

Read the poem below then answer the questions that follow.

An Afternoon Nap by Arthur Yap

the ambitious mother across the road
is at it again. proclaiming her goodness
she beats the boy. shouting out his wrongs, with raps
she begins with his mediocre report-book grades.

she strikes chords for the afternoon piano lesson, 5
her voice stridently imitates 2nd. lang. tuition,
all the while circling the cowering boy
in a manner apt for the most strenuous P.E. ploy.

swift are all her contorted movements,
ape for every need; no soft gradient 10
of a consonant-vowel figure, she lumbers
& shrieks, a hit for every 2 notes missed.

his tears are dear. each Monday,
Wednesday, Friday, miss low & madam lim 15
appear & take away \$90 from the kitty
leaving him an adagio, clause analysis, little
pocket-money

the embittered boy across the road
is at it again. proclaiming his bewilderment
he yells at her. shouting out her wrongs, with tears 20
he begins with her expensive taste for education.



Answer the following questions by choosing the letter of the best answer.

1 What does lines 1 to 8 talk about?

- A. A loud mother and her son's piano lessons.
- B. An authoritarian child who got it from his mother.
- C. A strict, disciplinarian mother and her stressed and unhappy son.
- D. A disappointed parent and a son who gets mediocre grades all the time.

2 In the entire second stanza, the speaker contrasts the piano lesson with what?

- A. The mother's voice
- B. The imitation of the 2nd. lang. tuition
- C. The cowering boy

D. The difficult scheme in a class subject

3 After reading the third stanza, how can you describe the mother of the speaker?

- A. She is loud and noisy.
- B. She is caring, swift and soft.
- C. She loves to shriek a lot when she lumbers.
- D. She is very demanding and strict.

4 The poem may be interpreted as a commentary on a contemporary issue. Which of the following best fits the issue the poem is trying to address?

- A. Modern educational system
- B. Children with diverse abilities and special needs
- C. Media Influences on Children
- D. Bilingual Children and Code Switching

5 How do you interpret the speaker's emotions evoked throughout the entire poem?

- A. The speaker has been experiencing embarrassment, anger, and revenge.
- B. The speaker has been feeling pain, frustration, sadness, and terror.
- C. The speaker has been undergoing guilt, fear, and nostalgia.
- D. The speaker has been going through confusion, empathy, and relief.

6 What is the key takeaway of the poem?

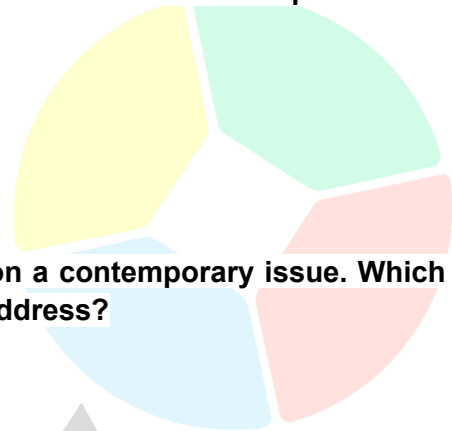
- A. Learning never exhausts the mind.
- B. A child's education should be more humane.
- C. Education is the most powerful tool available for changing the world.
- D. Children must be educated, but they must also be given the opportunity to educate themselves.

7 There are various third-person points of view. Which of these did the poet employ in this poem?

- A. Third-person limited
- B. Third-person objective
- C. Third-person omnipotent
- D. Third-person omniscient

8 What poetic form is utilised in the poem?

- A. Elegy
- B. Pastoral
- C. Free verse
- D. Limerick



Somebody's Mother by Mary Dow Brine

The woman was old and ragged and gray
And bent with the chill of the Winter's day.
The street was wet with a recent snow
And the woman's feet were aged and slow.

She stood at the crossing and waited long,
Alone, uncared for, amid the throng
Of human beings who passed her by
Nor heeded the glance of her anxious eyes.

Down the street, with laughter and shout,
Glad in the freedom of "school let out,"
Came the boys like a flock of sheep,
Hailing the snow piled white and deep.

Past the woman so old and gray
Hastened the children on their way.
Nor offered a helping hand to her –
So meek, so timid, afraid to stir
Lest the carriage wheels or the horses' feet
Should crowd her down in the slippery street.

At last came one of the merry troop,
The gayest laddie of all the group;
He paused beside her and whispered low,
"I'll help you cross, if you wish to go."

Her aged hand on his strong young arm
She placed, and so, without hurt or harm,
He guided the trembling feet along,
Proud that his own were firm and strong.
Then back again to his friends he went,
His young heart happy and well content.

"She's somebody's mother, boys, you know,
For all she's aged and poor and slow,
"And I hope some fellow will lend a hand
To help my mother, you understand,
"If ever she's poor and old and gray,
When her own dear boy is far away."

5

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And "somebody's mother" bowed low her head 35
In her home that night, and the prayer she said
Was "God be kind to the noble boy,
Who is somebody's son, and pride and joy!"

Answer the following questions by choosing the letter of the best answer.

- 9 Considering how cold the winter day was, why was the old woman on the street?**
- A. She was selling flowers
 - B. She was trying to cross the street
 - C. She was alone and lost
 - D. She was on her way to Sunday church
- 10 Line six mentioned, "throng". How is this word used in the poem?**
- A. To pertain to a large crowd of animals
 - B. To emphasise how cold the old woman was feeling
 - C. To refer to a densely packed crowd of people
 - D. To stress that old woman was in pain
- 11 Line 8 cites, "Nor heeded the glance of her anxious eyes". What is the speaker trying to mean when she said this?**
- A. Her anxious eyes made onlookers feel uncomfortable.
 - B. Nobody batted an eye on her because she looked like a beggar.
 - C. The people who passed by were scared whenever they met eye to eye.
 - D. No one tried to help her even when she looked like she needed help.
- 12 What makes the boy who assisted the elderly woman the best of all the boys?**
- A. He is somebody's pride and joy
 - B. He is way stronger and tougher than the other boys
 - C. He possesses more creative qualities than the others
 - D. He has the remarkable quality of seeing his own mother in an old lady
- 13 What sense of pride did the boy feel as he assisted the elderly woman cross the street?**
- A. He was proud of the way he carried himself – with confidence
 - B. He was proud of how much care he has for his loved ones
 - C. He was proud of his own strong feet
 - D. He was proud of the challenges he overcame
- 14 What does lines 29 to 32 tell the reader?**

Not gold but only men can make
A people great and strong;
Men who for truth and honor's sake
Stand fast and suffer long.

20

Brave men who work while others sleep,
Who dare while others fly...
They build a nation's pillars deep
And lift them to the sky.



Answer the following questions by choosing the letter of the best answer.

17 What is the rhyme scheme employed in the poem?

- A. AABB
- B. ABBA
- C. ABAB
- D. AAAA

18 What is the poem all about?

- A. The history of different nations.
- B. The strength of countries and where it comes from.
- C. The positive effects of money and power to the greatness of nations.
- D. The drawbacks of the existence of brave warriors to a nation's progress.

19 Which part of speech does the word "foundations" in line 2 belong to?

- A. Verb
- B. Adverb
- C. Noun
- D. Pronoun

20 In the third stanza, what does the word "sword" symbolise?

- A. Power
- B. Money
- C. People
- D. Weapons

21 What is line 5 trying to tell readers?

- A. The speaker asserts that a nation with a strong economic standing has grand kingdoms.
- B. The speaker is stating that a wealthy nation with abundant leaders is always vulnerable to external invasion.

in the sea-garden,
 the gold going out of the palms.
 You do not connect this,
 the fleck of the drizzle 20
 on your flesh,
 with the dog's whimper,
 the thunder doesn't frighten,
 the readiness is all;
 what follows at your feet 25
 is trying to tell you
 the silence is all:
 it is deeper than the readiness,
 it is sea-deep, 30
 earth-deep,
 love-deep.

The silence
 is stronger than thunder,
 we are stricken dumb and deep
 as the animals who never utter love 35
 as we do, except
 it becomes unutterable
 and must be said,
 in a whimper,
 in tears, 40
 in the drizzle that comes to our eyes
 not uttering the loved thing's name,
 the silence of the dead,
 the silence of the deepest buried love is
 the one silence, 45
 and whether we bear it for beast,
 for child, for woman, or friend,
 it is the one love, it is the same,
 and it is blest
 deepest by loss 50
 it is blest, it is blest.



Answer the following questions by choosing the letter of the best answer.

25 What figurative language is utilised in line 18?

- A. Simile
- B. Anaphora
- C. Imagery

D. Enjambment

26 How do you interpret the speaker's conduct throughout the entire poem?

- A. The speaker is buoyant.
- B. The speaker is grieving.
- C. The speaker is vivacious.
- D. The speaker is impish.

27 According to the speaker, nobody can truly prepare themselves for what?

- A. Sudden bad weathers
- B. The kind of sorrow he is going through
- C. The mental burden of unpredictability
- D. His emotional incapacities

28 In the poem, "weather" is used to symbolise –

- A. The speaker's faith.
- B. The speaker's optimism.
- C. The speaker's hope.
- D. The speaker's loss.

29 In lines 28 to 31, the speaker used the term "deep" multiple times. Why do you think he did this?

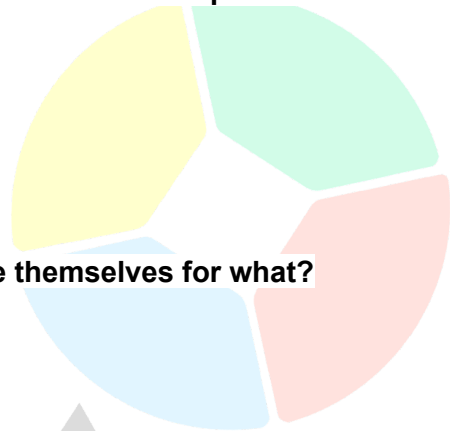
- A. To emphasise his message and ensure that readers understand how he truly feels.
- B. To show how the dog's breathing is becoming deeper and deeper by the minute.
- C. To provide proof of how deep the beautiful ocean has become over the years.
- D. To stress the deep connection between humans and animals over the years.

30 Which best describes what lines 46 to 48 are attempting to convey to the reader?

- A. A family member, a friend, or a pet receives the same level of care.
- B. Depending on one's relationship with the deceased, the stages of mourning vary.
- C. It doesn't matter if you're talking about a beast, a kid, a lady, or a friend; family is family.
- D. Regardless of who the person is grieving for, grief is the same.

31 What is the overall message of the poem?

- A. Every man has his secret sorrows which the world knows not; and oftentimes we call a man cold when he is only sad.
- B. Nobody can prepare for sorrow as it comes unexpectedly.
- C. Happiness is beneficial for the body, but it is grief that develops the powers of the mind.
- D. Regardless what breed of dog it is, one will always feel grief for their loss.



32 The following are themes used in the poem EXCEPT

- A. Death
- B. Glee
- C. Loss
- D. Grief

Journey by Gillian Clarke

As far as I am concerned
We are driving into oblivion.
On either side there is nothing,
And beyond your driving
Shaft of light it is black. 5
You are a miner digging
For a future, a mineral
Relationship in the dark.
I can hear the darkness drip
From the other world where people 10
Might be sleeping, might be alive.

Certainly there are white
Gates with churns waiting
For morning, their cream standing.
Once we saw an old table 15
Standing square on the grass verge.
Our lamps swept it clean, shook
The crumbs into the hedge and left it.
A tractor too, beside a load
Of logs, bringing from a deeper 20
Dark a damp whiff of the fungoid
Sterility of the conifers.

Complacently I sit, swathed
In sleepiness. A door shuts
At the end of a dark corridor. 25
Ahead not a cat's eye winks
To deceive us with its green
Invitation. As you hurl us
Into the black contracting
Chasm, I submit like a blind 30
And folded baby, being born.



Answer the following questions by choosing the letter of the best answer.

33 Which point of view does the poet use in this poem?

- A. First-person
- B. Second-person
- C. Third-person omniscient
- D. Third-person limited

34 In the first stanza, the speaker compared driving in the dark to mining in the dark. What do both have in common?

- A. They are both used as a metaphor for mourning and sadness.
- B. They both deal with stress from the working environment.
- C. They are uncertain of where they are headed or what they will discover.
- D. They both symbolise protection for people who use “the cover of darkness” to escape detection.

35 Line 19 mentioned, “load”. How is this word used in the poem?

- A. To relate to a burden of responsibility, worry, or grief.
- B. To emphasise the amount of power supplied by a source
- C. To pertain to a heavy or bulky thing that is being carried or is about to be carried.
- D. To refer to a prepaid connection that one pays before one can use their phone's services.

36 In lines 19 to 22, a tractor with a load of logs that smell like a forest reminds the speaker of what those logs could have been if they hadn't been cut. The following are examples of what could've been EXCEPT

- A. Without the cutting, they would have been a thriving forest.
- B. A beautiful forest full of trees could be out there had these logs not been cut down.
- C. Had they been left uncut, a waning forest would have flourished.
- D. If these trees hadn't been felled, they would have been a lively forest.

37 How do you interpret the speaker's demeanour in the third stanza?

- A. The speaker has changed into a heavier mood.
- B. The speaker has become less concerned and more nonchalant.
- C. The speaker has become more sensitive and attentive.
- D. The speaker has become more frustrated with the darkness.

38 What type of imagery is used in line 17?

- A. Tactile



- B. Olfactory
- C. Gustatory
- D. Visual

39 Lines 26 and 27 introduce more imagery into the poem. Why do you think the poet did this?

- A. To allow the reader to clearly hear what is happening
- B. To help the reader grasp the heaviness/weight of the darkness
- C. To permit the reader to experience certainty along the darkness
- D. To make the reader empathise with the poet's pet cat

40 Simply based on the title, it may be assumed that the poem is about more than a simple road trip. What else does it offer to its readers?

- A. It is about knowing your own darkness as the best method for dealing with the darkneses of other people.
- B. It is about a happy life that cannot exist without a certain amount of darkness, since it must be balanced with sadness.
- C. It is about how light and darkness have the same duality that exists between life and death.
- D. It is about life and its stifling darkness where a definite future should be.

Scholdain