



Second Term Test - Grade 12 - 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**, CAN BE TAKEN TO ANSWER questions 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 tuppig 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. Heigh, my hearts! cheerly, cheerly, my hearts!  
yare, yare! Take in the topsail. Tend to the  
master's whistle. Blow, till thou burst thy wind,  
if room enough!
  - c. "They knew how to entertain their gentleman callers.It wasn't enough for a girl to be possessed of a pretty face and a graceful figure although I wasn't alighted in either respect.She also needed to have a nimble wit and a tongue to meet all occasions.  
"What did you talk about?"

d. "I think you are right.(pause)  
(slamming down the paper)What about that, eh? A kid of eleven killing a cat and blaming it on his little sister of eight! It's enough to-(he breaks off in disgust and seizes the paper.)

e. "I am tired...Robert. Good luck .See you tomorrow."  
"So Nowetu, for the time being my troubles are over. Christmas I come home .In the meantime Buntu is working a plan to get me a lodgers permit."

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

a. You don't live anywhere. You are extinct—as a county family."  
"That's bad."  
"Yes—what the mendacious family chronicles call extinct in the male line—that is, gone down—gone under."  
"Then where do we lie?"  
"At Kingsbere-sub-Greenhill: rows and rows of you in your vaults, with your effigies under Purbeck-marble canopies."  
"And where be our family mansions and estates?"

b. "This is our home,"my husband said,come I will show you.  
I got out of the cart, stiff and with a cramp in one leg.We went in;two rooms ,one a sort of storehouse for grain,the other for evevrything else.A third had been begun but was unfinished,the mud walls were not more than half a foot high.  
"It will be better when it is finished, he nodded"

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,"

d. 'Just wondering sir',he said as I approached,'how fit your legs were.'  
'I beg your pardon?'  
Thr fellow gestured up the footpath.'You got to have a good pair of legs and a good pair of lungs to go up there.But I was in better shape,I'd be sitting up there.'

e. The first time I went to an Indian restaurant in Canada I used my fingers. The waiter looked at me critically and said, "Fresh off the boat, are you?" I blanched. My fingers, which a second before had been taste buds savouring the food a little ahead of my mouth, became dirty under his gaze. They froze like criminals caught in the act. I didn't dare lick them. I wiped them guiltily on my napkin. He had no idea how deeply those words wounded me. They were like nails being driven into my flesh. I picked up the knife and fork. I had hardly ever used such instruments. My hands trembled. My sambar lost its taste.

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

The table was there, washed bright green in the rain, but the cat was gone. She was suddenly disappointed. The maid looked up at her. 'Ha perduto qualche cosa, Signora?'<sup>3</sup> 'There was a cat,' said the American girl. 'A cat?' 'Si, il gatto.' 'A cat?' the maid laughed. 'A cat in the rain?' 'Yes, –' she said, 'under the table.' Then, 'Oh, I wanted it so much. I wanted a kitty.' When she talked English the maid's face tightened. 'Come, Signora,' she said. 'We must get back inside. You will be wet.' 'I suppose so,' said the American girl.

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

Yet art thou welcome, welcome as a friend  
Whose zeal outruns his promise! Blue-eyed May  
Shall soon behold this border thickly set  
With bright jonquils, their odours lavishing  
On the soft west-wind and his frolic peers;  
Nor will I then thy modest grace forget,

### **Part B**

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

#### **5. Drama**

Answer any **one** of the following questions. YOU MAY answer the question which is based on the text you selected in question **1** of **Part A** above.

- a. "How does Shakespeare portray the contrast between the characters of Othello and Iago in the act 1 of the play **Othello**?,
- b. How are the main characters depicted in **The Tempest** by Shakespeare?
- c. "Different characters face different conflicts in the play **The Glass menagerie** by Tennessee Williams." How is this done effectively by the dramatist?
- d. What features of the play **The Dumb Waiter** by Harold Pinter show that it belongs to 'The Theatre of the Absurd in the beginning part of the play'?
- e. How does Athol Fugard convey the deprivation of rights of black people in **Sizwe Bansi is Dead**?

#### **6. Novel**

Answer any **one** of the following questions. YOU MAY answer the question which is based on the text you selected in question **2** of **Part A** above.

- a. "Class difference is well depicted in **Tess of D'rbervilles** by Thomas Hardy." Discuss with reference to the beginning part of the novel.
- b. How does Kamala Markandaya depict the effect of culture on individual life in the beginning part of **The Nectar in a Sieve**?
- c. Compare and contrast the characters July and Maureen in the Novel **July's People** by Nadine Gordimer.
- d. "The selling of Darlington Hall adds an important mark of the plotline in the beginning of **The Remains of the Day** by Kazuo Ishiguro." Illustrate with reference to the text.
- e. How are the main and minor characters depicted in the novel **Life of Pi** by Yann Martel

### Short story

- (a) Out of the short stories you have done, write a critical appreciation to your favourite short story, relating its suitability of the title to expose its setting and characterization.

**OR**

- (b) What insights do the short stories you have studied offer about the clash between men and women to depict their varied mentalities.

**OR**

- (c) Using detailed examples from at least **two** short stories in your syllabus, describe how certain weaknesses of individuals affect to change the mental conditions of others who are related to them in life.

### 8. Poetry

- (a) Identify a shared theme of the poems of the Modern Era by referring to their mode of presentation.

**OR**

- (b) Contrast the treatment of society and its influence on man in poems from any **two** literary periods in your syllabus.

**OR**

- (c) Critically analyse **one** of the following:
  - (i) Attitude of Women in Go and Catch a Falling Star and Sonnet 141.
  - (ii) Poems by Romantic poets.
  - (iii) Characteristics of Nature poetry in any **Two** poems in your syllabus.



**Second Term Test - Grade 12 - 2019**

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

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

1. Write a composition on **ONE** of the following

1. Life in a multi-cultural society.
2. Can we achieve economic goals through agriculture?
3. Learning Foreign Languages to meet with future challenges in the world..
4. Write a creative composition which incorporates the phrase "Finally I decided to quit."
5. A Review of a book which deals with the theme ‘Achieving Targets in Life .’
6. Write a report on any Master Plan Project in Sri Lanka.

2. Reading comprehension and précis.

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

Journalism is not a profession. It is the exercise by occupation of the right to freedom of expression, guaranteed by all international and regional human rights treaties. That guarantee is given to editors and journalists primarily to protect them in the great job of getting at, and then reporting, the truth-in a world where the facts can be distorted and suppressed by spin doctors, public relations teams, threatening lawyers and repressive governments.

To extricate the truth from powerful corporation and political parties, from armies and diplomats and bureaucracies, journalists need to cultivate “insiders” sources who know the truth and are prepared, if kept anonymous, to take the risk of telling it. Journalists have a moral duty to protect the confidentiality of their sources, even at the cost of going to prison themselves. As a result of one young journalist, Bill Goodwin, being prepared to take that risk, the European Court of Human Rights ruled in this case against the UK that all journalists had a presumptive right to resist legal demands to identify those who privately pass on information.

“Protection of journalistic sources is one of the basic conditions for press freedom...without such protection; sources may be deterred from assisting the press in informing the public on matters of public interest. As a result the vital public watchdog role of the press may be undermined and the ability of the press to provide accurate and reliable information may be adversely affected.”

The cultivation of sources is thus essential, for journalists and for the public they serve. It is a basic tool of their trade, the means by which newsworthy information is extracted from powerful corporations and government departments which want to keep wrongdoing secret, or give them a particular ‘spin’. Without the ability of journalists to promise anonymity to sources who fear reprisals, and to keep that solemn promise, there would be a lot less news and what there is would be less reliable.

Thanks to the rule in Goodwin’s case, the media in Europe have much better source protection than in the US, where the Obama administration, for all its pretentious support for press freedom, has brought more prosecutions against current or former government officials for providing classified information to the media than any previous administration.

But even journalists in Europe must be ultra-careful: if, for example, they refer to sources on notes they tap into their office computer, they may find that their corporation (which owns the computer) can hand it over to the police.

1. journalism is not a profession because;
  - a) Journalists do not work in an office
  - b) Their occupation is to uphold freedom of expression
  - c) It is their responsibility to draw up treaties on human rights
  - d) They do not have regular hours of work.
  
2. Editors and journalists have to be protected,
  - a) Because they can be manipulated by the state and multi-national corporations
  - b) The human rights of the journalists can be violated
  - c) Their lives are in danger
  - d) So that they can reveal the true story.
  
3. The word or phrase closest in meaning to ‘distorted’ is;
  - a) Change the meaning
  - b) Change facial expression
  - c) Lie
  - d) Hurt
  
4. Journalists extract information from;
  - a) Sources known to them
  - b) Government sources
  - c) People within organizations
  - d) People who wish to remain anonymous.
  
5. The passage is about;
  - a) Journalistic Ethics
  - b) Press freedom
  - c) Protecting the sources
  - d) The role of the state in free media.

\* **Write the letter of the correct answer in your answer script against the number of the relevant question**

(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 **150** words. The acceptable range is 145-155 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)

As it turned out the other boy friend and I didn't fight at least not that night. "why 'd you let him talk out of it?" One of his buddies asked him. He was outraged at being deprived of what was to be the high point of his evening.

A few weeks later, after basketball game, my adversary and I passed each other. Without warning, he punched me hard in my right eye. My fist was raised to return the blow when several arms pressed me back against the wall "What is the matter?" He shouted at me contemptuously. "Are you gonna cry?"

The impatient crowd pushed us in opposite directions stunned, I felt my eye to check if it was bleeding. Only then did I feel the tell-tale moistness. Although no tears trickled down my cheeks they were still evidence against my manliness. First I had wrestled out of a fight next, I let him hit me without ever turning the blow, But the most damaging evidence of all were my barely averted tears. To be hit and to cry was the ultimate violation of the code of masculine conduct.

That happened half a life time ago I no longer see my unwillingness to fight as an indictment of my character. Had I been an old and as tough as my adversary, perhaps I would have fought, perhaps, I even might have won instead being aware of my relative weakness and inexperience. I chose not to. I wanted to protect my eyes, my mouth, my groins, I thought I need them in the future, but the deeper reason had nothing to do with self protection but with love. I could not understand what the winner of a fight would gain. Would Diana accept the verdict of our brawl? Would she let herself be claimed by whichever contestant came out on top. If her love could be won by violence, I was not sure I wanted it. I wanted her to love me for who I was, not for how I fought.

1. Explain the reason for the speaker's refusal to fight for Diana?
2. How does the speaker differ from his rival Diana's former boy friend?
3. What impression of 'masculinity' is built up in the society where the speaker lives?
4. Was the speaker contented with the decision he has taken long ago? Why do you say so?
5. Explain the speaker's attitude to love and life.

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)

Arms and the Boy

Let the boy try along this bayonet-blade  
How cold steel is ,and keen with hunger of blood;  
Blue with all malice, like a madman's flash;  
And thinly drawn with famishing for flesh.

Lend him to stroke these blind ,blunt bullet –heads  
Which long famishing for flesh.  
Or give him cartridges of fine zinc teeth,  
Sharp with the sharpness of grief and death.

For his teeth seem for laughing round an apple.  
There lurk no claws behind his fingers supple;  
And God will grow no talons at his heels,  
No antlers through the thickness of his curls.

1. Explain the actions done by the 'boy'? What do you infer of his job through these actions?
2. How do images contribute to convey the main idea of the poem?
3. Explain the meanings of the following phrases,
  - a. famishing for flesh.
  - b. sharpness of grief and death.
4. What is the poet's attitude for the 'boy' in the poem?
5. What type of a conflict is created in the poem? is it successfully created by the poet?