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|  **J/ Vembadi Girls’ High School** **1st Term Examination -2017** **Grade :13 English (73) -II Time :3hrs** |

**1. Write a composition on one the following topics , paying attention to relevant facts and supporting evidence , structure organization , coherent argument , accurate language and expression .**

 **(30 Marks)**

1. Man has become the slave ,not master of technology
2. Private medical faculty is a boon or bane in Sri Lanka ?

## Write a review of a film or novel in which the faith in God is tested .

## Write a report - dengue virus is a leading cause of illness and death in the tropics and subtropics of the world .

5. On a day that started like any other, your friends and family have started to treat you a bit strangely

 and you suspect that something is up. On a whim, you stay out a bit later then…………………

**2. Reading comprehension and précis .**

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

The Creators of Grammar

No student of a foreign language needs to be told that grammar is complex. By changing word sequences and by adding a range of auxiliary verbs and suffixes, we are able to communicate tiny variations in meaning. We can turn a statement into a question, state whether an action has taken place or is soon to take place, and perform many other word tricks to convey subtle differences in meaning. Nor is this complexity inherent to the English language. All languages, even those of so-called 'primitive' tribes have clever grammatical components. The Cherokee pronoun system, for example, can distinguish between 'you and I', 'several other people and I' and 'you, another person and I'. In English, all these meanings are summed up in the one, crude pronoun 'we'. **Grammar is universal and plays a part in every language, no matter how widespread it is**. So the question which has baffled many linguists is - who created grammar?

At first, it would appear that this question is impossible to answer. To find out how grammar is created, someone needs to be present at the time of a language's creation, documenting its emergence. Many historical linguists are able to trace modern complex languages back to earlier languages, but in order to answer the question of how complex languages are actually formed, the researcher needs to observe how languages are started from **scratch**. Amazingly, however, this is possible.

Some of the most recent languages evolved due to the Atlantic slave trade. At that time, slaves from a number of different ethnicities were forced to work together under colonizer's rule. Since they had no opportunity to learn each other's languages, they developed a **make-shift** language called a pidgin. Pidgins are strings of words copied from the language of the landowner. They have little in the way of grammar, and in many cases it is difficult for a listener to deduce when an event happened, and who did what to whom. **[A]** Speakers need to use circumlocution in order to make their meaning understood. **[B]**Interestingly, however, all it takes for a pidgin to become a complex language is for a group of children to be exposed to it at the time when they learn their mother tongue. **[C]** Slave children did not simply copy the strings of words uttered by their elders, they adapted their words to create a new, expressive language. **[D]** It included standardized word orders and grammatical markers that existed in neither the pidgin language, nor the language of the colonizers. Complex grammar systems which emerge from pidgins are termed creoles, and they are invented by children.

Further evidence of this can be seen in studying sign languages for the deaf. Sign languages are not simply a series of gestures; they utilize the same grammatical machinery that is found in spoken languages. Moreover, there are many different languages used worldwide. The creation of one such language was documented quite recently in Nicaragua. Previously, all deaf people were isolated from each other, but in 1979 a new government introduced schools for the deaf. Although children were taught speech and lip reading in the classroom, in the playgrounds they began to invent their own sign system, using the gestures that they used at home. It was basically a pidgin. Each child used the signs differently, and there was no **consistent** grammar. However, children who joined the school later, when this inventive sign system was already around, developed a quite different sign language. Although it was based on the signs of the older children, the younger children's language was more fluid and compact, and it utilized a large range of grammatical devices to clarify meaning. What is more, all the children used the signs in the same way. A new creole was born.

Some linguists believe that many of the world's most established languages were creoles at first. The English past tense –ed ending may have evolved from the verb 'do'. 'It ended' may once have been 'It end-did'. Therefore it would appear that even the most widespread languages were partly created by children. Children appear to have innate grammatical machinery in their brains, which springs to life when they are first trying to make sense of the world around them. Their minds can serve to create logical, complex structures, even when there is no grammar present for them to copy.

1 In paragraph 1, why does the writer include information about the Cherokee language? Correct

 A To show how simple, traditional cultures can have complicated grammar structures

 B To show how English grammar differs from Cherokee grammar

 C To prove that complex grammar structures were invented by the Cherokees.

 D To demonstrate how difficult it is to learn the Cherokee language

2 What can be inferred about the slaves' pidgin language? Correct

 A It contained complex grammar.

 B It was based on many different languages.

 C It was difficult to understand, even among slaves.

 D It was created by the land-owners.

3 All the following sentences about Nicaraguan sign language are true EXCEPT: Correct

 A The language has been created since 1979.

 B The language is based on speech and lip reading.

 C The language incorporates signs which children used at home.

 D The language was perfected by younger children.

4 .In paragraph 3, where can the following sentence be placed?

**It included standardized word orders and grammatical markers that existed in neither the pidgin language, nor the language of the colonizers.**

 A

 B

 C

 D

5 'From scratch' in paragraph 2 is closest in meaning to:

 A from the very beginning

 B in simple cultures

 C by copying something else

 D by using written information

6 'Make-shift' in paragraph 3 is closest in meaning to:

 A complicated and expressive

 B simple and temporary

 C extensive and diverse

 D private and personal

7 Which sentence is closest in meaning to the highlighted sentence?

 A. All languages, whether they are spoken by a few people or a lot of people, contain

 grammar.

 B .Some languages include a lot of grammar, whereas other languages contain a little.

 C. Languages which contain a lot of grammar are more common that languages that contain

 a little.

 D .The grammar of all languages is the same, no matter where the languages evolved.

8 All of the following are features of the new Nicaraguan sign language EXCEPT: Correct

 A All children used the same gestures to show meaning.

 B The meaning was clearer than the previous sign language.

 C The hand movements were smoother and smaller.

 D New gestures were created for everyday objects and activities.

9 Which idea is presented in the final paragraph? Correct

 A English was probably once a creole.

 B The English past tense system is inaccurate.

 C Linguists have proven that English was created by children.

 D Children say English past tenses differently from adults.

10 Look at the word 'consistent' in paragraph 4. This word could best be replaced by which of the following? Correct

 A natural

 B predictable

 C imaginable

 D uniform

Bottom of Form

* **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 question No 2 above , following the**

 **instructions given below.**

* **Begin the précis on a new sheet. Divide your page into columns, number the lines**
* **Write the précis approximately in 140 words**
* **State the number of the words you have used**

 **(20 Marks)**

**3)Read the following text and answer the questions given below it , using your own words as far as possible**

Mihan looked towards the fast disappearing speck. Her heart felt heavier every minute. Her younger brother was on his motorcycle and riding at a very high speed away from the house without looking back once. It was the usual scene. A quarrel had broken out a moment ago. Both father and son never saw eye to eye. Mihan wondered how long he would be gone this time. There was a strange look in his eyes that she could not explain for sure.

Mihan wondered how Josa would take care of himself. She was sure he took little money with him. They had no relatives staying nearby and the next town was very far away. She also wondered why Josa and their father had to quarrel so often over trivial matters.

Mihan looked at the calendar. It had been three months since Josa left. She finally confirmed the look she had seen in his eyes before he left. She knew he was determined to leave and support himself. He had tolerated his father's constant scolding for far too long.

Many years passed and Mihan's parents became too feeble to run the stall so they decided to close it down. The burden of providing for the family fell on Mihan's shoulders. Mihan spent a long time seeking a job and she finally found one as a maidservant in a rich man's house.

Mihan did all her chores properly. She did not laze around. Whenever she met any of her employers, she greeted them. The other servants in the house liked her very much because she cared for them and helped them when she was free. They sympathised with her as she was the poorest of them all and was constantly in need of money to make ends meet.

One fateful day, the mistress of the house found her most expensive necklace missing. She called for all her servants and questioned them. None of them admitted to have stolen it. She was furious and adamant that one of them was the culprit. She singled out Mihan and insisted that she was the one who stole it and sold it off for money. Taking the word of the rich woman, the police put Mihan behind bars.

Mihan was sitting all alone wondering how fate could be so cruel to her. She looked at the other prison cells and saw other prison mates. She looked at every one of them but her eyes finally rested on one particular person. Mihan felt a lump in her throat. That person had a birthmark on his right cheek. His hair showed some grey strands. Suddenly, he got up and walked with the same limp that she recognised so well. He was a grown man. At that moment, the man looked in Mihan's direction. There was a startled look on his face.

"Mihan! Sis!" the man cried out.

Tears started to well up in Mihan's eyes. Josa was alive and well! Maybe it was a blessing in disguise that she was put in prison..

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| 1. Give evidence from paragraph 2 which showed that Mihan was worried about Josa.
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| 1. According to the passage, what were Josa's **two** main reasons for leaving home ?
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|  |
| 1. Name **two** character traits Mihan exhibited while working as a maidservant. (Give one word to describe each character trait.)
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| 1. Why do you think the mistress singled out Mihan ?
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1. Why did Mihan feel that it was 'a blessing in disguise' (last paragraph) that she was put in prison ?

 **(20 Marks)**

**4. Read and the poem answer the questions given below.**

An Irish Airman Foresees His Death

I know that I shall meet my fate
Somewhere among the clouds above:
Those that I fight I, do not hate,
Those that I guard I do not love:

My country is Kiltartan Cross[[1]](https://en.wikibooks.org/wiki/Literary_Criticism/Poems_for_Close_Reading_with_Questions#cite_note-1),
My countrymen Kiltartan's poor,
No likely end could bring them loss
Or leave them happier than before.

Nor law, nor duty bade me fight,
Nor public men, nor cheering crowds,
A lonely impulse of delight
Drove to this tumult in the clouds;

I balanced all, brought all to mind,
The years to come seemed waste of breath,
A waste of breath the years behind
In balance with this life, this death.

 William Butler Yeats (1865-1939)

1. How does the airman feel about the cause for which he is fighting?

2. Why does he fight?

3. What patterns do you notice in the poet's choice of words and what effect do these

 create?

4. Find examples and comment on the poem's use of contrast.

5. What emotions do you find in this poem, if any? What words help to convey them?

 **(20 Marks)**

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**Part A (This part carries 32 Marks. Each question carries 08 Marks)**

1. **Comment briefly on any one of the following passages relating it to the specific work, the context and its significant** .
2. "Put out the light, and then put out the light.

If I quench thee, thou flaming minister,

I can again thy former light restore,

Should I repent me; but once put out thy light,

Thou cuning'st pattern of excelling nature,

I know not where is that Promethean heat

That can thy light relume. When I have plucked thy rose,

I cannot give it vital growth again;

It must needs wither."

1. “….from my experience I’d say she’ll die. Then Pepe will do what all the widowers here do: he’ll marry the youngest and prettiest, and that’s you. Cling to that hope and forget him for now. Do what you like, but don’t act against the law of God.”

**2. Comment briefly on the following passage relating it to the specific work, the context and its significance**

1. “ She said it quietly but I could sense the tension in her .I felt sorry for her now. It wasn’t pleasant to be hunted under any circumstances, but to be a woman being hunted for the purpose of sexuality and worse was a prospect I wouldn’t have known how to deal”.
2. " "That I cannot wish to renew that chance intercourse with you of long ago, under these different circumstances. I am glad to believe you have repented and recovered yourself. I am glad to tell you so. I am glad that, thinking I deserve to be thanked, you have come to thank me. But our ways are different ways, none the less. You are wet, and you look weary. Will you drink something before you go?"

**3)** **Comment briefly on the following passages relating it to the specific work, the**

 **Context and its significance**.

“Great rivers of tears streamed down her shrunken cheeks .I noticed she wasn’t wearing her ruby earrings. I didn’t need to ask what had happened to them .I supposed all Loku Nanda’s jewellery would be gradually would be gradually sold to pay for the shrine room and other meritorious acts. **“**

  **4. Comment briefly on the following passage relating it to the specific work, the**

 **context and its significance.**

a). “The winter evening settles down
With smells of steaks in passageways.
Six o'clock.
The burnt-out ends of smoky days.
And now a gusty shower wraps
The grimy scraps
Of withered leaves about your feet
And newspapers from vacant lots;
The showers beat
On broken blinds and chimney-pots,
And at the corner of the street
A lonely cab-horse steams and stamps.
And then the lighting of the lamps.

.” ( 8x4= 32 Marks)

 **Part B**

**This part carries 68 Marks. Select only one question from each section. Each question carries 17 Marks**

**Drama**

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

*1. Discuss Iago’s luck and skill in taking advantage of opportunities and circumstances in bringing downfalls to Othello in Shakespeare’s famous play* ***Othello***

**2.** ‘The House Bernarda Alba’ tells how natural passion overrides the social rules which bind the young women in the house, who ultimately rebel against their matriarch, the tyrannical Bernarda Alba.

**Novel**

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

1. The text ‘**The Road From Elephant Pass ’** shows us ‘The perpetual external menace and their enforced dependence on each other, gradually rubs away their enmity and antagonism.” Do you agree? Support your view.

**2**. In **Great Expectations** by Charles Dickens ‘Greed for money and upgrading the social status are the agents of isolations ‘ .Discuss

**Poem**

 **(Select only one question from this section , avoiding the text on which you answered the contextual question)**

1. Select two mock epic poems from your syllabus and compare and contrast them by considering the language irony, humor and satirical element used.
2. Select 3 poems from syllabus which are woven around the abuse of power and violence that results.
3. Critically analyze one of the following.
4. Common issues could be seen in Indian poems in your syllabus.
5. Imagery of hunger and thrust in Vincent Millay’s “Feast” and Walcott’s ‘A far Cry From Africa .
6. The poems by George Herbert, Sylvia Plath and Wilfred Owen in your syllabus.

**Short Story**

(**Select only one question from this section** )

1). ‘Exploitation boomeranging on the exploiter’ in “Action and Reaction” by Chitra

 Fernando .Substantiate

2). What insight do the short stories you have studied in your syllabus offer about

 different culture and social issues from different natives? Discuss

3). Using detailed examples from at least 3 short stories in your syllabus , describe the

 weakness and strength among the female and male characters in decision making.

 (17x4 =68 Marks)