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THE OPEN UNIVERSITY OF SRI LANKA
ADVANCED CERTIFICATE IN ENGLISH
FINAL EXAMINATION
INTRODUCTION TO LITERATURE
DURATION

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THE OPEN UNIVERSITY OF
SRI LANKA
03 MAR 2010
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-EXAM March 2010



- LSC 3204
- THREE HOURS (03 hours)

DATE: 03.03.2010



TIME: 9.30 am. - 12.30 pm
1.30 pm 4.30 pm

ANSWER ALL QUESTIONS IN PART A, AND 03 OTHERS, SELECTING ONE EACH FROM PARTS B, C AND D.

Part A

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

I Wandered Lonely as a Cloud

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Out-did the sparkling waves in glee:

A poet could not but be gay,
 In such a jocund company:
 I gazed—and gazed—but little thought
 What wealth the show to me had brought:

For oft, when on my couch I lie
 In vacant or in pensive mood,
 They flash upon that inward eye
 Which is the bliss of solitude;
 And then my heart with pleasure fills,
 And dances with the daffodils.

William Wordsworth



- i. a) To what does the poet compare himself?
 b) Why does he use that comparison? (02 marks)
- ii. Give 5 imagery that is used in poem. (05 marks)
- iii. Comment on the rhyme scheme of the poem. (04 marks)
- iv. How does the scene of daffodils help the poet? (03 marks)
- (b) Give a brief character sketch of the following animals in the novel, *Animal Farm* by George Orwell.
- a. Snowball
 b. Squealer (13 marks)
- (c) In *Trifles*, how does the setting help to develop the characters in the play. Consider the physical location, the time of the year etc. (13 marks)

Part B

Select only one question.

2. Read the following poem and answer the questions that follow.

The Road not Taken

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveller, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

Robert Frost

- i. What does the title tell you about the poem?

(02 marks)



- ii. a. What is the choice the poet had? (02 marks)
 b. How did he make the final choice? (02 marks)
 c. How does the poet feel about his final choice? (02 marks)
- iii. Comment on how the poet uses imagery to make his meaning clear. (06 marks)
- iv. Comment on the rhyme scheme used by the poet. (06 marks)
3. Read the following poem and answer the questions that follow.

Out, Out

The buzz-saw snarled and rattled in the yard
 And made dust and dropped stove-length sticks of wood,
 Sweet-scented stuff when the breeze drew across it.
 And from there those that lifted eyes could count
 Five mountain ranges one behind the other
 Under the sunset far into Vermont.
 And the saw snarled and rattled, snarled and rattled,
 As it ran light, or had to bear a load.
 And nothing happened: day was all but done.
 Call it a day, I wish they might have said
 To please the boy by giving him the half hour
 That a boy counts so much when saved from work.
 His sister stood beside them in her apron
 To tell them 'Supper'. At the word, the saw,
 As if to prove saws knew what supper meant,
 Leaped out at the boy's hand, or seemed to leap—
 He must have given the hand. However it was,
 Neither refused the meeting. But the hand!
 The boy's first outcry was a rueful laugh.
 As he swung toward them holding up the hand
 Half in appeal, but half as if to keep



The life from spilling. Then the boy saw all—
 Since he was old enough to know, big boy
 Doing a man's work, though a child at heart—
 He saw all spoiled. 'Don't let him cut my hand off
 The doctor, when he comes. Don't let him, sister!'
 So. But the hand was gone already.
 The doctor put him in the dark of ether.
 He lay and puffed his lips out with his breath.
 And then — the watcher at his pulse took fright.
 No one believed. They listened at his heart.
 Little — less — nothing! — and that ended it.
 No more to build on there. And they, since they
 Were not the one dead, turned to their affairs.



Robert Frost

- i. What happens in the first 14 lines of the poem? (03 marks)
- ii.
 - a. What ultimately happens by the end of the poem? (04 marks)
 - b. What does the poet feel about what happened? Give examples where necessary. (05 marks)
- iii. Comment on the techniques used by the poet. Give examples where necessary. (08 marks)

Part C

Select only one question

4. 'In George Orwell's Animal Farm, Napoleon becomes corrupted and were 'human' as the story unfolds' Discuss this statement. (20 marks)
5. Compare and contrast the characters of Boxer and Mollie. (20 marks)

Part D

Select only one question.

6. In the play, *Trifles*, do the women have a justification for their choice to conceal the evidence? Discuss, expressing your opinion. (20 marks)
7. Critically discuss the significance of the title 'Trifles' in Susan Glaspell's play, *Trifles*. (20 marks)

