| den er old stateline forestalente  | Add- English   |
|--|--|
| or the second second second  | The Stolen Party   |
| Agram or Armer Street (12 mgs)   | I Bring out the class distinction in the story "The stolen party"  |
|  | a How is the party stolen. Discuss the significance of the title.  |
| The same of the sa | 3. comment on the cumax of the story "TSP". What does  |
|  | 4. Rosuras hold clear look suggest.  |
|  | 5 Two pairs of mothers and daughters appear in the story   |
| erigi, et a est de resus dans diller de l'été demons esset   | compare their characters and how does it bring out   |
|  | their social status.   |
|  | 6. Describe the little girls excitment in the beginning of   |
|  | the story "TSP" & what does she was realist by the enc   |
|  | Separate Mays  |
|  | Relationship b/w Okhiyo and khizoso.   |
| 2.   | Inhat are knizoso fears in life, how does this after   |
| Marie Ma   | his personality?   |
| 3.   | Why is the boy upset with Okhiyo at the end of the st  |
| 1  | comment on the work that khizoso & Okhiyo do to  |
|  |  |
|  | make a living.   |
| 5.   | What are the reactions of knizoso and Okhiyo to the  |
|  | social status and their life situations. How do they   |
|  | respond  |
|  | Summer Storm   |
| 1.   | what is the significance of the setting of the poem  |
| 2.   | Whose point of view is expressed in the poem "summe  |
|  | flow do the images of nature interact with the   |
| 5  | 그 선생님들의 얼마나 아내는 이 집에 가장 하는 이 사람들은 이 사람들이 살아가 있는데 얼마나 되었다.  |
|  | characters of the poem.  |
|  | Marting in the part of the first term of the first of the |

| blomen  now the poem "Black women"  out the metophorical and litere does the metophorical and litere haber the place that she poem.  mate the speaker of the poem.  mate the world for her not  does hamy Tan consider her not  mage test  made with examples from the tex  when a proves  an has learned a lot with  he text  the work is the paradox at expla  are the wounder and we are  are the wounder and moth  at are limitations of a moth | <u> </u>        | 1. 3. 02 1. 1. 1. 10 | 1. Z          | 2. 410<br>2. 410<br>3. Ha                                   | 1           | woyag  3. Mihy  4. How  4. How  Moth   | 1. Disc  |
|--|-----------------|----------------------|---------------|---|-------------|--|--|
| loth the plant on 5.2 cs   loth an   | are limitations | out this pared       | has learned o | n how Lindo  Aprel the race note does the race alors in the | beet by one | y does the speaker of | ack lalamen  use how the poem "Black w  several levels."  ing out the metophorical o |
| essay.   | MOTHICS         | we are the heater    | from          | D   | text tha    | poem find it difficult e poem find it difficult e had been taken too ablishment of an her ar ablishment english her mother landuage as to  | somen" expression operation and literal significance of the                          |