

වයඹ පළාත් අධ්‍යාපන දෙපාර්තමේන්තුව
Provincial Department of Education - NWP

පළමු වාර පරීක්ෂණය - 10 ශ්‍රේණිය - 2020
First Term Test - Grade 10 - 2020

Name/Index No : Appreciation of English Literary Texts Time: 3 Hours

Note :-

- Answer all questions.

Part - I

1 - Section A

Read the following extracts and answer the questions given below each extract.

- "Soon full soon,
 Dost thou withdraw: then the wolf rages wide,
 And then the lion glares through the dun forest:"**

 - Name the work in which these lines appear. Name the writer.
 - Who is referred to as 'thou'? What is 'dun' forest?
 - What type of atmosphere is created in the lines?
- "And I wish you luck, come Lammastide,
 At racing on the green"**

 - Name the work in which these lines appear. Name the writer.
 - Who speaks these lines? To whom are they spoken?
 - What is Lammastide? What tone does the speaker use in talking about it?
- "He watches from his mountain walls,
 And like a thunderbolt he falls"**

 - Name the work in which these lines appear? Name the writer.
 - Who is referred to as "he"? Where is "he"?
 - What impact is created by the last line?
- "You are to come out of this at once.
 It's no use trying to hide there. I can see you all the time"**

 - Name the work in which these lines appear. Name the writer.
 - Who speaks these lines?
 - Briefly describe the situation.
- "As I turn my head to look at him. I feel something whizz past my ear and a bullet thuds into the seat, the exact spot where my head had been a few seconds earlier"**

 - Name the work in which these lines appear. Name the writer.
 - Who are referred to as 'I' and 'him'?
 - What is the effect created by these lines.
- "He told you twice, but you weren't listening.
 You often don't listen when we tell you important things"**

 - Name the work in which these lines appear. Name the writer.
 - Who is the speaker? To whom are the words spoken?
 - What are the qualities displayed in the listner?

Section B

Read the following extract and answer the questions given below it.

"A soldier politely inquired as to my health after the attack. I said I was fine and added that what they as soldiers experience every day we only experienced for a few minutes, but managed to grab all the news headlines. That soldier looked me in the eye and replied, "It is ok if I die because it is my job and I am ready for it. But you are a hero and if you were to die, it would be a great loss for our country."

- (i) Who is the speaker? Where is he?
- (ii) Why did the soldier inquire about speaker's health?
- (iii) Explain the meaning of the following words.
 - (a) grab
 - (b) looked me in the eye
- (iv) Comment on the reply uttered by the soldier. What messages are conveyed through it.

Part - II

Answer four (4) questions selecting from both poetry and prose.

POETRY

- (2) Tennyson takes a strong and agile model from nature to describe the power of nature. Discuss with relevance to the poem, **The Eagle**
- (3) How does the poem **To the Evening Star** talk about beauty and blessings of nature? Discuss.
- (4) Comment on the fact **Farewell to Barn and Stack and Tree** exposes the guilty feelings of a repenting brother.

PROSE

- (5) '**The Lumber Room** by Saki is a fine example that shows how children can outsmart elders.' Discuss.
- (6) **The Lahore Attack** reveals Sangakkar's true spirit as a Sri Lankan sportsman. Do you agree? Give reasons providing examples from the text.



වයඹ පළාත් අධ්‍යාපන දෙපාර්තමේන්තුව
 Provincial Department of Education - NWP

46	E	
----	---	--

පළමු වාර පරීක්ෂණය - 10 ශ්‍රේණිය - 2020

First Term Test - Grade 10 - 2020

Appreciation of English Literary Texts - Answers

Part - I

Section A

- (1) (a) To the Evening star. William Blake.
 (b) Thou - Evening star
 dun - dark
 (c) fearful, frightening. dangerous
- (2) (a) Farewell to Barn and stack and Tree
 (b) The speaker, murderer, killer
 Maurice's brother
 To Terence
 (c) Lammastide - Harvesting festival
 regretful, disappointed, nostalgic
- (3) (a) The Eagle, Alfred Lord Tennyson
 (b) he- the eagle
 on top of a mountain, fair away high
 place
 (c) Quick, swift, harmful dangerous
 movement.
- (4) (a) The Lumber Room Saki
 (b) The aunt to Nicholas
 (c) Aunt carried out a vain search for
 Nicholas in the gooseberry garden.
 Then she had become suspicious of his
 long absence and started to search for
 him.
- (5) (a) The Lahore Attack
 Kumar Sangakkara
 (b) I - Kumar Sangakkara
 him - Mahela
 (c) Words like whizz and thud creates the
 sound of the bullet passing and create
 tension and fear.
- (6) (a) The Lumber Room Saki
 (b) Speaker - Nicholas
 To - aunt
 (c) She is attentive to the needs of children.

Section B

- (i) Kumar Sangakkara at a check point in
 Colombo.
- (ii) Because the speaker Sangakkara and Sri
 Lankan cricket team faced a terrorist attack
 and got injured recently.

- (iii) (a) catch, get hold of attract
 (b) gave direct stare
 stared directly
- (iv) Soldier's love, respect, admiration for
 Sangakkara is shown. It reflects the passion
 in Sri Lankans over cricket and cricketers.

Part - II

Poetry

- (2) Students may discuss different qualities of the
 eagle and relate them to nature power, author-
 ity, royalty, independence, beauty, grandeur,
 harm being a destructive force.
- (3) The Evening star is occurred as a goddess and
 a natural object. As a goddess she brings hap-
 piness to people gives her blessings and power
 of fertility and protection, As a natural object,
 it beautifies the whole environment by bring-
 ing joy, peace and harmony.
- (4) Students need to describe how the young man
 murdered his own brother as he could not con-
 trol his emotions and check his impulses. It
 resulted in getting destroyed his happy and
 comfortable domestic life, which includes the
 pathetic plight of the mother. Students should
 emphasize his guilty consciousness and re-
 morse after the crime and his gloomy future.

Prose

- (5) Students may discuss how the intelligence far
 sightedness practicality and aesthetic sense of
 Nicholas made him defeat the aunt and her
 unkind, uncaring, hypocritical and short
 sighted nature.
- (6) Students may agree to the fact and describe
 the positive qualities of a sportsman discipline,
 bravery, courage, loyalty, control, patience,
 good natured behaviour. How they faced the
 media should also be highlighted.