General Certificate of Education (Ord. Level) Examination, 2026

Appreciation of English Literary Texts 1,11

Practice Paper

Additional Reading Time: 10 minutes

46 E I

Use additional reading time to go through the question paper, select the questions and decide on the questions that you give priority in answering.

Instructions:

- Answer scripts of Paper 1 and Paper 11 are collected at the end of the allocated time separately
- Answers to Paper 1 should be written in the space provided on the question paper. Answer to paper 11 should be written in the given booklet.

Appreciation of English Literary Texts – Paper 1

Answer all the questions in Section A

Select either (1), (2) or (3) from section B and answer all the questions given below it.

The maximum mark allocated for Paper 1 is 40

Section A – Poetry, Prose and Drama

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

I Poetry

i. **'And he unrolled his feathers**
And rowed him softer home'

a) Name the poem from which these lines are taken. Name the poet.

……

(01 mark)

b) Who is referred to as 'he'?

……

(01 mark)

c) What reasons cause 'him' to act in this way?

.....……

(01 mark)

d) What are the messages conveyed through this action?

……

……

(02 marks)

Past Papers Wiki

ii. **"and dips his wings**
in the orange sun rays
and dares to claim the sky."

a) Name the poem from which these lines are taken. Name the poet.

……..
.

(*01 mark)*

b) Whose actions are described in these lines?

……

(*01 mark)*

c) What is the tone of the speaker?

.....……

(*01 mark)*

d) Comment on the life spent by 'him' as given in these lines.

……

……

(*02 marks)*

II Prose

i. "Still, it must be admitted that she has some beautiful notes in her voice. What a pity it is that they do not mean anything, or do any practical good!"

a) Name the work in which these lines appear. Name the writer.

……..
.

(*01 mark)*

b) Who speaks these lines?

……

(*01 mark)*

c) What effect is created by these lines?

.....……

(*01 mark)*

d) What themes of the story are brought out by these lines?

……

……

(*02 marks)*

ii. "I didn't want him to miss this. I wanted him to come out quick before all this foam dissolved."

a) Name the work in which these lines appear. Name the writer.

……..
.

(*01 mark)*

b) Who is the speaker?

……

(*01 mark)*

c) Who is referred to as 'him'?

.....……

(*01 mark)*

d) What features of human nature are reflected through these lines?

……

……

(*02 marks)*

III Drama

i. "At last I get here, seventy versts from home, and hope to get something, and I am received by you with a "state of mind"! How shouldn't I get angry.

a) Name the work in which these lines appear. Name the writer.

……..
.

(*01 mark)*

b) Who is the speaker?

……

(*01 mark)*

c) What is meant by 'here'?

.....……

(*01 mark)*

d) Comment on the feelings of the speaker?

……

……

(*02 marks)*

ii. "But it's all right. I don't mind if you like the "money" so much.....But now you have money enough.

a) Name the work in which these lines appear. Name the writer.

……..
.

(*01 mark)*

b) Who is the speaker?

……

(*01 mark)*

c) What is the tone of the speaker?

.....……

(*01 mark)*

d) Comment on the life expectations of the speaker as shown in these lines.

……

……

(*02 marks)*

Section B

1. Read the following passage and answer the questions.

Jagan sighed at this reminder. For years his fixed orbit had been between the statue and the shop, his mental operations confined to Mali, the Cousin and frying. He recollected with a sigh **the blaze of colours** at the sunset, the chatter of birds in Nallappa's grove; how he had often wandered along the river, **lounged on the sands** or sat on the river step with his class fellows; chow Mahatma Gandhi used to address huge assemblies on the sands of the river and how he himself, a minute speck in such a crowd, had felt his whole life changed when he heard that voice.

i. When and where does this take place?

……..……
……

(2 marks)

ii. How did Jagan feel when he recollected his past?

……
……

(2 marks)

iii. Explain the following in your own words.

a). **the blaze of colours**

……..

b). **lounged on the sands**

……..

(2 marks)

iv. Comment on the significance of this passage to the theme/s of the novel?

……
……..……
……..

……
……

(4 marks)

b) Bringing Tony Home

(… " once a servant – that is when we were at the big house – lost Father's book and he was mad having to go through all the trouble of getting a new one and swore that's the last time he will go through the procedure and wanted Mother to be careful in future, and mother was also very careful – especially after we became poor and kept it locked in her little almirah – and now I have gone and lost not one book but all four, which meant the entire family was **wiped out** from Ceylon in one fell blow, and that by me doing **a damn fool thing** – walking with a stupid dog all the way from Depanama.)

IT CERTAINLY WAS THE END OF THE WOLRD.

a. When and where does this take place?

……
.

(02 marks)

b. What was the father's reaction when the servant lost his book?

……
.

(02 marks)

c. Explain the meanings of the following:
   i. **wiped out**……...
   ii. **a damn fool thing** ……

(02 marks)

d. Comment on the significance of this passage to the theme/s of the novel?

……
……

……
……

(04 marks)

c) The Prince and the Pauper

A sort of panic of astonishment swept the assemblage, and they **partly rose** in their places and stared in a bewildered way at one another and at the chief figures in this scene, like persons who wondered whether they were awake and, in their senses, or asleep and dreaming. The Lord Protector was as amazed as the rest, but **quickly recovered** himself, and exclaimed in a voice of authority-- "Mind not his Majesty, his malady is upon him again--seize the vagabond!"

a) When and where does this take place? (*02 marks)*

……

(*02 marks)*

b) Why did the people stare in a bewildered way?

……...

(*02 marks)*

c) Explain the meanings of the following words.

a) **partly rose** - …….

b) **quickly recovered -**……

d) Comment on the significance of this passage to the theme/s of the novel.

……
……
……
……

(*04 marks)*

Part II

Poetry

(Answer **one** question only.)

1) 'The poem **"To the Evening Star"** celebrates nature as a blessing to protect mankind.' How true is this statement according to the poem?
2) Discuss how the poem **"Breakfast"** exploits silence to present the tension of the situation.
3) 'The poem, "**Once Upon a Time"** presents how individuals are pressurized by social changes.' Do you agree?
4) Analyze how the poem "**The Clown's Wife"** reveals the duality of people in society.
5) 'Humourous poetry always bring out a moral to human life through humour.' Discuss the above statement taking examples from any one of the four humourous poems you have read.

Prose

(Answer **one** question only.)

6) 'At the end, it was the aunt who was punished, not Nicholas'. Analyze this statement by referring to the text "***The Lumber Room".***
7) Comment on the importance of unity and togetherness paying close attention to the speech, **"The Lahore Attack**" by Kumara Sangakkara
8) 'The prose **"*The Nightingale and the Rose"*** criticizes lost humanity in human society.' Discuss
9) **'An Extract from *Wave*** is all about nature's power over humans.' Examine this statement with reference to the text.

Drama

(Answer **one** question only.)

11) 'The play, ***"Twilight of a Crane",*** suggests how human greed destroys happiness.' Do you agree?
12) 'The play, ***"The Bear",*** suggest**s** that change is human nature' Do you agree?

Novel

(Answer **one** question only.)

13) The novel, ***"The Prince and the Pauper",*** reflects many disparities in London society led by royalty.' Discuss with examples.
14) The Novel, ***"Bringing Tony Home",*** reflects the lonely childhood of the protagonist.' Discuss with examples.
15) 'The novel, **"*The Vendor of Sweets"*** reflects the clash between traditional values and the forces of modernization. Discuss this with examples.

General Certificate of Education (Ord. Level) Examination, 2026

Appreciation of English Literary Texts 1,11
Practice Paper – Answer Guide

Appreciation of English Literary Texts – Paper 1

I Poetry

i. a) A Bird Came Down the Walk by Emily Dickinson
b) the bird
c) because the observer offered him a crumb
d) Nature does not need human interference / Leave nature alone / Nature is independent and self-sufficient.

ii. a) I Know Why the Caged Bird Sings by Maya Angelou
b) The free bird that represents the privileged class in society.
c) admiration, happiness.
d) His life is comfortable with all the luxury and privileges. He enjoys unlimited freedom.

II Prose

i. a) The Nightingale and the Rose by Oscar Wilde
b) the young student
c) irony, humour, satire towards his inability to appreciate aesthetic taste
d) selfless love of nature is not appreciated by humans/loss of humanity and true love in human society/failure in Victorian education

ii. a) Wave by Sonali Deraniyagala
b) the narrator
c) Steve
d) Human unawareness/ignorance of natural disasters/hopefulness.

III Drama

i. a) The Bear by Anton Chekhov
b) Smirnov
c) Popova's house
d) He is angry, disappointed and frustrated.

ii. a) Twilight of a Crane by Yu Zuwa Junji Kinoshita
b) Tsu
c) helpless, sad, disappointed
d) She expects a contented, simple life.

PAST PAPERS WIKI

Section B

i. The Vendor of Sweets

I. In the afternoon, he went to the forest area where the bearded man's master used to make images.
II. He is nostalgic and melancholic
III. a) the blaze of colours - bright and vivid colours
b) lounged on the sands – sat/laid/reclined in a relaxed, comfortable, and leisurely manner on the sand
IV. This shows the difference between spiritual happiness and materialistic happiness. Jagan realises that he has run after money throughout his whole life, but still he is not happy. He has missed relaxed evenings and friends. His busy life has only gifted him with worries.

ii. Bringing Tony Home

I. On his way back from Depanama, when he realises that he has lost his rations books.
II. He was furious and disappointed
III. a) wiped out - destroyed or eliminated.
b) a damn fool thing -a very stupid, foolish, or senseless thing
IV. Poverty and economic insecurity/parent-child relationships-distant relationships with parents /Childhood innocence, guilt, regret and self-blame

iii. The Prince and the Pauper

I. On the coronation day in Westminster Abbey, after the appearance of Edward Tudor in rags.
II. Because they were astonished and confused when the real Prince Edward appeared and claimed that he was the rightful king, while Tom Canty also declared Edward as the real king.
III. a) partly rose – half stood/started getting up
b) quickly recovered - soon became calm and composed/controlled emotions
IV. Mistaken identity/Appearance versus reality /Social class and inequality/ Power and authority

Part II
Poetry

1. To the Evening Star

1. Nature is presented as a beautiful and divine blessing.
- The evening star is addressed/ apostrophised directly by the speaker.
- The star is glorified and presented as a source of beauty, peace and comfort at the end of the day.
- Nature is personified as a benevolent force that watches over the world.

2. Nature provides protection and security.
- The speaker asks the star to protect the speaker and loved ones as darkness falls.

- The star is associated with peaceful sleep and freedom from danger (lion and wolf). This suggests that nature's blessing encompasses the wider living world.
- The poem presents nature as a companion and guardian of living beings.
- This relationship suggests that nature has an important role in maintaining peace and harmony.

2. Breakfast

1. Silence creates an atmosphere of tension from the beginning

- The poem describes an ordinary breakfast in which a man prepares and drinks his coffee while the speaker watches him. The poet describes the man's actions one by one: preparing coffee, stirring it, drinking it, lighting a cigarette and putting the ashes into the ashtray.
- Although both individuals are in the same place, there is no meaningful communication between them. The phrase “without speaking to me” is repeated.
- The man's silence creates an uncomfortable atmosphere and suggests an underlying conflict.
- The reader senses that something is wrong, even though the cause of the conflict is not revealed. Thus, the ordinary, routine activity of having breakfast contrasts with the emotional tension between the two individuals.

2. Repetition and enjambment emphasise the man's deliberate silence

- The repetition draws attention to the man's refusal to communicate with the speaker.
- His mechanical actions are intensified with enjambment.
- The speaker appears to be painfully aware of every action precisely because he refuses to acknowledge her.

3. Silence becomes more painful when the man refuses to look at the speaker

- The phrase “without looking at me” intensifies the earlier idea of silence.
- Silence between the couple is very hostile, and it increases tension and anxiety
- The man not only refuses to speak but also avoids eye contact.
- This suggests emotional withdrawal, indifference and a breakdown of communication.

4. The man's departure intensifies the tension

- The man puts on his hat and raincoat and leaves without offering an explanation or acknowledging the speaker.
- The silence continues even as he leaves, making the separation more painful.
- The rain contributes to the bleak atmosphere and may symbolically reflect the sadness and emotional coldness of the situation.
- At the end, the speaker expresses her pain through the action of weeping.
- The final emotional response reveals how deeply the man's silence has affected her.
- The contrast between his calm, routine actions and her intense sadness highlights the unequal emotional experiences of the two individuals.
- The speaker's tears release the tension that has gradually developed throughout the poem.
- Thus, the poem demonstrates that silence can communicate indifference, rejection and emotional suffering more powerfully than words.

3. Once Upon a Time

1. Social changes force people to become insincere

- In the past, people were genuine and expressed their feelings honestly.
- The speaker remembers that people used to laugh sincerely, with their whole faces, rather than merely smiling with their mouths.
- In modern society, people have learned to hide their true emotions behind artificial smiles.
- This suggests that social expectations pressure individuals to conceal their real feelings and present a socially acceptable image.:
- The contrast between the past and the present highlights the decline in genuine human relationships.

2. Individuals are pressured to wear social masks

- The speaker observes that people now offer different smiles according to the situation.
- The smile that welcomes someone is different from the smile that hides hostility or insincerity.
- Metaphor: The idea of wearing a social mask suggests that people conceal their real identities.

3. Social relationships become selfish and exploitative

- In the past, people shook hands sincerely and trusted one another.
- In the present, people shake hands while secretly looking for personal benefits.
- The image of searching the speaker's pockets suggests greed and exploitation.
- The speaker is pressured to live in a society where relationships are no longer based on trust but on self-interest.

4. Social expectations make hospitality artificial

- People say “Feel at home!” and “Come again” even though they do not genuinely welcome visitors.
- The contrast between verbal expressions of welcome and actual behaviour exposes social hypocrisy.

5. Individuals are forced to change their identities to fit into society

- The speaker admits that he has learned to “wear many faces”.
- He adopts different identities at home, in the office, on the street and at social gatherings.
- His behaviour changes according to the people around him.
- This shows that social pressure has affected not only other people but also the speaker himself.
- He has sacrificed his authentic identity to conform to society's expectations.
- First-person narration: The speaker's confession reveals his personal struggle with social conformity.

6. Social changes cause the loss of innocence and genuine identity

- The speaker wants to “unlearn all these muting things”.
- He recognises that society has silenced his genuine emotions and changed his personality.
- His laughter in the mirror resembles “a snake's bare fangs”, suggesting that even his laughter has become frightening and unnatural.
- He asks his son to teach him how to laugh sincerely again.
- The son represents innocence and the possibility of recovering genuine human feelings.

4. The Clown's Wife

1. The contrast between public appearance and private reality

- The difference between the clown's public performance (up there he is a king) and private life (you should hear him moan) highlights the duality of human nature.
- The clown represents individuals who conceal their real feelings behind socially accepted roles.

2. The clown's professional identity differs from his personal identity

- The clown is expected to perform and entertain regardless of his personal feelings.
- His professional responsibilities may require him to suppress sadness, tiredness or frustration.
- This suggests that society often expects people to fulfil their roles without revealing their emotional difficulties.
- People may therefore behave differently depending on whether they are in public or in private..
- Situational irony: The person responsible for producing laughter may not experience the same happiness himself.

3. Society's expectations encourage people to conceal their feelings

- The clown's role can therefore be understood as a representation of the pressure to maintain a particular image.
- This idea extends beyond entertainers to ordinary people who hide their struggles to satisfy family, friends or colleagues.

5. The poem challenges superficial judgements of others

- People often judge others by their visible behaviour rather than their hidden experiences.
- The clown's entertaining performance may lead audiences to associate him with happiness alone.
- However, a public role cannot fully reveal an individual's emotional life.
- The poem encourages readers to recognise that people have complex identities and private struggles.

5. Humour

In humourous poetry, humour is created using absurd situations, exaggerated actions and dialogue, and irony. They usually take a common human weakness to laugh at, yet a serious lesson is brought out at the end.

Prose

6. The Lumber Room

- The aunt unfairly punishes Nicholas by preventing him from joining the other children on an outing.
- While the aunt guards the gates of the Gooseberry garden,, Nicholas secretly enters the forbidden lumber room.
- Nicholas enjoys exploring the fascinating objects in the lumber room instead of suffering from his punishment.
- While searching for Nicholas in the garden, the aunt falls into the rainwater tank.

- The aunt becomes helpless and has to call for assistance to get out of the tank.
- In this instance, the power shifts to Nicholas; Nicholas refuses to help her immediately and responds to her cries with a clever, ironic remark that she might be the evil one.
- The aunt, who intended to punish Nicholas, becomes the victim of an embarrassing situation herself.
- Situational irony is used because the punishment intended for Nicholas ultimately results in the aunt's humiliation. Thus, the aunt's controlling and authoritarian behaviour backfires.
- Saki criticises adults who misuse their authority and fail to understand children's feelings and interests.

7. The Lahore Attack

- The team becomes a family: Sangakkara presents the players as individuals from different backgrounds, united by their shared love of cricket and commitment to the team.
- Unity provides strength during danger: During the terrorist attack in Lahore in 2009, the players face a life-threatening situation together. Their solidarity helps them confront the frightening experience.
- Players support one another: The players show concern for their injured teammates, demonstrating that togetherness involves caring for others rather than thinking only about oneself.
- Collective courage helps overcome fear: The team remains mentally strong after the attack. Their shared spirit and determination help them cope with trauma and continue their lives.
- Humour strengthens togetherness: Even after the terrifying incident, the players begin joking and laughing together. Their humour helps reduce tension and demonstrates their emotional bond.
- Cricket promotes national unity: The sport brings Sri Lankans together, regardless of their backgrounds. The success of the national team becomes a source of collective pride.
- Unity is stronger than terrorism and violence: The attack aims to create fear, but the team's resilience demonstrates that violence cannot easily destroy their shared spirit and determination.
- The importance of ordinary heroes: The soldier he met in Colombo demonstrates selflessness and dedication.
- Unity creates hope for the future: Sangakkara encourages Sri Lankans to work together to build a peaceful, united nation and to use cricket as a force for reconciliation.

8. The Nightingale and the Rose

- Selfishness and lack of compassion: The young Student is more concerned about winning the Professor's daughter's love than appreciating the Nightingale's sacrifice. He fails to recognise the value of true love and selflessness.
- Materialism and greed: The Professor's daughter rejects the Student because he cannot offer her a real jewel. She values material possessions, revealing the materialistic nature of society.

- The Nightingale sacrifices her life to create a red rose for the Student. Her willingness to die for love contrasts with the selfishness of human beings, suggesting that a bird demonstrates greater humanity than people.
- The Nightingale believes that love is more precious than life itself. However, the young student and the professor's daughter fail to appreciate the sacrifice made to produce the rose, exposing society's inability to recognise true love.
- The Professor's daughter is impressed by jewels and outward displays of wealth. Her behaviour shows how society often judges people according to material possessions rather than character and emotional depth.
- Although the young student studies philosophy, he lacks emotional understanding and empathy. Wilde criticises the gap between intellectual knowledge and genuine humanity.
- The Nightingale understands the profound meaning of love and makes the ultimate sacrifice. In contrast, the human characters behave selfishly and superficially. This reversal exposes the loss of humanity in human society.
- The red rose represents love, passion and sacrifice. Its destruction symbolises how genuine love and selflessness are wasted in a society that does not understand their value.
- Wilde's criticism of society: Through the contrast between the Nightingale's selflessness and the human characters' selfishness, Wilde suggests that people have lost the capacity to love sincerely, empathise with others and appreciate what is truly valuable.

9. Wave

- The extract illustrates how the tsunami strikes suddenly and destroys human lives and property. It demonstrates that nature possesses immense power that human beings cannot control.
- Human helplessness in the face of nature: The narrator and her family are unable to resist the force of the enormous waves. Their experience highlights the limitations of human strength when confronted with a natural disaster.
- The suddenness of natural disasters ("The foam turned into waves"): The tsunami arrives unexpectedly, transforming an ordinary day into a life-threatening catastrophe. This emphasises the unpredictable nature of the natural world.
- Destruction of human life: The tsunami takes away the narrator's parents, husband and two young sons. This tragic loss demonstrates nature's devastating impact on human existence and the vulnerability of human life.
- Destruction of the physical environment: The powerful waves overwhelm the surroundings, sweeping away people and destroying familiar places. The destruction reveals how quickly nature can transform the world humans consider safe.
- Nature is indifferent to human emotions: The tsunami does not distinguish between the young and the old, or between the innocent and the guilty. The narrator's family is devastated despite their ordinary lives and personal relationships, highlighting nature's indifference to human suffering.

- The illusion of human security: The narrator and her family are enjoying a holiday near the sea, an environment that initially appears familiar and safe. The tsunami shatters this sense of security and reveals that humans cannot always protect themselves from natural forces.
- The contrast between ordinary life and catastrophe: The sudden transition from a peaceful holiday to a devastating disaster emphasises the enormous power of nature to disrupt human life without warning.
- The vulnerability of human relationships: The tsunami separates the narrator from the people who give meaning to her life. It demonstrates how fragile human happiness and family life can be when confronted by overwhelming natural forces.
- First-person narration: Deraniyagala recounts the catastrophe through her own experience, allowing readers to understand the disaster's immediate and personal effects. This makes the destructive power of nature more vivid and emotionally compelling.
- Vivid imagery and descriptive language: The description of the waves and the chaos they cause helps readers visualise the destructive force of the tsunami and understand the narrator's helplessness.

Drama

10. Twilight of a Crane

- Yohyo's desire for wealth: Initially, Yohyo and Tsu live a simple and happy life. However, Yohyo becomes increasingly attracted to money and material possessions. His growing greed gradually weakens the loving relationship between them.
- Sodo and Unzu's influence on Yohyo: They encourage Yohyo to make money from Tsu's beautiful weaving. They see Tsu's sacrificial act as a means of earning wealth rather than appreciating her as a loving wife. Their influence strengthens Yohyo's greed.
- Exploitation of Tsu's love: Tsu sacrifices her own well-being to weave beautiful cloth for Yohyo. Instead of respecting her sacrifice, the men focus on the financial value of her work. This illustrates how greed leads people to exploit others for personal benefit.
- The loss of trust between Yohyo and Tsu: Tsu expects love, understanding and respect from her husband. However, Yohyo becomes more concerned about producing and selling the cloth. His changing attitude damages the trust that once sustained their marriage.
- The destruction of genuine love: Tsu's love for Yohyo is sincere and selfless, but Yohyo gradually prioritises wealth over their relationship. The play contrasts Tsu's devotion with Yohyo's materialistic desires to demonstrate how greed can overpower affection.
- The loss of peace and happiness: Their initial domestic happiness is replaced by tension, dissatisfaction and emotional suffering. Yohyo fails to recognise that love and companionship are more valuable than the money he hopes to gain.
- Human beings' inability to appreciate what they possess: Yohyo already has a loving wife and a peaceful life, yet he becomes dissatisfied because he wants more material wealth. His behaviour illustrates how greed prevents people from appreciating their existing blessings.
- Tsu's suffering and final departure: As Yohyo's demands increase, Tsu is forced to endure repeated physical and emotional strain. Eventually, the relationship becomes unbearable, and she leaves him. Her departure represents the tragic consequences of Yohyo's greed.

- Symbolism of the crane: Tsu's identity as a crane symbolises purity, beauty, self-sacrifice and the sacred connection between humans and nature. Yohyo's exploitation of her gift represents humanity's tendency to destroy something precious for material gain.
- Criticism of materialism: Through Yohyo's transformation, Kinoshita criticises a society that measures success through money and possessions rather than love, compassion and moral values.

11. The Bear

- Popova's transformation from grief to love: At the beginning of the play, Popova is mourning her dead husband and declares that she will remain faithful to his memory forever. However, by the end, she develops romantic feelings for Smirnov. This sudden transformation demonstrates the changing nature of human emotions.
- Popova's changing attitude towards life: Initially, Popova isolates herself from society and refuses to enjoy life after her husband's death. Her interaction with Smirnov gradually awakens her emotions and draws her back into the world of human relationships.
- Smirnov's transformation from anger to affection: Smirnov enters Popova's house as an aggressive creditor, determined to recover the money owed to him. He challenges her, argues with her and demands immediate payment. However, his anger gradually turns into admiration and romantic attraction.
- The transformation of hostility into love: At first, Popova and Smirnov exchange insults and challenge each other to a duel. Their relationship is marked by hostility and stubbornness. Surprisingly, this hostility develops into romantic affection, suggesting that feelings can change rapidly.
- Smirnov becomes fascinated by Popova's beauty, spirit and fiery temperament. Similarly, Popova is attracted to his boldness and assertiveness. Their attraction develops despite their initial dislike, revealing the unpredictable nature of romantic feelings.
- Smirnov initially expresses cynical and dismissive views about women and love. However, he becomes emotionally involved with Popova and asks her to marry him. His actions contradict his earlier attitude, exposing the inconsistency of human behaviour.
- Popova initially presents herself as a devoted widow who will remain loyal to her husband's memory. However, her passionate argument with Smirnov and her willingness to fight a duel reveal a more assertive and emotionally dynamic side of her personality.
- Chekhov uses exaggerated arguments, dramatic reversals and comic situations to show how quickly people can change their minds. The characters' sudden shift from preparing for a duel to expressing romantic love creates situational comedy.
- The unpredictability of human nature: Neither Popova nor Smirnov expects their encounter to result in love. Their unexpected emotional transformation demonstrates that human beings cannot always predict or control their feelings.

Novel

12. The Prince and the Pauper

- The contrast between the rich and the poor: The novel presents a sharp difference between the luxurious life of Prince Edward and the poverty experienced by Tom Canty.
- Differences in living conditions: Edward enjoys comfortable accommodation, fine clothes and excellent food. In contrast, Tom lives in a crowded, dirty and miserable environment with his family. This highlights the unequal distribution of wealth in London society.
- Unequal access to education: Edward receives an excellent education from tutors and is trained to become a king. Tom, despite his intelligence and interest in learning, has limited educational opportunities because of his poverty.
- The privileges enjoyed by royalty: Edward is surrounded by servants, guards and attendants who obey his commands. His royal status gives him power, protection and privileges unavailable to ordinary citizens.
- The suffering of poor children: Tom experiences hunger, physical abuse and neglect. His father, John Canty, is cruel and violent, while his grandmother is also harsh towards him. His experiences illustrate the vulnerability of children living in poverty.
- The influence of social class on identity: When Edward and Tom exchange clothes, people mistake their identities. Tom is treated as a prince because of his royal clothing, while Edward is rejected as a beggar despite being the true prince. This demonstrates how society judges people according to appearance and social position.
- The cruelty of the justice system: Edward witnesses the harsh treatment of ordinary people under the law. The novel presents severe punishments for relatively minor offences, revealing how the poor suffer under a legal system that often lacks compassion.
- The abuse of power by authorities: Officials and powerful individuals often use their positions to control and punish those who are socially weaker. Through Edward's experiences outside the palace, Twain exposes the injustices hidden beneath the authority of the monarchy.
- The contrast between appearance and reality: Tom's royal appearance leads people to believe that he is the king, while Edward's poor clothing causes others to treat him as an ordinary beggar. Twain shows that outward appearance can determine how individuals are treated, regardless of their true identity or character.
- The importance of compassion and understanding: Edward's experiences among ordinary people help him understand their suffering. When he eventually becomes king, he is better able to recognise the need for justice and humane treatment.
- Criticism of monarchy and social hierarchy: Through the contrasting experiences of the prince and the pauper, Twain questions a social system in which a person's birth determines their opportunities, privileges and treatment by others.

Past Papers Wiki

13. Bringing Tony Home

- Limited companionship: The protagonist experiences loneliness during his childhood. His experiences suggest that he often has to deal with his feelings and difficulties without sufficient companionship or emotional support.
- The importance of Tony in his life: Tony, the dog, becomes an important companion to the protagonist. The dog provides affection and companionship, helping to ease the loneliness he experiences in his childhood.
- Emotional attachment to the dog: The protagonist develops a strong emotional bond with Tony. His determination to bring the dog home demonstrates how important Tony is to him and how much he values the companionship of an animal.
- The lack of emotional understanding: The protagonist's distress over losing the books reflects how deeply children can be affected by seemingly small incidents. His experience highlights the need for adults to understand children's feelings rather than dismissing their worries.
- The harsh realities of childhood: The protagonist's experiences reveal that childhood is not always carefree and happy. Poverty, family difficulties and fear can create emotional insecurity and make a child feel isolated.
- The use of first-person narration: The story is narrated from the protagonist's perspective, allowing readers to understand his private thoughts, fears and emotions. This technique creates sympathy for the child and makes his loneliness more personal and immediate.
- The contrast between childhood expectations and reality: Childhood is generally associated with happiness, security and freedom. However, the protagonist's emotional struggles reveal a more difficult reality in which a child must cope with fear, loss and disappointment.

14. The Vendor of Sweets

- Jagan represents traditional Indian values: He follows Gandhian principles, believes in simplicity, practises vegetarianism and values self-discipline. His lifestyle reflects traditional cultural and moral beliefs.
- Mali represents modern Western influences: He rejects many of his father's traditional beliefs. He is attracted to Western lifestyles, modern technology and new business opportunities, creating a conflict between the father and son.
- The conflict over education: Jagan expects Mali to follow a conventional educational path. However, Mali abandons his studies and travels to America to pursue his own ambitions. This reflects the growing gap between traditional expectations and modern career paths.
- The influence of Western culture: Mali returns from America with unfamiliar ideas and habits. His preference for Western ways of living challenges Jagan's traditional outlook and illustrates the influence of cultural change on Indian society.
- The introduction of the story-writing machine: Jagan is confused by the idea and struggles to understand its value. The machine symbolises technological advancement and the tension between creativity, tradition and commercialisation.

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- The commercialization of creativity: Mali treats literature as a business opportunity rather than primarily as an artistic or intellectual activity. His approach contrasts with traditional attitudes towards knowledge and creativity, highlighting the growing influence of profit-driven modernisation.
- Different attitudes towards money: Jagan earns his living by selling sweets and is cautious about spending money. Mali, on the other hand, expects financial support for his ambitious projects. This difference exposes the tension between thrift and modern commercial ambition.
- The conflict over family responsibilities: Jagan expects Mali to respect his father and fulfil his responsibilities. Mali's independent decisions and disregard for his father's concerns undermine traditional family relationships and parental authority.
- The changing role of women and marriage: Mali's relationship with Grace, an American woman, introduces a different cultural understanding of marriage and family life. Jagan finds it difficult to reconcile their relationship with his own traditional expectations.
- Grace as a link between cultures: Grace attempts to adjust to Indian customs and maintain harmony within the family. Her character illustrates the possibility of cultural adaptation, while also revealing the difficulties created by differences in values and expectations.
- Jagan's gradual withdrawal from worldly life: As the conflict with Mali intensifies, Jagan becomes increasingly disillusioned with material concerns and considers withdrawing from ordinary life. His decision reflects his desire to preserve inner peace rather than remain trapped in the pressures of modern society.

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