

බස්නාහිර පළාත් අධ්‍යාපන දෙපාර්තමේන්තුව இலங்கை கல்வித் திணைக்களம் Department of Education - Western Province	බස්නාහිර පළාත් අධ්‍යාපන දෙපාර්තමේන්තුව மேல் மாகாணக் கல்வித் திணைக்களம் Department of Education - Western Province	බස්නාහිර පළාත් අධ්‍යාපන දෙපාර්තමේන්තුව இலங்கை கல்வித் திணைக்களம் Department of Education - Western Province
වර්ෂ අවසාන ඇගයීම ஆண்டிறுதி மதிப்பீடு - 2017 Year End Evaluation		
ශ්‍රේණිය } 10 தரம் } Grade }	විෂයය } Appreciation of English Literary Texts பாடம் } Subject }	කාලය } 03hours காலம் } Time }
Name : Index No.		

Note: Answer **Five** questions only.

Answer question **1** and **four** others selecting one from each section. *POETRY, DRAMA, PROSE & FICTION.*

Part I

(01)Section A - Answer all questions.

Read the following extracts and answer the questions given below.

(I) 'he put the ashes

**in the ash - tray
 without speaking to me
 without looking at me"**

- (a) From where are these lines taken? Who wrote them?
- (b) Who is referred to as 'he'? Where is 'he' at this moment?
- (c) What do you think are the feelings of 'me'? (5 marks)

(II) "And he unrolled his feathers

And rowed him softer home'

- (a) In which work do these lines appear? Who wrote them?
- (b) Who is referred to as 'he'? Identify a poetic device.
- (c) What can be the reason for the above action. (5 marks)

(III).... but has she got feeling? I am afraid not. In fact, she's like most artists;

- (a) From which work are these lines taken? Who wrote them?
- (b) Who is the speaker? About whom does the speaker speak?
- (c) What is the attitude of the speaker towards "she" (5marks)

(IV)... for a splintered second; I wondered if I should, but I couldn't

- (a) From where are these lines taken. Who wrote them?
- (b) Who is referred to as 'I'? What action made 'I' utter these words?
- (c) Which qualities of the speaker is evident through these lines? (5 marks)

(V) "Or dost thou beguile,

Such men to honour thee, who, worn with toil",

- (a) Name the work from which this extract has been taken? Who has written it?
- (b) Who are referred to as 'such men'? Identify a poetic device in this extract.
- (c) What is the tone of the narrator? What idea is highlighted by the poet in this extract? (5 marks)

(VI)... No, stop... No, go away, go away! I hate you or no.... don't go away!

- (a) From which work are these lines taken? Who wrote them?
- (b) Who speaks these words? To whom are they spoken?
- (c) Which aspect of the speaker's character is brought out? (5 marks)

Section B - Answer question in either (a), (b) or (c)

Either

- (a) Read the following extract and answer questions given below it.

From the minute he stepped out of his house he scanned the landscape for a familiar face, pounced hawk like on the unwary victim, and held him in thrall; he even stopped the vagrant on the culvert oneday in order to describe the Grand Canyon/ "Actually, there is nothing like it anywhere in the world,; he concluded and gave him five paise for listening. It was a matter of luck for another as to whether he could slip away in time or got entangled in American lore.

- (i) What is the context of the above extract?
- (ii) How do some people become lucky in the situation mentioned in this extract?
- (iii) Write meanings of the following in your words
thrall - unwary -
- (iv) Why does 'He' behave in the manner described in this extract? What aspect of the character of 'He' is revealed from his conduct?

Or

- (b) Read the following extract and answer questions given below it.

'Mind thy tongue, thou mad fool, and speak not our name. I will choose me a new name, speedily, to throw the law's dogs off the scent. Mind thy tongue, I tell thee!'

He growled these words to the rest of the family;

If it so chance that we be separated, let each make for London Bridge: whoso findeth himself as far as the last linen-draper's shop on the bridge, let him tarry there till the others

be come, then will we flee into Southwark together.'

- (i) Who is the speaker?
- (ii) Why does the speaker need to change his/her name?
- (iii) Write meanings of the following in your words.
tarry - growled -
- (iv) Which event in the novel led to the above incident in this extract? What do you learn about the speaker?

Or

- (c) Read the following extract and answer questions given below it.

It was very near high noon as I clambered up an embankment and reached the High Level Road, panting sweating and already feeling exhausted having walked the first near half - a - mile. I avoided going through the old gateposts on the old road just after the level crossing, but walked along the road past the post office - now the post office was the front room adjoining the verandah of an old house within a large garden.

- (i) What is the context of the above extract?
- (ii) What is the reason for the narrator to feel tired?
- (iii) Write meanings of the following in your words.
clambered - avoided -
- (iv) What reason is there for the narrator to act in this manner? What idea is revealed about his character from his conduct?

Part II POETRY

(Answer one question only)

- (2) "The fused image of the evening star helps the poet to reveal different aspects of nature" Do you agree? Give reasons referring to the poem **To the Evening Star** by William Blake.
- (3) Apart from the attitude of the terrorist, the narrator is sympathetic about how fate decides destiny of people in the hands of a terrorist? Justify your answer referring to the poem **The Terrorists, He's watching.**
- (4) What is the theme brought out by the poet in **The Clown's Wife**? Do you find similar situations in the present society? Discuss referring to the poem.
- (5) "Society does not have a great impact on the lives of people." Do you agree? Justify your idea by referring to the poem **'Once Upon a Time.'**

- (6) How does the poet reveal the consequences of excessive talking in the poem '**The Huntsman?**' Write with reference to the poem. (15 marks)

DRAMA

(Answer one question only)

- (7) 'Popova's strength of character emerges in the face of Smirnov's challenging behaviour.' Discuss referring to the drama **The Bear**.
- (8) What sort of a society would be created with people like Sodo and Unzu in **Twilight of a Crane?** Write with examples from the drama. (15 marks)

PROSE

(Answer one question only)

- (9) '**The Lahore Attack**, an extract from the Colin Crowdrey Lecture mesmerized the whole world by sincerity, dignity and patriotism of Kumar Sangakkara.' Discuss.
- (10) '**Wave** is a classic example of how humans encounter unexpected disasters.' Do you agree? Support your views drawing examples from the extract.
- (11) '**The Nightingale and the Rose** by Oscar Wilde is not only about true love.' Discuss with close reference from the text.
- (12) 'Nicholas becomes smart and imaginative due to aunt's authoritativeness in **The Lumber Room**.' Do you agree? Write with examples. (15 marks)

FICTION

(Answer one question only)

- (13) 'The opposing attitudes of the father and son in **The Vendor of Sweets** drive them into a cause of collision.' Explain the reasons for the collision and how they react to it.
- (14) 'Tom's experiences in the palace and at Offal court pave him the way to have a better picture of the life of a prince.' Do you agree? Discuss with reference to **The Prince and the Pauper**.
- (15) '**Bringing Tony Home** is a novel which evokes powerful visuals: images of nature and images of colourful people.' Discuss referring to the novel. (15 marks)