APPENDIX
APPENDIX

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<tbody>
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<td>1</td>
<td>Questionnaire / check list</td>
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<td>2</td>
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<td>6</td>
<td>Responses</td>
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This checklist is for teachers

The aim is to review the present practices of teaching poetry at the higher secondary level.

This data is being collected for research purposes only. It will not be used for any other purpose.

Name:_____________________________________________________________

School:________________________________________________________________

Experience of teaching English in Classes XI - XII :_____________________

1. Please read the following statements, and tickmark the relevant number on the scale to indicate your response:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Fully Agree</th>
<th>Agree</th>
<th>Not sure</th>
<th>Disagree</th>
<th>Fully disagree</th>
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<tr>
<td>1. Poetry must form an essential part of the English syllabus, at the higher secondary level.</td>
<td>5</td>
<td>4</td>
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<td>2. More poems should be included in the textbook than at present</td>
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<td>3. More weightage should be given to poetry in the examinations.</td>
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<td>4. Only poems by Indian writers should be taught.</td>
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<td>5. Students are not interested in poetry</td>
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<td>6. A poem cannot be taught, it must be caught.</td>
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2. Please mark (/) the point which indicates your own practice or come nearer to it in teaching poetry:

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<tr>
<th></th>
<th>Always</th>
<th>Often</th>
<th>Some</th>
<th>Rarely</th>
<th>Never</th>
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<tr>
<td>1. Give a summary of the poem in the beginning</td>
<td>5</td>
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<td>2. Give meaning of words in Gujarati/Hindi</td>
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<td>3. Give meanings of words in English</td>
<td>5</td>
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<td>4. Recite the poem more than once</td>
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<td>5. Ask the students to recite the poem.</td>
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<td>6. Translate each line into Gujarati/Hindi</td>
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<td>7. Paraphrase the poem</td>
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<td>8. Explain each line in simple English</td>
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<td>9. Explain the grammatical points arising from the poem</td>
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<td>10. Ask questions on the theme of the poem</td>
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<td>11. Ask questions on the images in the poem.</td>
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<td>12. Ask questions on the rhyming scheme</td>
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<td>13. Ask questions about the title of the poem</td>
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<td>14. Ask questions on the moral lesson of the poem</td>
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<td>15. Tell the students about the life and works of the poet</td>
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<td>16. Ask the students about their own judgment of the poem.</td>
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<td>17. Give them true or false exercises</td>
<td>5</td>
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<td>18. Give them completion exercises</td>
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<td>19. Give them multiple choice tests</td>
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<td>20. Tell them about the poem in Gujarati/Hindi</td>
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<td>1</td>
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Complete the following sentences using the appropriate forms of the verbs given in brackets:

i. If it _________, I will not go out (rain).

ii. When I went to his house, he _______ (sleep).

iii. We _________ in this town since 1970. (live)

iv. She ____________ absent yesterday. (be)

v. Does she ____________ your address? (know)

Rewrite the following sentences as directed:

i. He attended the meeting. (make negative)

ii. Usha typed the letter. (make passive)

iii. I am too tired to work. (remove 'too')

iv. Anil is the tallest boy in the class (use comparative degree).

v. She must weep or she will die. (use 'unless')
Fill in the gaps with appropriate connectives from the brackets:

i. This is the girl won the prize. (which, who, as)

ii. he is old, he is strong. (as, since, though)

iii. I missed the lecture I was late. (when, as, if)

iv. I know she lives. (which, as, where)

v. Do the teacher says. (however, as, so)

Q.2. Read the passage and answer the questions:

In a particular town, the people were troubled by a ferocious wolf. This wolf attacked and devoured men and animals. Francis heard about the wolf and went into the forest to meet it. When he saw the wolf, he said, "Brother wolf, I order you in the name of God, not to do any harm either to men or animals". Strange to say, the wolf lay down at the feet of Francis. It put its paw into his hand as a sign of promise. From that day, the wolf lived peacefully with the people of the town.

i. Why did Francis go to meet the wolf?

ii. What shows Francis' faith in God?

iii. What made the wolf harmless?

iv. The people were troubled by a ferocious wolf. (make Active)
v. Complete the following

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<th>e.g. hear</th>
<th>heard</th>
<th>heard</th>
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<td>live</td>
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</table>

Q.3 Read the poem and answer the questions that follow: (15)

THE WAYFARER

Perceiving the pathway to truth,
He was struck with astonishment.
It was thickly grown with weeds
"Ha", he said, "I see that no one has passed here"
"In a long time".
Later he saw that each weed
Was a singular knife.
"Well", he mumbled at last,
"Doubtless there are other roads".

i) What is this poem about?

ii) What surprised the warfare?

iii) Why was the path full of weeds?
iv) What suggests that the path to truth was difficult?

v) Why did people take the other roads?

0-4. Write a paragraph of about 80 words on:
My favourite TV programme
(The title – main features – theme – what you like about it).
Read the poem and answer the questions that follow:

I hate that drum's discordant sound,
Parading round, and round, and round:
To thoughtless youth it pleasure yields,
And lures from cities and from
To sell their liberty for charms
Of tawdry lace, and glittering
And when ambition's voice commands,
To march, and fight, and fall, in foreign lands.

I hate that drum's discordant sound,
Parading round, and round, and round:
To me it talks of ravaged plains,
And burning towns, and ruined swains,
And mangled limbs, and dying groans,
And widow's tears, and orphan's moans;
And all that misery's hand bestows,
To fill the catalogue of human woes.
(A) Supply the two missing words in the first stanza:

_________________, ____________________  (2)

(B) Match the word with its appropriate meaning:

1. discordant  1. attract
2. lure  2. not agreeable
3. woe  3. sorrow
4. tawdry  4. cut up
5. mangled  5. showy
6. groan  6. sound of pain

(C) Say whether the following statements are True or False

1. Wise people take part in wars__________________.
2. In this poem the drum is the symbol of joy ________________.
3. The poet describes the horrors of war ________________.
4. The poet praises the young people who fight on the battle-field ________________.
5. War reduces human miseries ________________.

(D) Complete the statements choosing the most appropriate phrase from those given below each.

Use a tickmark (/) to indicate your choice:
1. This poem is about
   a) the glories of war.
   b) the bravery of young people.
   c) the miseries of war.
   d) the joy of music.

2. The youth take part in the war because
   a) they are wise.
   b) they are victims of false attractions.
   c) they want freedom.
   d) they want to end human miseries.

3. The sound of the drum reminds the poet of
   a) his childhood.
   b) the miseries of war.
   c) his ambitions.
   d) foreign lands.

4. The poet does not like the sound of the drum because:
   a) it is a very old drum.
   b) it makes a lot of noise.
   c) it frightens the youth.
   d) it is the symbol of war.
5. The poet calls the youth thoughtless because:
   a) they do not listen to the drum's sound.
   b) they are not aware of the miseries of war.
   c) they have no ambition.
   d) they do not live in cities.

(E) Find two unpleasant words in the poem which have the /d/ sound: ____________, ____________

(F) Describe in one sentence the effect which the repetition of the /d/ sound has on you:

_____________________________________________________________________________

(G) Complete the following:

(a) I like the main idea of this poem because
   1._____________________________________________________________________
   2._____________________________________________________________________

(b) I like the use of these words, ____________, ____________ because
   1._____________________________________________________________________
   2._____________________________________________________________________

(c) The best line in the poem is ____________ because ____________________________________________________________________
0.2 Complete the following statements to show the purpose:

i. I went to market ________________________________

ii. We put on warm clothes __________________________

iii. He is running fast ______________________________

iv. She went to police station _________________________

v. Some people fight battles __________________________

0.3 Write a paragraph on wars (20)

Use the frame given:

1. ________________________________

2. ________________________________

3. ________________________________

I do not like wars because

1. ________________________________

2. ________________________________

3. ________________________________

To avoid wars, we must

1. ________________________________

2. ________________________________

3. ________________________________
Q 1. Read the poem and answer the questions that follow.

Stopping by the Woods on a Snowy Evening

Whose woods these are I think I know,
His house is in the village, though;
He will not see me stopping here
To watch his woods fill up with snow:

   My little horse must think it queer
   To stop without a farmhouse near
   Between the woods and frozen lake
   The darkest evening of the year.

He gave his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.

   The woods are lovely, dark and deep,
   But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

9.1 A Match the word with appropriate meaning: (5)

1. Woods  1. Move   1. _______________
2. Queer   2. Tiny piece 2. _______________
3. Shake   3. Covered   3. _______________
5. Flake   5. Strange   5. _______________

9.1 B. Say whether the following statements are True (5) or False.

1. The poet is on a hill _____________________________
2. The owner lives in the forest _______________________
3. The horse does not want to stop there ______________
4. It is summer time _______________________________
5. The poet is attracted by the beauty _________________
   of the forest ____________________________

9.1 C. Complete the statements choosing the most (5)
   appropriate phrase from those given below.
   Use a tick mark ( / ) to indicate your choice.

1. This poem is about.
   a) the poets horse.
   b) the conflict is the poets mind.
   c) the poets mistake.
2. The owner will not see the poet in the forest because
   a) he is blind.
   b) he is behind the tree.
   c) he does not live in the forest

3. The horse does not want to stop there because
   a) it is a lonely, cold place.
   b) it is hungry.
   c) there is no lake nearby.

4. The shaking of the bells suggests that
   a) the poet is ready to walk further.
   b) the horse is unwilling to stop in the forest.
   c) the horse is running fast.

5. Finally, the poet does not stop in the forest because
   a) he feels sleepy
   b) he remembers his duty.
   c) the forest is not so beautiful.

Q.1 D. Find the words in the second stanza which rhyme with 'queer'.

__________________________  __________________________
Q.1 E. The word 'harness' has the /s/ sound in it. (2)
Find four words in the third stanza with
the /s/ sound:

________________________   ________________________
________________________   ________________________

Q.1 F. Complete the following: (6)

a) I like the main idea of this poem because

________________________

________________________

b) I like the use of these words

________________________

________________________

c) The best line in the poem is

________________________

________________________

Q-2. Fill in the blanks using who, whose, whom, where, that: (5)
i) I do not know ________house it is.

ii) Show me the boy ________got the prize.

iii) I know ________he stays here.

iv) Please tell me ________she stays.

v) This is the man ________I met yesterday.
Write a paragraph on "The importance of trees" (20)

use the frame given:

Trees are useful in the following ways

1.

2.

3.

If trees are destroyed ............

1.

2.

3.

In this matter our duty is..........

1.

2.

3.
1. **BOATS SAIL ON THE RIVERS — Christina Rossetti**

   1. This poem by Christina Rossetti compares man-made things with the elements of nature. Read the poem. Look carefully at the contexts of words and the rhyme scheme.

   Supply the missing words:

   Boats sail on the rivers,
   And ships sail on the __________;
   But __________ that sail across the sky
   Are prettier far than __________.

   There are bridges on the rivers,
   As pretty as you please;
   But the __________ that brings heaven
   And overtops the trees,
   And builds a road from earth to sky
   Is __________ far than these.

2. Complete this:

   Manmade things     Climate or nature
   Boats
   Ships
   Bridges

3. Draw a picture based on this poem.
4. Work in pairs. Describe your picture to your partner.

For example,

These are ____________. These are ________________.

The ________________ are more beautiful than the ________.
1. This is a sonnet by Milton. Find out the meaning of 'sonnet' from the dictionary. Write it here:

Sonnet -

2. The rhyme scheme is a b b a, a b b a, c d e, c d e.

Read the poem and supply the missing words:

When I consider how my light is spent
Ere half my days, in this dark world and wide,
And that one talent which is death to _______
Lodg'd with me useless, though my soul more _______
To serve therewith my Maker, and present
My true account, lest He returning ________,
Doth God exact day-labour, light ________ ?
I fondly ask: But patience, to prevent
That murmur, soon replies; God doth not need
Either man's work, or His own gifts, who best,
Bear His mild yoke, they serve Him best, His state
Is kingly. Thousands at His bidding _______
and post over Land and Ocean without_______
They also serve who only stand and _______
3. The first 8 lines are called 'octave'. Here the poet expresses a deep sorrow. What is his complaint?

4. The last 6 lines are called 'suset'. These lines contain a change or a turn in the mood or the idea. How does the poet accept his condition?

5. Which line from the poem do you specially like? Copy it here: _______________________

6. Discuss your answer with your partner.
'Onomatopoeia' means the formation of words in imitation of the sounds associated with the thing concerned. For example: clap, cuckoo, bang.

Find onomatopoeic words:

1. This poem by J. Pope is about the joys of sounds. The poet mentions a number of things and also the sounds made by them. You will work in pairs. I shall recite the poem. Student A will write down the names of the things, and student B will write down the sounds made by them. Then you will work together and write down the whole poem. Listen:

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<th>Thing</th>
<th>Sound</th>
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</table>
3. Close your eyes for a minute. Try to listen to noise. Describe the noise in two, three sentences:

4. Complete this:
I like / do not like this noise because -

NOISE: J. Pope

I like noise.
The whoop of a boy, the thud of a hoof,
The rattle of rain on a galvanized roof,
The hubbub of traffic, the roar of a train,
The throb of machinery numbing the brain,
The swishing of wires in an overhead tram,
The rush of a wind, a door on the slam,
The book of the thunder, the crash of the waves,
The din of a river that races and raves,
The crack of a rifle, the clank of a pail,
The strident tattoo of a swift slapping sail.
From any old sound that silence destroys Arises a gamut of soul-stirring joys.
I like noise.
4. **MUSIC, WHEN SOFT VOICES DIE**  

P. Shelley

1. We are going to read a lyrical poem by Shelley.
   Look up the word 'lyric' in a dictionary, and write its meaning:
   
   **lyric**

2. The poem has two stanzas of four lines each. The lines here are jumbled. Read each stanza and arrange the lines in the proper order. Line no. 1 is given. Number the other lines:

   Vibrates in the memory --
   Odours, when sweet violets sicken,

   (1) Music, when soft voices die,
   Live within the sense they quicken.
   Love itself shall slumber on.
   Rose itself shall slumber on.
   Rose - leaves, when the rose is dead,
   And so thy thoughts, when thou art gone,
   Are heap’d for the beloved’s bed.

6. This poem is about the poet’s deep love for his beloved. But he does not say it directly that he remembers his beloved even in her absence. He says this through imagery. Find out the meaning of the word 'image' --
Now list 3 images used in this poem:
1. ________ 2. ________ 3. ________

4. Mention any one aspect of this poem which you like most. Give reasons:

I like __________________________________________

Because ________________________________________

________________________________________________

5. Discuss your answer to Q.4 with your partner. Write it here:

My partner likes __________________________

because __________________________________

__________________________________________
5. **CHOOSING A TREE** — J. VAN PEASE

1. Write the names of any five trees which you find near your school:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. My favourite tree is _______________. I like it because

________________________________________________________________________

3. In this poem J. Van Pease describes his favourite tree.
All trees are beautiful but one of them is the fairest.
Which is that tree? _______________

Now read the poem:
This one is straight,
And that one is tall;
And here is the stateliest
One of them all!

All are so fragrant
And wonderously green;
But there is one fairer
Than ever was seen!
One that has always
Whispered to me;
Dreamed of becoming
A Christmas tree.

4. The poet has used certain adjectives to describe trees. List them here:

5. Find the appropriate words:
A Tree is the language of the earth,
A ____________ is the language of the ____________,
___________ is the ___________of the ____________.

6. Work in pairs. Discuss your answer with your partner.
6. THE BEASTS — Walt Whitman

1. Write the name of your favourite animals. Give 2 reasons why you like this animal:

_________________________ is my favourite animal.
I like it because ________________________________

_________________________

2. This poem by Walt Whitman is about animals. Read the poem and underline the adjectives used for the animals:

The Beasts

I think I could turn and live with animals,
They are so placid and self-contained;
I stand and look at them long and long.
They do not sweat and whine about their condition;
They do not lie awake in the dark and weep for their sins;
They do not make me sick discussing their duty to God;
Not one is dissatisfied — not one is demented with the mania of owning things;
Not one kneels to another, nor to his kind that lived thousands of years ago;
Not one is respectable or industrious over the whole earth.
3. Make a list of the qualities which the animals possess:

4. Mention any 2 qualities you would like to learn from the animals:

5. Compare your answer with your partner's. Which qualities are common in your list?
7. THE BEGGAR MAID – Lord Tennyson

1. Have you seen a young girl begging in the street?
   Describe her looks and her dress:

2. This poem by Lord Tennyson describes a beautiful beggarmaid who comes to kind Cophetua's court.
   Read the poem:
   
   Her arms across her breast she laid;
   She was more fair than words can say,
   Bare-footed came the beggarmaid
   Before the King Cophetua.

   In robe and crown the king stept down,
   To meet and greet her on her way;
   'It is no wonder', said the lords,
   'She is more beautiful than day'.

   As shines the moon in clouded skies,
   She in her poor attire was seen;
   One praised her ankles, one her eyes,
   One her dark hair and lovesome mien;

   So sweet a face, such angel's grace,
   In all that land had never been.
3. At this stage, the King says something. He decides to do something. What do you think he says? Write it here:

4. Compare your answer with your partner's.

5. Find two comparisons the poet has used to describe the beauty of the beggarmaid.

6. The King decided to marry the beggarmaid. In your opinion, was it a wise decision? Why?
8. A FUNNY MAN

1. Complete this:

We put our caps on our ________. We put the shoes on our ________.

2. Here is a poem by Natalie Joan which is for fun. Read the poem and list the funny things done by the man:

One day a funny kind of man,
Came walking down the street.
He wore a shoe upon his head,
And hats upon his feet.
He said, 'Allow me to present
Your Highness with a rose',
And taking out a current ________
(What do you think he took out?)
He held it to my nose.
"My friend, why do you wear two hats
Upon your feet?" I said.
He turned the other way about,
And hopped home on his ________ (Find a word rhyming with 'said' and write it here).

3. The two words in the gaps are 'bun' and 'head'. Compare these with your words.
4. Draw a picture of the funny man walking on his head.

5. Compare your picture with your partner’s. Whose picture is more funny?
9. IN THE NIGHT  - Sarojini Naidu

1. Find the word 'lullaby' in a dictionary, and write its meaning:

2. Write any one line from a lullaby in Gujarati.

3. Listen to this lullaby by Sarojini Naidu. There are several words in the poem with /s/ /l/ and /r/ sounds. These sounds are soft and they create a soothing, musical effects. Underline the words with these sounds:

   Sleep, O little ones, sleep,
   Safe till the daylight be breaking;
   We have long vigils to keep,

   Harvests to sow while you sleep,
   Fair for the hour of your waking,
   Ripe for your sickles to reap.

   Sleep, O little ones, sleep,
   Yours is the golden tomorrow,
   Yours are the hands that will reap

   Dreams that we sow while you sleep,
   Fed with our hope and our sorrow,
   Rich with the tears that we weep.

4. Who is singing this song and to whom?

5. Why are the parents working hard?

6. Can anyone sow a 'dream'? What does it mean?

7. What do you think are your parents' feelings for you?
8. What do you like most in this poem?

9. Go to your partner. Find out what he likes about this poem? Do you like the same aspect or different aspects? Complete this:

I like ______________________________________

My partner likes ______________________________________

because ______________________________________
Limerick is a humorous verse of five lines. The rhyme scheme is a a b b a. Read the following limerick and write appropriate words in the gaps:

There was a young lady of Riga
Who went for a ridge on a tiger;
They returned from the ride
With the lady _________ a word to rhyme with 'ride'
And a smile on the face _______ and to contrast with 'on'
of the ___________ in line 2.

Here are some famous lines from different poems.
Read them carefully. Try to understand the context, and fill in the gaps. You may use the clues provided:

(a) All the world's a stage, : Find the word related to 'stage'
And all the men and women : in line 1.
are merely ______________

(b) In small proportions we just beauties see
And in __________measure life : Find a word to go with 'small' in line 1.
may perfect be : line 1.

(c) What is this life if, full of care, we have no time to stand and ______________ : Use a word which means 'look fixedly'
This poem describes the wind. So the poet has used many words with the /s/ and /z/ sounds to suggest the movement of the wind.

None comes, none ____________;
None reaps or ________________;
No friends turn ________________;
No hedge bears ________________;
And no cock ________________;
But the wind ________________;

This is a pleasant song. The poet repeats the /s/ and /z/ sounds to create this effect.

I love my ________________,
And my love ________________ me.

This visual poem is about 'Life.' Think of the word the poet has used inside the apple.
1. **BOATS SAIL ON THE RIVERS** - Christina Rossetti

1. This poem by Christina Rossetti compares man-made things with the elements of nature. Read the poem. Look carefully at the contexts of words and the rhyme scheme.

Supply the missing words:

Boats sail on the rivers,
And ships sail on the __________;
But clouds that sail across the sky
Are prettier far than __________.

There are bridges on the rivers,
As pretty as you please;
But the __________ that brings heaven
And overtops the trees,
And builds a road from earth to sky
Is __________ far than these.
3. Draw a picture based on this poem.

3. Draw a picture based on this poem.
3. The first 8 lines are called 'octave'. Here the poet expresses a deep sorrow. What is his complaint?

The poet expresses a deep sorrow. He complained to God, 'O God, why have you made me blind?'

Oh! God! I am blind! Please help me or to see one the other side.
2. The poem has two stanzas of four lines each. The lines here are jumbled. Read each stanza and arrange the lines in the proper order. Line no. 1 is given. Number the other lines:

Vibrates in the memory - (2)
Odours, when sweet violets sicken, (3)

Music, when soft voices die,
Live within the sense they quicken. (4)

Love itself shall slumber on. (5)
Rose leaves, when the rose is dead. (6)
And so thy thoughts, when thou art gone (2)
Are heap'd for the beloved's bed; (8)
5. CHOOSING A TREE - J. Van Pease

1. Write the names of any five trees which you find near your school: Badam, Eucalyptus, Anobi, Balsa, Acacia

2. My favourite tree is Acacia. I like it because its fruit colour is very sweet.
3. In this poem J. Van Pease describes his favourite tree. All trees are beautiful but one of them is the fairest. Which is that tree? A *Christmas Tree*. 
1. Have you seen a young girl begging in the street? Describe her looks and her dress:

Yes, I have seen a young girl begging in the street. She was looking smart and beautiful. She was twenty years old. She wore torn clothes. Her eyes were looking gray. She had a bowl in her hand.

...
6. The King decided to marry the beggarmaid. In your opinion, was it a wise decision? Why? No, because she was a beggarmaid. She was not able to form a relationship.
4. Draw a picture of the funny man walking on his head.

5. Compare your picture with your partner's. Whose picture is more funny?

My partner's picture is more funny.

5. Compare your picture with your partner's. Whose picture is more funny?

My picture is more funny than my partner because the picture is very joke full.
3. Close your eyes for a minute. Try to listen to noise.

Describe the noise in two three sentences:
- I have heard the sound of small children. They were shouting, they were shouting loudly. The teachers are scold the students.

4. Complete this:
I like/do not like this noise because ______

NOISE: J. Pope

Very disturbed.

It pind up silence so I didn't listen to any noise but some students were muttering to themselves.

4. Complete this:
I like/do not like this noise because I like this noise because I am also harmonizing myself.

NOISE: J. Pope

I like noise.
9. **IN THE NIGHT**  - Sarojini Naidu

1. Find the word 'lullaby' in a dictionary, and write its meaning:

   **Lullaby** - A song to put babies to sleep.

2. Write any one line from a lullaby in Gujarati.

3. Listen to this lullaby by Sarojini Naidu. There are several words in the poem with /s/ /l/ and /r/ sounds. These sounds are soft and they create a soothing, musical effect. Underline the words with these sounds:

   
   **Sleep, O little ones, sleep,**
   Sleep, O little ones, sleep,
   Harvests to sow while you sleep,
   Harvests to sow while you sleep,
   Safe till the daylight be breaking;
   Safe till the daylight be breaking;
   We have long vigils to keep,
   We have long vigils to keep,
   Fair for the hour of your waking,
   Fair for the hour of your waking,
   Ripe for your sickles to reap.
   Ripe for your sickles to reap.
   Sleep, O little ones, sleep,
   Sleep, O little ones, sleep,
   Yours is the golden tomorrow,
   Yours is the golden tomorrow,
   Yours are the hands that will reap
   Yours are the hands that will reap
   Dreams that we sow while you sleep,
   Dreams that we sow while you sleep,
   Feed with our hope and our sorrow,
   Feed with our hope and our sorrow,
   Rich with the tears that we weep.
   Rich with the tears that we weep.

4. Who is singing this song and to whom?

   Sarojini Naidu is singing this song for children.

5. Why are the parents working hard?

   The parents are working hard because they want to study their children.

6. Can anyone sow a 'dream'? What does it mean?

   Yes.

7. What do you think are your parents' feelings for you? My parents feel I am their only son, I become a doctor.

8. What do you like most in this poem?

   I like the whole lullaby in this poem.

9. So to your partner. Find out what he likes about this poem? Do you like the same aspect or different aspects?

   I like whole lullaby

   My partner likes whole lullaby

   because He was not a funny man.
March, 1994

Time—3 Hours]

Instructions:

(1) Figures to the right indicate full marks.

(2) Clearly indicate the chosen options.

(3) Do not separate the sub-questions.

(4) Do not disclose your identity by any means.

(5) Precise answers carry better weight than irrelevant ramblings.

1. (A) Answer, briefly, any four of the following:

   (1) Which interesting arguments does Mr. Plomer put forward for not installing "chatterbox" at his residence?

   (2) Give brief character sketch of Hubert Le Ros.

   (3) "Irish Gentleman was a wonderful blend of chivalry, erudition and eccentricity." Elucidate.

   (4) What does Gardiner mean by Umbrella Conscience?

   (5) Describe Leacock's bitter encounter with the photographer.

   (6) What sorts of pictures does Chesterton wish to draw?

   (7) Is Wassercopf a rebel with a cause or simply a mannerless misguided youth? Comment.

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(B) Explain, with reference to the context, any three of the following:

   (1) Innumerable pictures from the gallery of history crowd our minds.

   (2) Amazing thing about Gandhi was that he adhered, in the fullest sense, to his ideals and to his conception of truth.

   (3) The two dominant features of our society are science and democracy.

   (4) I had exhausted all the art of pleasing which a retired and uncourtly scholar can possess.

   (5) An attack of lethargic encephalitis turns a previously good child into a criminal.

9

2. (A) Answer, briefly, any three of the following:

   (1) "In his Ode Charles Madge draws a tragic pen-picture of modern times." Elucidate.

   (2) Write an appreciation of the poem "The Road not Taken".

   (3) "In his poem, "The Patriot", Robert Browning views public renown with doubt and disbelief." Comment.

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(5) Shot through
(4) At a snail's pace

(C) Name and explain figures of speech in any two of the following:
(1) Behind frowning providence
   He hides a smiling face.
(2) With myrtle mixed in my path like mad.
(3) For you these from me, O Democracy, to serve you ma femme.
(4) If we let them in, they will steal our daily bread.

5. (A) Give Synonyms (any four):
(1) palsied  (2) raiment
(3) vicinity  (4) whimpering
(5) decimate  (6) parched

(B) Give Antonyms (any four):
(1) rare  (2) transience
(3) noble  (4) morbid
(5) moderate  (6) implicit

(C) Give Adjectives (any four):
(1) circumstantial  (2) instrument
(3) exultation  (4) organisation
(5) evidence  (6) scandal

(D) Give Verbs (any two):
(1) noble  (2) power
(3) timid  (4) certain

6. Write an essay on any one of the following:
(1) Natural Calamities
(2) Coaching Classes — A Boon or a Curse?
(3) No man is an Island.
(4) My Favourite Newspaper

7. Write a letter congratulating and counselling a friend who has recently won a Lottery worth Rs. One Crore.

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