they say,  
     Is a kinder mistress,  
 And in her house my children  
 May escape the spell of the South.

1. Explain how the speaker create the background of 'South'?
2. How does the speaker depict his love-hate relationship with the 'South'?
3. Explain how the poet uses graphic images to present the mindset of the speaker?
4. Do you think that the speaker is oppressed? Illustrate from the poem.
5. Does the speaker see 'north' as a kinder alternative? what prompted him for this decision?



**Marking scheme**  
**First Term Test**  
**(English-73)**  
**Gr. 13 1st- TT Nov. 2019**

**context answers- Marking scheme**

Identification of text, author, context	01
Relevance to text, theme, plot, character	03
Literary features	01
<u>language</u>	<u>03</u>
<u>Total mark</u>	<u>08</u>

**Essay type answers - Marking scheme**

Understanding and addressing the question	03
Demonstration of overall knowledge of the text and its context; relating this knowledge to the question	02
Structure of response, use of quotes and examples appropriately	06
Persuasiveness, originality, insights, flair	02
<u>Language</u>	<u>04</u>
<u>Total mark</u>	<u>17</u>

**Paper II**

**1.Composition**

For topics (1),(2),(3)- Factual essay

Content-	10 marks
Organization -	5 marks
Grammar and spelling	-10 marks
Style and diction -	5 marks

For topic (4) – creative essay

Content-	10 marks
Organization-	5 marks
Grammar and spelling	-10 marks
Style and diction -	5 marks

For topic no. (5) – Review

Location statement/Identification -	2 marks
Content –	10 marks
Evaluation /review–	8 marks
Language/ mechanics –	10 marks

For topic no. (6) – Report

Problem statement and content/analysis –	8 marks
measures taken in response –	5 marks
Prevention/ Recommendations/Solutions –	7 marks
Language and format –	10 marks

**Question 2.-( Precis and Reading Comprehension)**

MCQ(2x5=10 marks)

1-c	6-d
2-c	7-a
3-b	8-b
4-c	9-b
5-c	10-d

**b.Precis**

content –	7 marks
organization -	4 marks
Paraphrasing –	4 marks
Accuracy of language –	4 marks
<u>Length –</u>	<u>1 mark</u>
Total	20 marks

**Questions 3 and 4 (4x5=20 marks )**