



**PROVINCIAL DEPARTMENT OF EDUCATION**  
**NORTHERN PROVINCE**  
**APPRECIATION OF ENGLISH LITERARY TEXTS- [46-E]**



**Second Term Examination - 2022**

**Grade: - 10**

**Time – 03 Hours**

**Index Number**

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**Part-1**

**1. Section –A-** Answer all questions.

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

1. “And the dead man answered,  
 ‘Talking brought me here’ ...”

a. Name the work from which these lines are taken. Who wrote them?

.....

b. Who is referred to as ‘dead man’?

.....

c. Who did he answer to?

.....

d. What is the idea that the poet wishes to convey through these lines?

.....

.....

.....

2. “That distance keeps him out of danger

And what a view –just like the movies...”

a. Name the work that carries these lines. Name the writer.

.....

b. Who is referred to as ‘him’?

.....

c. Why does he keep a distance?

.....

d. What kind of effect is created by the second line?

.....

.....

.....

3. "The fleeces of our flocks are cover'd with  
Thy sacred dew: protect them with thine influence!"

a. Where do you find these lines? Who is the writer?  
.....

b. Who is the request made to?  
.....

c. What is the request?  
.....

d. Name a literary device used here and show how much it is effectively used.  
.....  
.....  
.....

4. "She was now engaged in energetic and rather hopeless search for him among the artichokes and  
raspberry canes."

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

b. Who is engaged in the search?  
.....

c. Why was the search hopeless?  
.....

d. What does this 'hopeless search' reveal about "She"?  
.....  
.....  
.....

5. "This is what the world saw in our interviews immediately after the attack. We were calm, collected and  
rational."

a. From which text are these lines taken? Who is the writer?  
.....

b. Who are mentioned as 'we'?  
.....

c. What is the incident referred by the speaker here?

.....

d. Why does the speaker say that they were 'rational'?

.....  
.....  
.....

6. "Why? I don't believe you have even got silver buckles to your shoes"

a. Name the text and the writer.

.....

b. Name the speaker.

.....

c. Whom is she/ he speaking to?

.....

d. Describe the attitude of the above speaker.

.....  
.....  
.....

(6 x 5 = 30)

**Section -B** - Answer questions in either (a), (b) or (c).

Either

**a. The Prince and the Pauper.**

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

"It enrageth me that a man should be hanged upon such idle **hare-brained evidence!**" A low buzz of admiration swept through the assemblage. It was not admiration of the decree that had been delivered by Tom, for the propriety of expediency of pardoning a convicted poisoner was a thing which few there would have felt justified in either admitting or admiring - no, the admiration was for the intelligence and spirit which Tom had displayed. Some of the low-voiced remarks were to this effect- "This is no mad king- he has his wits sound." "How sanely he puts his questions - how like his former natural self was this abrupt imperious disposal of the matter!" "God be thanked,

his **infirmity is spent!** This is no weakling, but a king. He hath borne himself like to his own father.”

(i) What is the situation given in the passage? Where does it take place? (2 marks)

.....  
.....

(ii) What is the reaction of the court to Tom’s decisions as the king? (2 marks)

.....  
.....

(iii) Explain the meaning of the following phrases in your own words.

(a) hare-brained evidence! : ..... (1 mark)

(b) infirmity is spent: ..... (1 mark)

(iv) What does this extract reveal about Tom’s character and the law prevailing in the society? (4 marks)

.....  
.....  
.....

Or

**b. Bringing Tony Home**

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

Mother was carrying my sister, two years old then, and she (mother) held the suitcase in one hand. I carried the ‘pan malla’ smelling the onions and milchard rice.

I was sad and I was angry. Not because we had left Depanama. Not because we had become poor and were **shifting**

to a half a house. I was too young to understand the **implications** of that, and I was not angry because I was carrying

a bag full of smelly onions and milchard rice.

I was sad and angry because we had left Tony behind.

(i) Who speak these words? Where is he at the moment? (2 marks)

.....

(ii) Why were they shifting house? (2 marks)

.....

(iii) Write the meanings of these words.

(a) implication: ..... (1 mark)

(b) shifting: ..... (1 mark)

(iv) How do you relate the feelings of the speaker to the themes of the novel? (4 marks)

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.....  
.....

Or

**c. The Vendor of Sweets.**

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

“That is what I am seeking but never attain! Jagan **wailed** and quietened his thoughts for a moment. Suddenly he remembered that he had been fooled by the young people and that the house which had remained **unsullied for generations** had this new taint to carry. How could he live in the same house with them? He was on the point of saying, “I have half a mind to tell them to go where they please and do what they like, but not in my house...”

But

he checked himself; it was a statement that his tongue refused to phrase. Certain things acquired an evil complexion

if phrased, but remained harmless in the mind. “How do you expect me to go on living there?”

i) What is the situation described in the passage? With whom does Jagan share his views? (02 marks)

.....

ii) According to the underlined statement, what made Jagan feel like this? (02 marks)

.....

iii) Write the meaning of the following words/phrases in your own words

a) unsullied for generation - ..... (1 mark)

b) wailed - ..... (1 mark)

iv) What theme of the novel is reflected through this dialogue? (04 marks)

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.....  
.....

## PART-2

### POETRY

(Answer any **two** questions)

2. Comment on the use of 'symbolism' in the poem 'To the Evening Star' by William Blake.
3. The poem 'Farewell to Barn and Stack and Tree' shows us how sudden provocation leads to disastrous consequences. Comment on this statement by referring to the poem.
4. Show how Yasmine Gooneratne portrays, 'How violence fractures human relationships' in her poem 'Big Match -1983.
5. In the poem 'The Clown's Wife' the poet looks at the life of the clown through the eyes of the wife. This brings out the authentic or the accurate facts of our real life. Describe.
6. Examine the folktales elements presented in the poem 'The Huntsman'.

(2 x 15 = 30 marks)

### PROSE

(Answer **one** question only)

7. Wilde has brought the social weakness effectively through his characterization in the prose 'The Nightingale and the Rose'. Do you agree with this statement? Support your answer.
8. Do you consider Nicholas as a smart kid in the prose 'The Lumber room' by Saki?
9. Sangakkara is an exemplary leader who can be a role model to youngsters in today's society. What qualities of Sangakkara made him a 'role model' to many youths? Illustrate your answer with examples from the text.

(1 x 15 = 15 marks)

### Fiction

(Answer **one** question only)

10. In the novel 'Bringing Tony Home' the author mainly focuses at the rural society in Sri Lanka during the early twentieth century. Describe taking examples from the novel.
11. The value of friendship has been brought out in the novel "Prince and the Pauper" very effectively by Mark Twain. Discuss citing examples from the novel.
12. Comment on the different attitudes of Jagan and Mali towards marriage and family life presented in the novel 'The Vendor of Sweets'.

(1 x 15 = 15 marks)