

අධ්‍යයන පොදු සහතික පත්‍ර (සාමාන්‍ය පෙළ) විභාගය, උපකාරක ප්‍රශ්න පත්‍ර - 01  
கல்விப் பொதுச் சான்றிதழ் (சாதாரண தரம்) பரீட்சை, மாதிரி தாள்- 01  
General Certificate of Education (Ordinary Level) Examination, Support Paper- 01

**Appreciation of English Literary Texts – Paper I II**

**One Hour**

**Appreciation of English Literary Texts – Paper I**

**Instructions**

- ❖ Answer all the questions in Section A.
- ❖ Select either I, II or III from Section B and answer all the questions given below it.
- ❖ The maximum mark allowed for Paper I is 40.

**Section A – Poetry, Prose and Drama**

Read the following extracts and answer all the questions given below them.

**I Poetry**

I (i) “There was a time indeed  
They used to shake hands with their hearts;  
But that’s gone, son.”

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

.....  
.....

b) Who is referred to as ‘they’? (01 mark)

.....  
.....

c) To whom is the narrator speaking in the poem? (01mark)

.....  
.....

d) What message does the poet want to convey with these lines? (02 marks)

.....  
.....  
.....

I (ii) “The cure for this ill is not to sit still,  
Or frowst with a book by the fire;  
But to take a large hoe and a shovel also,  
And dig till you gently perspire;”

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

.....  
.....

b) Name a literary technique used in the lines 1 and 2? (01 mark)

.....  
.....

c) What is referred to as ‘the cure for this ill’? (01 mark)

.....  
.....

d) Explain the remedy for the cure suggested by the poet? (02 marks)

.....  
.....  
.....

**II Prose**

II (i) “He joked that he wished a bomb would go off so we could all leave Lahore and go back home.”

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

.....  
.....

b) Who is referred to as ‘He’? (01mark)

.....  
.....

c) Where is the speaker at the moment? (01 mark)

.....  
.....

d) Name a poetic technique used in this line and explain the effect it creates? (02 marks)

.....

.....  
.....  
II (ii) ‘Don’t talk nonsense,’ said prisoner in the tank; ‘go and fetch the ladder.’

‘Will there be strawberry jam for tea?’ asked Nicholas innocently.’

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

.....  
.....

b) Who is referred to as ‘the prisoner in the tank’? (01 mark)

.....  
.....

c) Name a literary technique from the first line. Write it. (01 mark)

.....  
.....

d) What is the situation described here? (02marks)

.....  
.....  
.....

**III Drama**

III (i) “Yes that’s what the town - folk call it! They say cloth of that sort cannot be seen unless they go to the “Tenjiku”(Heaven). It’s as valuable as that”

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

.....  
.....

b). Who speaks these lines, and to whom are they spoken? (01 mark)

.....  
.....

• c). Briefly describe the subject he/she is talking about? (01 mark)

.....

.....  
d). How does the speaker estimate the value of that cloth? (02 marks)

.....  
.....  
.....

III (ii) “God, what a woman! I’ve never in my life seen one like her! I’ m lost!  
Done for! Fallen into a mousetrap, like a mouse!”

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

.....  
.....

b) Where is the speaker? (01 mark)

.....  
.....

c) Name a literary technique from the second line. Write it. (01 mark)

.....  
.....

d) Who is referred to as “woman” in the first line? What is the attitude of the speaker towards her? (02 marks)

.....  
.....  
.....

### 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.

Tom’s breath came quick and short with excitement, and his eyes grew big with wonder and delight. Everything gave way in his mind instantly to one desire: that was to get close to the prince, and have a good, **devouring look at him**. Before he knew what he was about, he had his face against the gate-bars. The next instant one of the soldiers snatched him rudely away, and sent him spinning among the gaping crowd of country gawks and London idlers. The soldier said:  
“Mind thy manners, thou young beggar!”

The **crowd jeered and laughed**; but the young prince sprang to the gate with his face flushed, and his eyes flashing with indignation, and cried out:

‘How dar’st thou use a poor lad like that! How dar’st thou use the king my father’s meanest subject so! Open the gates, and let him in!’

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

.....  
.....  
.....

(ii) Why does the soldier behave in such manner? (02 marks)

.....  
.....  
.....

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

(a) Devouring look at him (01 mark)

.....  
.....

(b) Crowd jeered and laughed (01 mark)

.....

(iv) What can you think about the prince, according to his reaction? **E**xplain (04 marks)

.....  
.....  
.....  
.....  
.....  
.....

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

A man began emerging from the abyss; his head kept bobbing up and down for some time and then came the rest of the man, tall strongly built and dressed in a white gauze banian and a checked sarong; he came **walking with a swagger** like the way toughs move and his manner changed immediately when he saw me standing by the car; his hands stopped swinging and his pace slowed down before he paused at the top of the road ; I removed my dark glasses because I thought I recognized him; he could be Jayasena - the second of the three brothers who taught me to row a boat in the rain waters – and I became more certain as I crossed the road and came closer to him; he kept looking at me with suspicion and I thought there was fear in his eyes too and I smiled trying to look friendly but he was Jayasena and his eyes grew big and his mouth opened slightly and he nodded **rather vaguely** never removing his sharp eyes from me for a moment, and then I told him who I was, and he just stared at me blankly and I went describing many things in detail right down to the boats we made out of plantain- tree trunks and his eyes grew bigger and his mouth opened wider as if he had seen a ghost but there was no recognition in those eyes where lurked some fear and then he spoke and he said something to the effect that he was Jayasena.....”

(i) What is the situation described here? (02 marks)

.....  
.....  
.....

(ii) Why was Jayasena frightened when he saw the narrator? (02 marks)

.....  
.....  
.....

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

(a) walking with a swagger (01 mark)

.....  
.....

(b) rather vaguely (01 mark)

.....  
.....  
(iv) How is Jayasena connected to the narrator's memories? Explain briefly (04 marks)

.....  
.....  
.....  
.....  
.....  
.....

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

‘Gandhi has taught me peaceful methods, and that’s how I’m going to meet their demand. These two are bent upon involving me in all sort of things,’ he reflected. He was bewildered by his son’s scheme and distrusted it totally. He was aware that pressure was being subtly exercised on him to make him part with cash. He was going to meet the situation by ignoring the whole business; a sort of non – violent non – cooperation.

But he found his **domestic life irksome**. He had lost the quiet joy of anticipation he used to experience whenever he turned the s

Statue Corner. He felt nervous as he approached the ancient house. The expectant state of Grace when he opened the door and the **significant side- glances** of Mali got on his nerves. He was aware of a silent tension growing. He felt happy if nobody came when he turned the key in the door, at the times when both were away, Grace shopping and Mali with his local associates in his green car.’

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

.....  
.....  
.....

(ii) Why does he distrust his son? (02 marks)

.....  
.....

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

(a) Domestic life irksome

(01 mark)

.....  
.....

(b) Significant side -glances

(01 mark)

.....  
.....

(iv) Comment on Jagan's feelings according to the given extract.

(04 marks)

.....  
.....  
.....  
.....

අධ්‍යයන පොදු සහතික පත්‍ර (සාමාන්‍ය පෙළ) විභාගය, උපකාරක ප්‍රශ්ණ පත්‍ර - 01  
கல்விப் பொதுச் சான்றிதழ் (சாதாரண தரம்) பரீட்சை, மாதிரி தாள்- 01  
General Certificate of Education (Ordinary Level) Examination, Support Paper- 01

**Appreciation of English Literary Texts – Paper I & II**

**Two Hours**

**Appreciation of English Literary Texts – Paper II**

**Instructions:**

- ❖ Answer **four** questions selecting **one each** from the four sections- *POETRY, DRAMA, PROSE* and *FICTION*.
- ❖ Answers to **Paper II** should be written in the given booklet.
- ❖ The maximum marks allocated for **Paper II** is 60.

**POETRY**

(Answer **one** question only)

1. What makes the river Nile different from other rivers? Discuss with reference to the poem ‘**To the Nile.**’
2. “**War is Kind**’ shows that war seems brave and noble, but in reality, it is cruel and painful.” Comment on this statement with reference to the poem.
3. Do you think the poem ‘**Richard Cory**’ shows that a person’s life may seem perfect from the outside, but may not be happy inside? Discuss with reference to the poem.
4. “The poem ‘**Father and Son**’ depicts the universal clash that takes place in every kind of society.” Do you agree? Support your answer with examples from the poem.
5. Discuss how the unusual behaviour of the narrator creates humour in the poem ‘**Upside-Down**’.

(15 marks)

**DRAMA**

(Answer **one** question only)

6. How effectively does the writer use dramatic techniques to present Tsu as a symbol of love and sacrifice in ‘**Twilight of a Crane**’? Discuss with reference to the play.
7. “**The Bear** is a highly humorous play –a farce.” What makes it so humorous? Discuss with reference to the play.

(15 marks)

**PROSE**

(Answer **one** question only)

8. “**The Lumber Room** depicts the world of imagination of children”. Comment on this statement
9. “Both the young student and the professor’s daughter are selfish and concerned only with material things”. Explore this statement with reference to ‘**The Nightingale and the Rose.**’

10. **“The Lahore Attack** reflects the qualities of a good sportsman.” Discuss with reference to the text.
11. “The extract from **‘Wave’** reveals human reactions to a sudden disaster.” Do you agree? Explain.

(15 marks)

**FICTION**

(Answer **one** question only)

12. **“The Prince and the Pauper** suggests that a pauper can easily adapt to the life of a prince, while a prince finds it difficult to adjust to the life of a pauper.” To what extent do you agree? Analyze this statement with reference to the novel.
13. **“Bringing Tony Home** is not merely about the relationship between a boy and a dog but the changes in an entire society.” Discuss.
14. Evaluate the significance of the character Grace in **The Vendor of Sweets** for the development of the story.

(15 marks)

අධ්‍යයන පොදු සහතික පත්‍ර (සාමාන්‍ය පෙළ) විභාගය, උපකාරක ප්‍රශ්න පත්‍ර - 02  
கல்விப் பொதுச் சான்றிதழ் (சாதாரண தரம்) பரீட்சை, மாதிரி தாள-02  
General Certificate of Education (Ordinary Level) Examination, Model Paper-02

**Appreciation of English Literary Texts – Paper I & II**

**One Hour**

**Appreciation of English Literary Texts – Paper I**

**Instructions**

- ❖ Answer **all** the questions in Section A.
- ❖ Select either I, II or III from Section B and answer all the questions given below it.
- ❖ The maximum mark allowed for Paper I is 40.

**Section A – Poetry, Prose and Drama**

Read the following extracts and answer all the questions given below them.

**I Poetry**

I (i) “The unexplained glory flies above them

Great is the battle god, great and his kingdom”

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

.....  
.....

- b) Who is referred to as “them”? (01 mark)

.....  
.....

- c) Explain the meaning of the first line? (01 mark)

.....  
.....

- d) How do these lines relate to the themes of the poem? (02 marks)

.....  
.....  
.....

I (ii) “How can I try to explain, cause when I do, he turns away again.

It’s always been the same, same old story.”

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

.....

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

.....  
.....

c) What is meant by the 'same same old story'? (01 mark)

.....  
.....

d) Comment on the speaker's feelings over the behaviour of 'he'. (02 marks)

.....  
.....  
.....

**II Prose**

II (i) "I am afraid it will not go with my dress," she answered; and, besides, the Chamberlain's nephew has sent me some real jewels, and everybody knows that jewels cost far more than flowers."

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

.....  
.....

b) When and where does this happen? (01 mark)

.....  
.....

c) Describe the tone of the speaker. (01 mark)

.....  
.....

d) What qualities of the speaker are revealed through these lines? (02 marks)

.....  
.....  
.....

II (ii) "When he couldn't, he jumped out. They were both lying on the gravel now, but I didn't call out to the driver to wait for them."

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

.....  
.....

b) Who does 'they' refer to? (01 mark)

.....

.....  
c) Why didn't the speaker call out to the driver to wait for them? (01 mark)

.....  
.....

d) What messages are conveyed through the different actions of 'he' and the speaker in this moment? (02 marks)

.....  
.....  
.....

**III Drama**

III (i) "Then, in spite of the pain, I wove them again and again. But you- my dear, you exchanged it every time for the thing called "money"

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

.....  
.....

b) Who speaks these lines, and to whom are they spoken? (01 mark)

.....  
.....

c) Why did the speaker weave them 'in spite of the pain'?' (01 mark)

.....  
.....

d) What contrast do you observe between the speaker and 'you' in these lines? (02 marks)

.....  
.....  
.....

III (ii) "I can't even see one of these poetic creatures from a distance without breaking out into a cold sweat out of sheer anger. I can't look at them."

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

.....  
.....

b) Who is the speaker? (01 mark)

.....  
.....

c) Who does the speaker refer to as “poetic creatures”? (01 mark)

.....  
.....

d) What do these lines reveal about the speaker’s character? (02 marks)

.....  
.....  
.....

**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 shame 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."

He got up and stepped out of the stall, and just then he heard the sound of children’s voices. The barn door opened, and a couple of little girls came in.

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

.....  
.....  
.....

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

.....  
.....  
.....

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

(a) scampered away (01 mark)

.....  
.....

(b) as forlorn as thou

(01 mark)

.....  
.....

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

(04 marks)

.....  
.....  
.....  
.....  
.....  
.....

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

I was sent with some specific things to do; buy the weekly rations from the co-op store, collect the new ration books from the Headman’s office, and also if I could feel up to it, collect the dressing table mirror – now the mirror was part of the old ebony dressing table, one of the few items left over from the days at the big house, and Mother didn’t want to risk getting it cracked in transport, and she detached it from the table and left it at Mr. Lawrence Perera’s house – he was our immediate neighbor, worked at Cargill’s and wore a full suit complete with tie, was Catholic, and went to church every Sunday with his family, and in their house was a gramophone which played the latest songs of Ananda Samarakoon, and the eldest boy Anton, was my best friend – to be collected later. But I had another very important task to perform, something I had secretly vowed to myself I would do.

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

(02 marks)

.....  
.....  
.....

(ii) What tasks did the narrator’s mother ask him to do?

(02 marks)

.....  
.....  
.....

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

(a) feel up to it

(01 mark)

.....

.....  
(b) secretly vowed

(01 mark)

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

(04 marks)

.....  
.....  
.....  
.....  
.....  
.....

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

The first shock of the impact blanked out Jagan’s mind for a time, and he caught his breath as he had a momentary panic at the thought of his son’s removing himself so far geographically. He inanely repeated, “America! What America? What has happened to his book? Hasn’t he written it?” He thinks he will have to learn the art in America? Jagan was furious at this notion; it was outrageous and hurt his national pride. Going there to learn story-telling! He should rather go to a village granny, he said, all his patriotic sentiment surging.

‘Exactly what I told him,’ echoed the cousin.

‘Did Valmiki go to America or Germany in order to learn to write his *Ramayanaya*? Asked Jagan with pugnacity. ‘Strange notions these boys get nowadays!’ he said, avoiding gently any specific reference to his son.

i) When and where does this incident take place?

(02 marks)

.....  
.....  
.....  
(ii) Why did Jagan feel shocked at this moment?

(02 marks)

.....  
.....  
.....

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

(a) furious at this notion

(01 mark)

.....  
.....

(b) patriotic sentiment surging

(01 mark)

.....  
.....

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

(04 marks)

.....  
.....  
.....  
.....

අධ්‍යයන පොදු සහතික පත්‍ර (සාමාන්‍ය පෙළ) විභාගය, උපකාරක ප්‍රශ්න පත්‍ර - 02  
கல்விப் பொதுச் சான்றிதழ் (சாதாரண தரம்) பரீட்சை, மாதிரி தாள்- 02  
General Certificate of Education (Ordinary Level) Examination, Model Paper- 02

**Appreciation of English Literary Texts – Paper I & II**

**Two Hours**

**Appreciation of English Literary Texts – Paper II**

**Instructions**

- ❖ Answer **four** questions, selecting **one each** from the four sections- **POETRY, DRAMA, PROSE** and **FICTION**.
- ❖ Answers to **Paper II** should be written in the given booklet.
- ❖ The maximum mark allocated for **Paper II** is 60.

**POETRY**

*(Answer one question only)*

1. Examine how the poet uses imagery and figurative language in ‘**To the Evening Star**’ to create a sense of beauty and tranquility in nature.
2. Examine how the poet depicts a sense of tension, unease, and detachment in the poem, ‘**Breakfast**’.
3. Discuss how the poem, ‘**I Know Why the Caged Bird Sings**’, reflects the struggles and aspirations of the oppressed.
4. How does the poem, ‘**Fear**’, explore the themes of parental love and anxiety? Illustrate your answer with examples from the poem.
5. ‘The poem, ‘**The Camel’s Hump**’, makes us look at our weaknesses through humour.’ Do you agree?  
(15 marks)

**DRAMA**

*(Answer one question only)*

6. Do you agree that the play, ‘**Twilight of a Crane**’, is about human greed, sacrifice, and love? Support your answer with examples from the play.
7. Do you agree that the play, ‘**The Bear**’, is about human inconsistency and pretence? Support your answer with examples from the play.  
(15 marks)

**PROSE**

*(Answer one question only)*

8. Discuss how the conflict between Nicholas and his aunt highlights the differences between the two generations and their way of thinking in the short story, ‘**The Lumber Room**’.
9. Discuss how the actions of the Nightingale and the student in the short story, ‘**The Nightingale and the Rose**’, reflect different approaches to love.
10. How does Sangakkara portray courage and resilience in ‘**The Lahore Attack**’? Support your answer with examples from the speech.
11. ‘The extract from ‘**Wave**’ illustrates the sudden and unexpected tragedy and the grief that follows.’ Comment on this statement with reference to the text.  
(15 marks)

**FICTION**

*(Answer one question only)*

12. Discuss how the switch between the prince and the pauper in the novel, '**The Prince and the Pauper**', highlights social and moral values in society.
13. Discuss how the novel, '**Bringing Tony Home**', brings out the social values, including friendship and family.
14. Discuss how the novel, '**The Vendor of Sweets**', highlights the conflict between conventional beliefs and innovative practices in society.

(15 marks)

**Ministry of Education, Higher Education & Vocational Education**

**General Certificate of Education (Ordinary Level) Examination  
(2025/2026)**

**Support Paper - 02**

**Appreciation of English Literary Texts - Paper 1**

**Answer Guide**

**I Poetry**

I (i) a. Once Upon a Time – Gabriel Okara

b. the past ancestors/ the people in the past society

c. to his-son.

d. loss of genuiness and sincerity in the present world / true sincerity and heart felt connection have disappeared in the present world/ world is filled with hypocrisy

(ii). a. The Camel’s Hump – Rudyard Kipling

b. internal rhyme / alliteration

c. the remedy /solution for the consequences of laziness or inactivity

d. The poet suggests that instead of sitting idly or reading by the fire, one should work actively outdoors—using a hoe and a shovel to dig—so that physical labor and gentle perspiration act as the remedy.

**II Prose**

II I a. The Lahore Attack – Kumar Sangakkara

b. Thilan Thushara

c. in the bus towards the stadium in Lahore, Pakistan

d. flash forward - It creates suspense and prepares the reader for possible tragic events, while the joking tone adds irony

irony - absurdity of war, showing how people try to cope with fear through humour.

ii. a. The Lumber Room - Saki

b. The aunt/ the aunt of Nicholas/ Nicholas’s aunt

c. metaphor

d. When the aunt asked Nicholas to bring the ladder while she was trapped in the rain water tank Nicholas cleverly teases the aunt while showing his innocent curiosity.

### **III Drama**

#### **III I a. Twilight of a Crane – Yu Zuwa Junji Kinoshita**

b. Unzu to Sodo

c. The speaker is talking about Senba Ori /the special, rare cloth, emphasizing how extraordinary and valuable it is

d. The speaker compares it to something heavenly or divine, saying it can only be seen in “Tenjiku” (Heaven), showing its rarity and preciousness.

#### **ii. a. The Bear – Anton Chekhov**

b. Smirnov

c. Simile

d. Popova , The speaker is completely fascinated and overwhelmed by her. He feels trapped and powerless. This also shows both admiration and helplessness.

### **Section B – Novels**

#### **I The Prince and the Pauper**

i). This incident takes place at the palace gate in London, when Tom (the pauper) is trying to get a closer look at the young prince.

ii). The soldier behaves rudely because he recognized Tom as another common boy or beggar. He is enforcing the rules of the palace and showing authority over ordinary people.

iii). a). Devouring look at him - very eager and intense look,

b). Crowed jeered and laughed - people mocked, made fun of, and laughed

iv). The prince appears to be kind –hearted fair, treating even his father’s meanest subject with respect. He is also authoritative, as he demands that the gates be opened, showing his sense of justice and leadership.

#### **II Bringing Tony Home**

i). The narrator meets a man on the road and slowly realizes that he might be Jayasena, someone he knew from his childhood. The narrator approaches him to confirm his identity, but Jayasena looks confused and frightened.

ii). Jayasena is frightened because he does not recognize the narrator at first Jayasena seems unsure who the narrator is and looks frightened that he might be someone dangerous.

iii). a. walking with a swagger - walking in a proud or confident way,

b. rather vaguely - unsure or confused / unclear/ without certainty

iv). Jayasena is one of the three brothers who taught the narrator to row boats during their childhood. The narrator remembers him from those days, especially how they used plantain-tree boats in the rainwater. Jayasena is therefore a strong and emotional part of the narrator's early memories.

### **III Vendor of Sweets**

i). The time when Mali is pressurizing Jagan for money for his new business scheme.

At Jagan's home.

ii) Jagan feels that Mali's new business plan is not honest or it will destroy his money, and he believes Mali and Grace are putting indirect pressure on him to give money. So he cannot trust Mali's intentions.

iii). a. Domestic life irksome - troublesome/ unpleasant, and stressful

b. Significant side glances - quick meaningful looks

iv). Jagan is unhappy, confused, and under pressure.

He feels that there is no longer any tranquilly at home and is disturbed by Mali's actions. Every time he returns home, he gets anxious and tense because he knows Mali and Grace are expecting something from him, particularly money. He feels lonely, stressed, and uncomfortable in his own house, and prefers moments when he is alone.

Overall, Jagan is mentally disturbed and emotionally drained by the growing tension in his home.

## Appreciation of English Literary Texts Paper – 1I

### Answer Guide

01.

- Flows through a dry desert, yet it still brings life to the land.  
“A desert fills our seeing’s inward span”
- It turns barren areas into fertile fields, which ordinary rivers cannot do.  
“we call thee fruitfull...”
- People have respected it for centuries as a life-giving and powerful river.
- The poet shows that the Nile has a mysterious, almost magical ability to support an entire civilization.

“Chief of the pyramid and crocodile”

Therefore, the Nile is unique because it gives life and richness to places where it is normally impossible.

02.

In the poem “War is Kind,” the poet shows a strong contrast between appearance and reality. On the surface, war is often described as brave, heroic, and something noble. Soldiers are praised, and people talk proudly about courage and honour.

“These men were born to drill and die”

However, the poet reveals that the truth of war is completely different.

The poem repeats the line “Do not weep, war is kind” in an ironic way. The poet actually means the opposite. He is showing that war is not kind at all—it causes deep sorrow, suffering, and death. “A field where thousand corpses lie”

The images in the poem, such as soldiers falling on the battlefield and families crying, highlight the terrible pain war brings.

Through this contrast, the poet criticizes the idea of glorifying war. The poet makes us understand that war is not truly kind at all. It destroys lives and causes deep grief, even though people try to make it seem noble. Therefore, the poem clearly reveals that behind the heroic image of war lies a harsh and painful reality.

(Better answers will blend poetic devices into their discussion)

03.

- The poem "Richard Cory" demonstrates a clear distinction between outer appearance and inner reality.
- From the outside, Richard Cory appears to be the epitome of perfection: he is wealthy, well-educated, well-mannered, and universally admired in the town.

“clean favored and imperially slim”

- The people think he has everything needed for a happy life, and they even wish to be like him.

“We thought that he was everything”

- However, the ending reveals that Richard Cory was unhappy inside, as he chose to end his life.
  - His sudden suicide demonstrates that wealth, status, and respect do not guarantee happiness.
- “Put a bullet through his head”
- The poem teaches that we often do not know what someone is feeling internally, even if their life looks ideal to us

04.

- The poem shows a universal conflict between parents and children.
- The father wants closeness and understanding in the relationship.
- The son seeks independence and freedom to form his own identity.
- The father feels confused and helpless, which is a common feeling among parents as children grow up.
- The son’s desire for space reflects the natural behaviour of youth.
- Their lack of communication creates tension in the relationship.
- This is shown when the son “walks out”
- Despite their differences, there is mutual love, which makes the conflict relatable to families across cultures.

05.

In the poem "Upside-Down," the narrator's unusual behaviour creates humour because he does everything in the opposite order of normal life.

“If he was told to turn to right

He turned to left out of spite”

These actions are unexpected and silly, and the reader laughs at how confident he is despite doing everything wrong.

“And wrote his letters backside-fore”

The contrast between what is normal and what the narrator does throughout the poem lends a playful, humorous tone.

## **Drama**

**06** In "Twilight of a Crane," the writer employs various dramatic techniques such as dialogue, monologue, soliloquy, and symbolism to portray Tsu as a symbol of love and sacrifice. Her gentle dialogue with Yohyō expresses her deep affection, while her emotional monologue reveals her inner turmoil about concealing her identity.

“I wished I might have lived with you forever,.....”

Soliloquies allow the audience to grasp her private suffering, contrasting her kindness with the greed of Sōdo and Unzu. Tsu embodies loyalty and selfless love, symbolized by the crane.

“I beg you to keep one of these .....Because I have woven it with my whole heart”

The dramatic revelation of her identity and tragic departure underscore the impossibility of her love in the face of human greed, cementing her role as a powerful symbol of unconditional love and sacrifice.

## **07.**

The Bear is a humorous farce characterized by exaggerated behaviors, unexpected situations, and sharp dialogue.

“I’ll bring her down like a chicken!.....I don’t care about this ‘softer sex’,”

The comedy largely arises from the extreme reactions of its main characters, Popova and Smirnov. Popova's over-dramatic responses to minor issues and Smirnov's rude, volatile demeanor lead to amusing quarrels. Their initial hatred swiftly transforms into love after a duel challenge, highlighting the play's comedic absurdity. The rapid dialogue and absurdity enhance the play's entertaining nature.

## **Prose**

## **08**

The Lumber Room illustrates the vibrant imagination of children through the character of Nicholas, who cleverly explores the forbidden lumber room filled with secrets.

“Nicholas was in an unknown land”

His cleverness contrasts with his aunt's strictness, showcasing the gap between a child's imaginative world and the rigid adult perspective. “ Such parts of the house .....rather bare and cheerless” . The narrative emphasizes how children transform everyday situations into adventures, using curiosity and creativity, as seen when Nicholas tricks his aunt, highlighting how imagination allows him to outsmart adults. Ultimately, the story underscores the freedom, joy, and sense of discovery that imagination provides to children, which is often missing in adulthood.

09.

- In *The Nightingale and the Rose*, both the young student and the professor's daughter show selfishness and materialism.
- The young student wants a red rose only to impress the professor's daughter and win her love, showing his selfish desire rather than true love. "My love will dance to the sound of the harp.....she will dance so lightly ...."
- He refuses to see the value of the nightingale's sacrifice after she dies creating the red rose, ignoring her suffering.
- The professor's daughter rejects the red rose because it does not come from a wealthy or fashionable source, showing she values status and material wealth over genuine emotion.

"I am afraid it will not go with my dress"

- Both characters demonstrate a lack of appreciation for selfless love and true beauty, caring only about personal gain and appearances.
- The story criticizes human selfishness and materialism, contrasting it with the nightingale's selfless devotion.

10.

- The Lahore Attack shows the qualities of a good sportsman through the narrator's actions during the incident.
- The narrator remains calm and composed, even under the threat of danger, showing self-control.  
"As bullet s started bursting .....we could do was stay still and quiet....."
- He demonstrates courage and bravery, facing the sudden attack without panic.  
"There was absolute clarity.....what was happening at that moment"
- He Shows team spirit and support by helping others and not acting selfishly.
- Maintains fairness and discipline, reflecting the ethics of a true sportsman.
- His quick thinking and alertness help manage the crisis effectively, just like a good athlete handles unexpected challenges.

11.

- Indeed, the passage from "Wave" depicts how people respond to an unexpected calamity.
- When the wave unexpectedly approaches, people are shocked and afraid.  
"I grabed Vik and Malli....."
- Some exhibit innate survival responses by attempting to flee or find safety.  
"But I didn't know what I was fleeing from"
- Others, unable to completely comprehend the threat, exhibit bewilderment and powerlessness.
- The prose emphasizes a range of emotional reactions, such as fear, bravery, and incredulity.

- In general, it illustrates how people respond both physically and psychologically to unexpected, potentially fatal situations.  
“We kept steadying ourselves on the seats. No one spoke. No one uttered a sound”

## Fiction

12.

### . Tom Canty (the pauper) adapts quickly to the life of a prince

#### 1.1 Familiarity with imagination

- Tom has **grown up imagining royal life** through the stories read by the priest.
- Because he has always dreamed of palace life, he finds it **exciting and less frightening**.

#### 1.2 Ability to learn new customs

- Tom **observes others carefully** and copies royal behaviour.  
“he was a gracious figure and as pretty as a girl”
- He gradually learns to speak politely and to follow court etiquette.

#### 1.3 Help from the nobles

- Court officials like **Lord Hertford and the nobles** support and guide Tom.
- They believe he is the prince who has lost his memory, so they **protect and correct him gently**.

#### 1.4 Inner intelligence and adaptability

- Tom is intelligent, quick-thinking, and eager to please.
- His sense of justice helps him **make fair judgments**, winning the respect of the court.

### 2. Prince Edward finds it harder to adapt to the life of a pauper

#### 2.1 Lack of experience with hardship

- Edward has been raised in comfort and never faced hunger, beating, or insults.
- Life in Offal Court shocks him because he **does not understand the struggles of the poor**.

#### 2.2 Harsh treatment from common people

- People do not believe he is the prince and treat him **cruelly or mockingly**.
- He faces **violence**, threats, and bullying, such as John Canty’s abuse.

#### 2.3 No guidance or protection

- Unlike Tom in the palace, Edward has **no one to guide or protect him**.

- He must rely only on himself, making survival harder.

## 2.4 Strong sense of pride and royal identity

- Edward’s royal pride prevents him from accepting help or changing his behaviour.
- He refuses to act like a pauper, making his life more difficult.

## 3. The contrast highlights the theme of social inequality

### 3.1 Society judges by appearance

- People accept Tom as the prince because of the clothes he wears.
- They reject Edward because he looks poor.

### 3.2 Twain criticizes rigid class divisions

- A pauper can become a prince if society “believes” he is one.
- A true prince becomes powerless when society refuses to see his worth.

## 4. Conclusion – Level of agreement

I strongly agree with the statement.

- **Tom Canty adapts more easily** because of his imagination, help from nobles, and flexible nature.
- **Prince Edward struggles greatly** because of his pride, inexperience, and the cruelty of common life.

Twain uses their experiences to show how **environment shapes ability**, and how **power and poverty are not natural qualities but social conditions**.

13.

## 1. The strong human–animal bond in the past

### 1.1 Simple rural life

- The boy grows up in a quiet village with open spaces.
- People live close to nature and animals.

### 1.2 Emotional closeness to Tony

- Tony is more than a pet; he is a friend and companion.
- The relationship represents the **warmth and innocence** of the old society.

### 1.3 Community life

- Villagers share similar lifestyles.

- Childhood is filled with freedom, play, and affection.

## **2. The move towards modernization and societal change**

### **2.1 Shift from rural to urban life**

- The family moves away, symbolising social mobility.
- Urban life is faster, busier, and less connected with nature.

### **2.2 Changing values**

- New society values **education, jobs, and progress** rather than emotional ties.
- Practical decisions replace emotional ones—Tony is left behind because he does not “fit” into the new life.

### **2.3 Breakdown of traditional bonds**

- In the modern society, relationships become weaker.
- People give less importance to animals, nature, and even family communication.

## **3. Loss of innocence and nostalgia**

### **3.1 The boy’s regret**

- The grown narrator realises the emotional cost of progress.
- He feels guilt and sadness for leaving Tony.

### **3.2 Remembering a disappearing world**

- The poem becomes a memory of a past society that was **warmer and more connected**.
- The boy’s return to find Tony gone shows the **permanence of change**.

## **4. Tony as a symbol of society’s transformation**

### **4.1 Symbol of old rural affection**

- Tony represents loyalty, simplicity, and natural love.

### **4.2 His loss signifies the loss of old values**

- When Tony dies, it symbolizes how the old society has also “died.”
- It marks the end of a lifestyle where relationships mattered more than progress.

## **5. Conclusion**

- The poem is not only about a boy and his dog.
- It is also about a society moving from a close-knit rural world to a modern, competitive, and emotionally distant one.

14.

## **1. Grace as a symbol of Western culture**

### **1.1 Represents foreign lifestyle**

- She comes from America and brings Western habits, speech, and behaviour.
- Her lifestyle contrasts sharply with Jagan's simple, traditional life.

### **1.2 Highlights cultural differences**

- Her way of dressing, eating, and speaking shows the cultural gap between generations.
- This contrast emphasizes Jagan's discomfort with modern influences.

## **. Grace as a bridge between Jagan and Mali**

### **2.1 Creates initial hope for Jagan**

- Grace treats Jagan with respect, calling him "Dad."
- She makes Jagan believe she wants to be part of the family.

### **2.2 Softens the tension between father and son**

- Her politeness helps reduce anger between Jagan and Mali.
- Jagan appreciates her manners more than Mali's arrogance.

## **3. Grace exposes Mali's irresponsibility**

### **3.1 Reveals Mali's immature behaviour**

- Her presence makes it clear that Mali cannot take care of himself.
- She often manages the household, showing Mali's laziness.

### **3.2 Shows Mali's selfish use of others**

- Mali brings Grace without properly committing to her.
- Mali uses all her money

## **4. Grace influences Jagan's decision-making**

### **4.1 Triggers Jagan's concern about morality**

- Jagan worries when he realises Grace and Mali are not legally married.
- This forces him to rethink how much he can tolerate Mali's behaviour.

### **4.2 Encourages Jagan's transformation**

- Seeing the troubled young couple pushes Jagan to reflect on his own life.
- This contributes to his decision to step away from business and find peace.

## **5. Grace represents suffering caused by cultural conflict**

### **5.1 A victim between two worlds**

- She tries to adjust to Indian traditions but cannot fully fit in.
- She is also not fully accepted by Jagan's society.

### **5.2 Shows the failure of Mali's dream**

- Her struggles reflect how Mali's Western-influenced ambitions collapse.
- Her unhappiness signals that Mali's lifestyle is unstable and harmful.

## **6. Conclusion**

- Grace is not a minor character
- She is important for the development of the plot



**General Certificate of Education (Ordinary Level) Examination, Support Paper- 02**

**Appreciation of English Literary Texts – Paper I**

**Answer Guide**

**Section A**

**I Poetry**

I (i) a) War is Kind by Stephen Crane

b) the soldiers who are killed in war

c) the glory or heroism is vague, meaningless, as the soldiers are now dead. Therefore, the

glory is distant, unreal, and disconnected from the actual horrors the soldiers face.

d) The lines show the difference between the appearance and reality of war. The glorious appearance that creates a heroic picture is not found in reality, as the soldiers are brutally

victimized.

(ii) a) Father and Son by Cat Stevens

b) The speaker's father

c) The traditional/stereotypical/orthodox/conventional advice repeated by the speaker's father.

d) These lines show the son's **frustration, sadness, and emotional exhaustion**. He wants to express his thoughts and dreams to his father, but every time he tries, the father refuses to listen or understand. He is also feeling **depressed and helpless, bored and fed up** with the same traditional advice from his father.

**II Prose**

II (i) a) The Nightingale and the Rose by Oscar Wilde

b) This is the situation where the Young Student brings the red rose created by the Nightingale's sacrifice to the Professor's daughter. Yet she refuses it as she has already accepted jewels from the Chamberlain's nephew.

c) Her tone is rude/snobbish/arrogant/cold

d) She is materialistic as she values jewels over a rose, choosing wealth and status instead of sentiment. By rejecting the young student, she shows her vanity, insensitivity, selfishness and snobbery

(ii) a) Wave by Sonali Deraniyagala

c) She instinctively clings to the possibility of escape instead of thinking clearly about the others who have fallen. Her brain is focused only on immediate survival as she is shocked and frightened.

d) The moment highlights the conflict between **helping others** and **protecting oneself** in an unexpected situation. Both are natural human instincts. While Anton acts with love and responsibility, the speaker shows the instinct to save her children and herself.

### III Drama

III (i) a) Twilight of a Cran by Yu Zuwa Junji Kinoshita

b) Tsu talks to herself

c) Because of her true love towards Yohyo/ Out of her true love as a token of gratitude.

d) Tsu's endurance, dedication, virtue and unconditional love are shown when she says how she wove the cloth despite the pain. Yet Yohyo values material gain over emotional or sentimental effort.

(ii) a) The Bear by Anton Chekhov

b) Smirnov

c) women

d) He is chauvinistic, believing women to be inferior. At the same time, he is pretentious and inconsistent, as he quickly shifts or contradicts these beliefs.

### Section B – Novel

#### I. The Prince and the Pauper

(i) Early in the morning, just after Prince Edward has woken up after spending the night in a peasant's barn.

(ii) The speaker identifies **mutual helplessness, vulnerability, and lowly status** between himself and the rat.

(iii) a) Scampered away -it ran away quickly and lightly

b) Forlorn -lonely, abandoned

(iv) In this moment, Prince Edward expresses a mix of emotions like helplessness/vulnerability. He feels lonely as he recognises his lowly, powerless state, comparable to the rat lying in his bosom. He also feels humility as he has fallen to a very lowly status from the grandeur of being a king

The theme of Social Inequality / Poverty and Privilege is shown as Edward experiences life as a pauper, highlighting the stark contrast between royalty and ordinary people. This also brings out the theme of **Identity and Role Reversal** as the extract emphasises Edward's humbling experience in the life of a commoner, which is central to the novel's exploration of switching social roles.

## II. Bringing Tony Home

- (i) After shifting house, the narrator is sent back to Depanama to collect a few things left behind.
- (ii) To collect the dressing table mirror
- (iii) a) think capable, strong enough, or willing to do  
b) made a private, heartfelt promise/ determined to do something without others' knowledge
- (iv) Nostalgia / Loss of Former Status or class disparity/Friendship and loyalty. Coming of age. The combination of responsibility, inward vows, and independent actions depict a child growing into maturity.

## III. The Vendor of Sweets

- (i). In Jagan's sweet shop in the evening
- (ii) He did not expect his son to get separated from him and go to a Western country that he hates very much.
- (iii) a) very angry at this idea  
b) A strong feeling of love for one's country suddenly rising or growing inside
- ☐ Increasing emotional sense of national pride
- (iv) Conflict between the older generation and the younger generation/  
tradition vs modernity.

Paper II  
Poetry

**1. To the Evening Star**

- Visual Imagery creates a calm and serene atmosphere. The poet describes the Evening Star's soft light, which gently illuminates the sky, creating a peaceful visual setting. The contrast between daylight fading and the star rising brings an image of stillness and rest.
- Personification and deification give nature a gentle, protective quality. The Evening Star is personified as a protector or a gentle presence in the sky. This makes the star appear kind, calm, and almost divine, enhancing the sense of peace.

**2. Breakfast**

- Use of Mechanical Actions through enjambment—drinking coffee, lighting a cigarette,—in a flat, mechanical sequence. These routine gestures suggest the man is emotionally absent, functioning like a machine. The lack of interaction between the couple intensifies the tension.
- Lack of Communication/hostile silence becomes a symbol of emotional distance. The woman's repeated observation- 'without speaking to me' highlights the lost communication.
- **Absence of Emotional Response** -The man leaves without saying goodbye. He does not react to the woman's presence or feelings. His emotional coldness creates a tense and painful quietness. The speaker does not protest or speak—she just "weeps."  
This difference heightens the emotional tension.  
The speaker's tears after he leaves emphasize complete emotional isolation.  
The final image conveys lingering sadness, emptiness, and unresolved tension.

**3. I Know Why the Caged Bird Sings**

- The poem contrasts the free bird and the caged bird. (sustained metaphors)
  - The free bird represents those who enjoy liberty and opportunities. (the privileged class)
  - The caged bird represents those living under oppression, highlighting social inequality and injustice. (the marginalized class)
  - The caged bird sings of fear and hope, capturing the emotional pain and longing of oppressed individuals.
  - Imagery such as "bars of rage" conveys frustration, anger, and helplessness caused by systemic oppression.
  - The poem's themes extend beyond race and gender—it addresses any form of oppression. making it universally relevant.

- The use of figurative language like metaphors and personification gives voice to the silenced and marginalized, inspiring empathy and awareness.
- Despite confinement, the bird sings—showing a persistent desire for freedom.

This reflects the resilience and determination of the oppressed to aspire for a better, freer life.

#### 4. Fear

##### . Theme of Parental Love

- The poem portrays the deep **love and care a parent feels for their child**.
- The parent's constant attention and worrying about their safety highlights the **selfless and protective nature of parental love**.

##### • Theme of Anxiety and Worry

Alongside love, the poem conveys **anxiety and fear** about potential dangers the child may face, presented through the three symbols -the swallow/princess and queen

##### • Interconnection of Love and Fear

- The poem shows that parental love and anxiety are **inseparable**—the stronger the love, the deeper the fear.
- The reader senses both the tenderness of the parent's care and the intensity of their worry.

This duality highlights the **emotional depth of parenting**, making the poem relatable and poignant.

#### 5. The Camel's Hump

The poem uses light-hearted, comic language and exaggerated situations to make readers reflect on human laziness or lack of initiative.

- Example: The camel's hump is a symbol of the consequences of human laziness—it shows how laziness can have consequences.
- This absurdity and the humorous tone make the lesson memorable without sounding preachy.
- The playful description of the inactive behaviour of both the young and the old allows readers to recognize their own flaws in a gentle, amusing way.
- While the poem entertains, it also carries a moral message about responsibility, effort, and the natural consequences of avoiding work.
- By combining humour with moral insight, the poem effectively encourages self-reflection and gently critiques human weaknesses.

## Drama

### 6. Twilight of a Crane

#### 1. The Theme of Love

- At the beginning of the play, Yohyo and Tsu's marriage is built on genuine affection, purity, and trust.
- Tsu weaves crane feathers into expensive cloth to help Yohyo live happily.
- She does this out of pure devotion, even though it drains her life force, showing that true love can sacrifice.

#### 2. The Theme of Sacrifice

- Tsu's greatest sacrifice
  - To repay Yohyo's kindness and to protect him from poverty, Tsu sacrifices her own health.
  - Weaving the magical cloth plucks feathers from her true crane body—each time she weakens and risks death.
  - She sacrifices her true identity and freedom just to live with him as a human wife.
  - When Yohyo's greed overwhelms him, Tsu realizes she must leave.
  - Yohyo, by giving in to greed, sacrifices the greatest thing he has—his wife's pure love.

#### 3. The Theme of Human Greed

- Sodo and Unzu as symbols of a corrupt society
  - These two villagers represent selfishness, materialism, and exploitation.
  - They tempt Yohyo to sell more cloth because they want profit; they do not care about Tsu's well-being.
  - Their manipulation awakens greed in Yohyo.
- Yohyo's transformation
  - Initially kind-hearted, Yohyo becomes obsessed with wealth.
  - He ignores Tsu's suffering and insists she weave another cloth.
  - Greed blinds him and destroys his ability to value love over money.
- **The tragic consequence of greed**
  - Yohyo's weakness leads to the collapse of their loving relationship.
  - Tsu is forced to reveal her true crane form and fly away forever.

### 7. The Bear

Yes, The Bear is strongly about human inconsistency and pretense:

Popova and Smirnov both exhibit emotional instability, as evidenced by their rapid changes in feelings.

Both characters pretend to be something they are not — Popova as the faithful widow and Smirnov as the tough, woman-hating “bear.”

Through humour and exaggeration, Chekhov shows that human beings are often **irrational**, inconsistent, and full of contradictions.

This makes the play both comic and realistic, revealing the unpredictability of human nature.

### **1. Human Inconsistency**

#### **• Popova's sudden change in behaviour**

- At the beginning, Popova insists she will remain faithful to her dead husband forever.
- She says she will “wear mourning till the end of her days.”
- Yet within a single day, she falls in love with Smirnov — showing how human emotions can easily shift.
- Popova, who pretends to be gentle and delicate, suddenly becomes aggressive.
- She argues, insults Smirnov, and even agrees to a **duel**, which contrasts completely with her earlier gentle behaviour.

#### **• Smirnov's emotional swings**

- Smirnov arrives angry and determined to collect a debt.
- He says he “cannot stand women” and calls them “weak,” “faithless,” and “insincere.”
- Yet within minutes of fighting with Popova, he falls in love with her.
- His hatred suddenly turns into admiration and passion.

### **2. Pretense / Hypocrisy**

#### **• Popova's false loyalty to her husband**

- She claims to be mourning faithfully.
- But we learn that:
  - Her husband cheated on her.
  - She now uses her “mourning” to appear virtuous.
- Her exaggerated grief is partly an act — a pretence of loyalty.

#### **• Smirnov's pretense of strength and pride**

- Smirnov pretends to be strong, unshakeable, and hostile towards women.
- He boasts that he has “the courage of a lion” and does not fall in love.
- Yet he becomes completely helpless in front of Popova's anger and beauty.
- His tough-guy image collapses immediately when he falls for her.

#### **• Both behave dramatically**

- Their exaggerated reactions, shouting, challenging each other, and sudden attraction suggest they pretend to be strong and self-controlled, but are actually just emotional and impulsive.

## Prose

### 8. The Lumber Room

The conflict between Nicholas and his aunt reveals a sharp contrast between **the imaginative, questioning, intelligent younger generation** (represented by Nicholas) and **the rigid, authoritarian, unimaginative older generation** (represented by the aunt).

#### 1. The Aunt Represents the Older Generation: Strict, Controlling, and Narrow-Minded

##### • Blind belief in rules and obedience

- The aunt believes children should obey without question.
- She imposes punishments without listening to Nicholas's explanations.
- She forbids him from the gooseberry garden simply because she wants to "prove" she is always right.
- She dislikes Nicholas's curiosity and creativity.
- To her, the lumber room is "forbidden" and meaningless.
- She cannot understand why Nicholas seeks adventure in it.

##### • Hypocrisy and moral superiority

- She pretends she is morally above the children.
- Yet she lies, manipulates, and gets trapped in the rainwater tank while trying to spy on him.
- Her behaviour reveals an older generation that values **control**, not understanding.

#### 2. Nicholas Represents the Younger Generation: Intelligent, Curious, and Independent-Minded

##### • Questions authority

- Nicholas does not accept punishments blindly.
- He challenges their decisions silently through clever actions.
- While the aunt thinks the lumber room is useless, Nicholas sees it as a world full of stories and beauty — the tapestry, the carved toys, the birds.
- This highlights the younger generation's **imaginative and sensitive** way of thinking.

##### • Uses logic instead of fear

- Nicholas outsmarts the aunt by reasoning carefully.
- He knows the voice crying from the tank cannot be the Devil.
- He refuses to help someone who "would not listen to reason" earlier.

#### 4. The Outcome of the Conflict

- Nicholas succeeds because he thinks for himself.
- The aunt fails because she relies only on power, not intelligence.
- The story ends with Nicholas enjoying a mental victory while the aunt suffers humiliation. This symbolizes how the younger generation's **creativity and critical thinking** can overcome the older generation's **rigid traditionalism**

## 9. The Nightingale and the Rose

In *The Nightingale and the Rose*, Oscar Wilde presents **two opposite approaches to love**:

- **The Nightingale** – emotional, idealistic, selfless, and spiritual.
- **The Young Student** – practical, intellectual, selfish, and materialistic.

Their actions reveal a profound contrast between romantic love and shallow, conditional love, and the story utilises this contrast to critique society's values.

### 1. The Nightingale's Approach to Love: Idealistic and Sacrificial

#### • Believes in the purity of true love

The Nightingale thinks that love is the highest human experience — “more precious than emeralds,” “dearer than fine opals.”

#### • Sacrifices her life for love

To help the Young Student win the girl's heart, she bravely presses her breast against a thorn and sings all night, giving her blood to create a red rose.

#### • Represents idealism

For her, love means:

- Giving without expecting anything back
- Enduring pain
- Believing in beauty and emotion
- Seeing value beyond material things

She is **purely selfless**.

### 2. The Student's Approach to Love: Conditional, infatuated and Shallow

#### • Treats love as a transaction

He wants the rose only to impress the girl.

He thinks:

- “If I bring her the red rose, she will dance with me.”
- Love is something to be exchanged, not felt deeply.

#### • Shows no gratitude

He never realises the Nightingale's sacrifice.

He cares only about his own desire.

#### • Gives up love easily

When the girl rejects him because another man gave her jewels, he quickly says:

- “Love is a silly thing.”
- “I shall go back to my books.”

This shows how shallow and temporary his feelings are.

## **10. The Lahore Attack**

In The Lahore Attack, Kumar Sangakkara presents courage and resilience through:

- The bravery of the Sri Lankan cricket team under life-threatening circumstances
- The determination to survive
- The unwavering spirit to carry on despite trauma

His speech highlights both physical courage during the attack and emotional resilience afterwards

### **Courage in the Face of Danger**

#### **• Calmness during the gunfire**

Sangakkara describes how the players stayed calm inside the bus even as bullets rained down on them.

### **Emotional and Mental Resilience**

#### **• Staying united as a team**

Sangakkara mentions that the players held on to each other, showing emotional strength as a group. Unity becomes a source of resilience.

Even while injured and in shock, they remained mentally strong and supported each other.

## **11. Wave**

### **1. Sudden and Unexpected Tragedy**

- The tsunami strikes without warning

In the extract, the narrator describes how the sea suddenly rises and sweeps everything away within seconds.

The family is completely unprepared — one moment they are relaxing on holiday, and the next they are running for their lives. This highlights the shock and suddenness of the disaster.

### **2. The speed and violence of the wave**

She describes the water coming “charging and churning.” Repetition, short and clipped sentences and the language emphasise how uncontrollable and unexpected the tragedy is.

How the facial expressions of Stev change by seeing the sudden arrival of the tidal wave.

### **2. The Grief That Follows**

- Survivor’s guilt that she could not knock on her parents’ door.
- Overwhelming loss

The extract reveals that the narrator loses her entire family.

This creates a sense of unbearable grief and emotional shock.

## Fiction

### 12. The Prince and the Pauper

#### . Social Inequality and Class Division

- **Stark contrast between the palace and the slums**

The prince experiences:

- hunger
- homelessness
- beatings
- the cruelty of the justice system

Meanwhile, Tom, living as the prince, enjoys luxury and respect simply because of his appearance and status. The switch reveals how society treats people based on class, not merit.

- **Poor punished harshly; rich protected**

Edward sees beggars whipped, innocent people executed, and petty crimes given severe punishment. Twain exposes the **unfairness** of the legal system and the lack of compassion toward the poor.

#### 2. Moral Values: Compassion and Empathy

- **Edward learns to care for the poor**

Through his suffering, he understands the hardships of ordinary people. He realises that a king must rule with mercy and justice. The identity switch teaches the prince **empathy**, a key moral value.

- **Tom shows kindness even in the palace**

Tom uses his new power to:

- reduce unnecessary punishments
- pardon innocent people
- question unfair laws

This shows that true nobility comes from **character**, not birth.

- **People obey those in power even when they make mistakes**

Tom behaves awkwardly in the palace because he does not know royal customs.

Yet everyone pretends he is normal. Society respects the *position*, not the *person* — a moral hypocrisy Twain criticises.

- **Appearance vs reality**

Everyone dismisses Edward as a mad boy when he claims to be king, while Tom is treated as king simply because he looks royal. Twain shows society's obsession with **external appearances rather than truth and character**.

## **Justice and Fairness as Key Moral Values**

### **• Edward vows to become a just king**

After experiencing the pain of ordinary people, he becomes determined to:

- reform the law
- reduce cruelty
- judge with compassion

His suffering shapes his moral growth as a future ruler.

### **• Tom unknowingly brings justice**

Though unfamiliar with the laws, Tom's gentle nature leads him to make fair decisions.

Twain shows that **moral goodness can come from anyone**, regardless of class.

## **13. Bringing Tony Home**

In *Bringing Tony Home*, Tissa Abeysekara uses the narrator's childhood memories to explore deep social values such as friendship, family bonds, loyalty, love, and the emotional importance of human connections. Through simple everyday events, the novel shows how these values shape a person's identity and emotional world.

### **1. Friendship as a Strong and Innocent Bond**

- Tony as the narrator's closest companion

He shares the boy's loneliness, plays with him, and becomes his constant companion.

This reflects the value of loyalty and unconditional affection in genuine friendship.

- Friendship beyond human relationships

The narrator is often misunderstood by adults, but Tony understands him perfectly.

Their communication is emotional rather than verbal. The novel shows that friendship is built on trust, empathy, and companionship rather than age or species.

- Tony's absence creates emotional emptiness

When Tony disappears, the narrator feels deep pain, showing how meaningful such bonds can be. The novel values emotional attachment and the importance of having someone who brings comfort and belonging.

### **2. Family Values in the Novel**

- The mother's role: love mixed with practicality.

The narrator's mother cares for him and tries to meet the needs of the household.

However, she sometimes fails to understand the boy's emotional world (such as Tony's importance).

- Father's absence and emotional distance

The father's limited presence shows a typical family structure of the time — distant but authoritative. His decisions affect the entire family, even if he doesn't fully understand the child's feelings

### 3. The Emotional Journey and its Moral Message

- **Memories teach values**

As an adult, the narrator looks back and realises how these relationships shaped him.

- **Loss teaches the value of love**

Tony's removal is heartbreaking, but it teaches the narrator:

- the pain of losing someone you love
- the importance of valuing relationships while they last

This adds a moral dimension to **appreciating relationships**.

### 14. The Vendor of Sweets

R.K. Narayan's *The Vendor of Sweets* presents a strong clash between **traditional Indian values**, represented by Jagan, and the **modern, Western-influenced ideas**, represented by his son Mali.

Through their relationship, Narayan shows how society struggles to balance **conventional beliefs** with **new, innovative practices** in a rapidly changing world.

#### 1. Jagan as the Symbol of Conventional Beliefs

- **Traditional lifestyle**

Jagan follows age-old customs:

- eats simple food
- traditional dress code
- believes in natural cures
- follows Gandhian philosophy

He represents a lifestyle based on **simplicity, morality, discipline, and self-restraint**.

- **Traditional business methods**

Jagan runs his sweet shop with old-fashioned manual workers. His beliefs reflect a society that values **hard work, honesty, and tradition**.

- **Moral and religious conservatism**

Jagan's decisions are guided by scriptures and moral principles.

He fears Western influence and resists change. He embodies **conventional Indian thinking**, rooted in spirituality and culture.

#### 2. Mali as the Symbol of Innovation and Modern Practices

- **Rejection of traditional education**

Mali abandons college, declaring that creative writing is more important than formal degrees. Shows youth rejecting traditional educational pathways in favour of **new creative careers**.

He adopts:

- Western clothing
- modern habits
- the idea of living with Grace without traditional marriage

Reflects the influence of **globalisation and cultural change**.

• **Business innovation: The story-writing machine**

Mali introduces an entirely new idea — a machine that helps people write stories.

This represents:

- technology
- entrepreneurship
- new economic models

Mali symbolizes society's shift toward **innovation, mechanisation, and modern business**.

• **Traditional morality vs modern freedom**

Jagan believes in arranged marriage and cultural norms.

Mali embraces Western freedom and rejects social rules. Their clash shows society's struggle between **old moral codes** and **new lifestyles**.

• **Spiritual values vs material ambition**

Jagan values:

- self-control
- charity
- contentment

Mali values:

- profit
- speed
- personal success

This reflects the conflict between **spiritual India** and **materialistic modern society**.