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Assignment for Vacation -2020

English

Paper II

Grade 13

Three Hours

Additional Reading Time – 10 minutes

INSTRUCTIONS:

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

- Write a composition** on one of the following topics, paying attention to relevant facts and supporting evidence, structure, organization, coherent argument, accurate language and expression. (20 marks)
 - 21st century health challenges.
 - Global climate changes and its effects.
 - "Should Sri Lanka enforce death penalty as a solution to the increasing crimes"
 - Write a creative composition that incorporates the sentence "When I read the letter, I felt really excited"
 - Write a review of a Sri Lankan film that you have seen recently.
 - Write a report on "Reasons for deforestation in Sri Lanka".
- Reading comprehension and pre`cis.**
 - Read the following passage and answer the questions given below it. (10 marks)

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 form 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) 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 larger 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 paragraph1 , why does the writer include information about the Cherokee language?
 - a) To show how simple, traditional cultures can have complicated grammar structures.
 - b) To show how English grammar from Cherokee grammar.
 - c) To prove that complex grammar structures were invented by the Cherokees.
 - d) To demonstrate how difficult it is to learn Cherokee language.

2. What can be inferred about the slaves' pidgin language?
 - 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:
 - 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, not the language of the colonizers.
 - a) A
 - b) B
 - c) C
 - d) D

5. What is the closest meaning of 'From scratch' in paragraph 2?
 - a) From the very beginning
 - b) In simple cultures
 - c) By coping something else
 - d) By using written information

6. 'Make – shift ' in paragraph 3 means;
 - a) complicated and expressive
 - b) simple and temporary
 - c) extensive and diverse
 - d) private and personal

7. Which sentence gives the meaning of 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 than languages that contain a little.
 - d) The grammar of all languages is the same, no matter where the languages evolved.

8. All of the followings are features of the new Nicaraguan language except:
 - a) All children use 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?
 - 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. Which word could best be replace the word 'consistent' in paragraph 4.
 - a) natural
 - b) predictable
 - c) imaginable
 - d) uniform

B. Write a precis, summarizing the passage given in question No. 2 above, following the instructions given below. Use your own words as far as possible. (20 marks)

- 1) Begin the precis on a **new sheet**. Divide your page into 5 columns, and number the lines.
- 2) Write it within the word range of **195- 205** 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. (20 marks)

The talk turned almost at once to Miriam, and as they answered my questions about her, I saw them get inert. Yes, she was married; had married a doctor- a flicker of pride in the old man at this. She lived in Johannesburg. Her husband was doing very well. There was a photograph of her home, in one of the more expensive suburbs; a large, white modern house with flower borders and a fish pond. And there was Miri's little boy, sitting on his swing; and a studio portrait of him, taken with his mother.

There was the face of Miriam Saiyetovitz, confident, carefully made up and framed in a good hair dresser's version of her dark hair, smiling queenly over the face of her child. One hand lay on the child's shoulder, a smooth hand, wearing large, plain, expensive diamond rings. Her bosom was proud and rounded now- a little too heavy, a little overripe in the climate of ease.

I could see in her face that she had forgotten a lot of things.

When his wife had gone into the back of the shop to refill my teacup, Old Saiyetovitz, went silent, looking at the hand that lay before him on the counter, the fingers twitching a little under the gaze.

It doesn't come out like you think, he said, it doesn't come out like you think. He looked up at me with a comforting smile.

And then he told me that they had seen Miriam's little boy only three times, since he was born. Miriam they hardly at all; her husband never. Once or twice a year she came out from Johannesburg to visit them, staying an hour on a Sunday afternoon, and then driving herself back to town again. She had not invited her parents to her home at any time; they had been there only once, on the occasion of the birth of their grandson.

Mrs. Saiyetovitz came back into the store: she seemed to know of what we had been speaking. She sat down on a shot -purple tin trunk, and folded her arms over her breast. Ah yes, She breathed, ah yes.....

I stood there in Miriam's guilt before the Saiyetovitzes and they were silent in the accusation of the humble.

- 1) Describe the relationship between Miriam and Mr. and Mrs. Saiyetovitz using appropriate examples from the context. (4 marks)

- 2) How does the narrator imply that Miriam had forgotten a lot of things? Give reasons for this implication. (4 marks)
- 3) Do you think that Miriam's transformation is justifiable? Explain. (4 marks)
- 4) What can be the reason behind Mr. Saiyetovitz's comforting smile? (4 marks)
- 5) Why does the narrator say 'I stood there in Miriam's guilt'? What does this reveal about the character of the narrator? (4 marks)

4. Read the following poem and answer the questions given below it, using **your own words as far as possible**. (20 marks)

Sita, speak your side of the story,
We know the other too well.
Your father married you to a prince,
Told you to be pliable as the bow
In your husband's hand
Didn't you note Ram broke the magic bow?
They say you, the ideal daughter,
Bowed your head in obedience
As you were sent away.

With your husband you spoke exile,
Suffered privation, abduction
And then the rejection-
The chastity test on the scorching flames,
The victim, twice victimized.
Could those flames turn to flowers?
Without searing the soul?

They say you were the ideal wife:
You questioned him not
And let him have his way.
The poets who wrote your story
Said: A woman is not worthy of hearing
The Ramayana: like a beast she is fit only for being beaten.
Could such poetry ever bring you such glory?
Yet they spoke their verses without challenge
And with such falsehood got away.

Sita speak
You who could lift the magic bow in play
With one hand
Who could command the earth with a word?
How did they silence you?

1. What effect is created in this poem by urging Sita to speak? Give reasons. (4 marks)
2. Who does the poet refer to as 'they' in this poem? What have 'they' been doing to Sita? (4 marks)
3. What is the attitude of the poet towards them? (4 marks)
4. Explain what is meant by the line 'The victim, twice victimized'. (4 marks)
5. Do you think that it is right for Sita to speak? Elaborate your view. (4 marks)