

**Read the poems below then answer the questions that follow.**

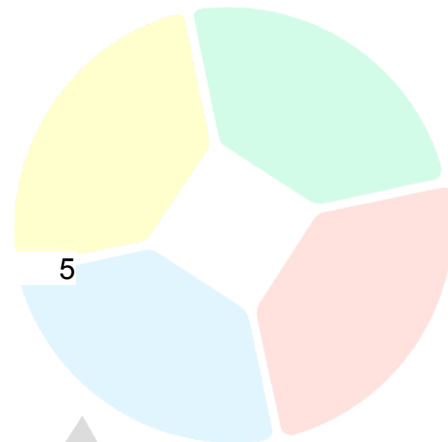
**World's Hardest Test by Kenn Nesbitt**

Preparing today for the standardised test  
our teacher said there was a lot to digest.  
We'd have to divide by the square root of three  
and learn to spell zygote, facade and marquis.

We'd need to play xylophone, trumpet and flute,  
accordion, banjo, piano and lute,  
recite all the capital cities by heart  
and learn to take rocketship engines apart.

We'd have to speak Latin, Swahili and Greek,  
learn nuclear fusion and fencing technique,  
remember the fables of Persia and Rome  
and crack all the codes in the human genome.

Then just when we thought that our heads might explode  
from learning Chinese or dissecting a toad  
she told us the very best thing she could say:  
that she was just kidding; it's April Fool's Day.



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

- 1 What does the word “digest” in line 2 refer to?**
  - A. It is referring to a compilation or summary of material or information.
  - B. It is referring to arranging something in a logical or useful order, especially by getting smaller.
  - C. It is referring to the process of comprehending, processing, and memorising a large amount of information.
  - D. It is referring to how food is broken down in the digestive tract into substances that the body can absorb and use.
  
- 2 What is the significance of the words “zygote”, “facade” and “marquis” in the 4th line?**
  - A. Not only are these words tough to spell, but they also convey the idea of presenting a true and honest appearance.
  - B. Not only are these words challenging to spell, but they also represent the idea of learning to construct cars.
  - C. Not only are these words difficult to spell, but they also stand for the idea of knowing all the capital cities by heart.
  - D. Not only are these words hard to spell, but they also show how hard and complicated it is for students to prepare for the standardised test.

**3 Which best summarises stanza 2?**

- A. Stanza two describes all the specific topics that will be covered on the standardised test, giving students a clear idea of what to expect.
- B. Stanza two is a call to action, encouraging students to study harder and learn as much as they can.
- C. Stanza two enumerates a long list of things that students are expected to know for a standardised test.
- D. In stanza two, the teacher explains why learning all of these things are important and necessary for success in life.

**4 According to the speaker, the following are languages that they need to learn EXCEPT:**

- I. Swahili
- II. Persian
- III. Roman
- IV. Latin
- V. Japanese
- VI. Greek

- A. VI, I and IV
- B. V, II and III
- C. V, III, IV and VI
- D. III, I, V and II

**5 The speaker mentioned that they were to learn to take rocketship engines apart. What do you think was the purpose of this?**

- A. It is an exaggeration meant to inspire students to pursue careers in the aerospace industry.
- B. It is an exaggeration meant to provide the students with practical knowledge about the workings of boats and sea vessels.
- C. It is an exaggeration meant to show that students need to know about a lot of things in order to do well on standardised tests and that the things people expect from them have become silly.
- D. It is an exaggeration meant to teach the students a specific skill that they could apply in their future professions.

**6 Line 15 states that the very best thing the speaker's teacher could say was that she was kidding. Why do you think the speaker feels this way?**

- A. He feels embarrassed and humiliated because he was tricked by the teacher and made to look foolish in front of the class.
- B. He feels angry and frustrated because the teacher's joke made him feel even more stressed and overwhelmed.
- C. He feels disappointed and discouraged because he thought the teacher was serious and now realises it was just a joke.
- D. He feels relieved and thankful because the test was making him feel overwhelmed and stressed, and the teacher's joke gave him a moment of laughter and took away the pressure.

**7 The last line expresses that the speaker's teacher was saying that she was just kidding as it was April Fool's Day. What is her joke's relevance to the day?**

- A. The teacher's joke was a serious comment and had nothing to do with April Fool's Day.
- B. The teacher's joke was meant to trick the students into thinking they had failed the test, which is a common theme for April Fool's Day pranks.
- C. The teacher's joke was her playful prank on her students in the spirit of April Fool's Day, which is a holiday where people play harmless practical jokes and pranks on each other.
- D. The teacher's joke had no relevance to April Fool's Day, it was just a random comment she made.

**8 What literary devices are used in the poem to create a lighthearted tone?**

- A. Rhyme and metre.
- B. Imagery and symbolism.
- C. Alliteration and metaphor.
- D. Synecdoche and Onomatopoeia

### **Cherries by F. E. Weatherley**

Under the tree the farmer said,  
 Smiling and shaking his wise old head:  
 "Cherries are ripe! but then, you know,  
 There's the grass to cut and the corn to hoe;  
 We can gather the cherries any day, 5  
 But when the sun shines we must make our hay;  
 To-night, when the work has all been done,  
 We'll muster the boys, for fruit and fun."

Up on the tree a robin said,  
 Perking and cocking his saucy head, 10  
 "Cherries are ripe! and so to-day  
 We'll gather them while you make the hay;  
 For we are the boys with no corn to hoe,  
 No cows to milk, and no grass to mow."

At night the farmer said; "Here's a trick! 15  
 These roguish robins have had their pick."

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

9 In lines 1-4, why does the farmer hesitate to pick the cherries right away?

- A. He does not like cherries.
- B. He wants the robins to have a chance to eat.
- C. He wants to prioritise other farm tasks.
- D. He does not think the cherries are ripe yet.

10 What does line 6 mean?

- A. Even though they would rather do it when it is raining, the farmers have to gather hay when the sun is out.
- B. Because the weather is good, the farmers have to harvest hay when the sun is out.
- C. When the sun is out, the farmers have to harvest hay, but they would rather pick cherries.
- D. The farmers can only gather hay when the moon is full and when the sun is shining.

11 What is the significance of describing the robin's head as saucy?

- A. It helps to show how playful and bold the robin is.
- B. It suggests that the robin is feeling sleepy.
- C. It indicates that the robin is not feeling well.
- D. It shows that the robin is afraid of the farmer.

12 What are lines 11-14 implying?

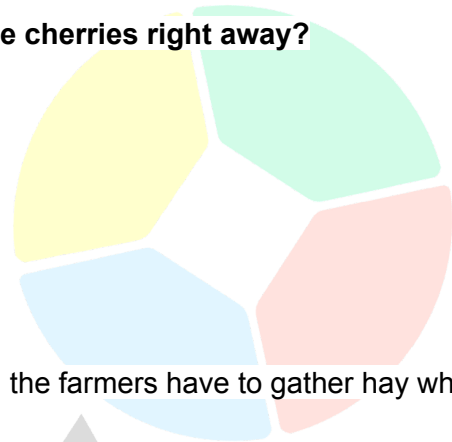
- A. The robins are too lazy to help the farmer with his other tasks, so they decide to gather the cherries instead.
- B. The robins can smoothly and easily gather the cherries that are ripe that day.
- C. The robins are trying to show the farmer how important it is to enjoy what you have worked for.
- D. The robins are bored and looking for something to do, so they decide to gather the cherries to pass the time.

13 How are the robins contrasted to the farmer in terms of their responsibilities?

- A. The robins have a lot more work to do compared to the farmer and are always busy.
- B. The farmer and the robins have similar responsibilities on the farm.
- C. The robins have more responsibilities than the farmer, who just supervises them.
- D. The farmer has a lot of work to do than the robins who have more free time and can enjoy the simple pleasures of life.

14 What is the farmer's use of the word "trick" implying about the robins?

- A. It implies that the robins think the farmer was generous and shared the cherries with him.



- B. It implies that the farmer believes the robins were not smart enough to find other food sources.
- C. It implies that the robins were cunning and managed to get the best of the farmer.
- D. It implies that the farmer believes the robins were too scared to come back and take the rest of the cherries.

**15 What are the last two lines of the poem, lines 15-16, implying?**

- A. The farmer and the robins shared the cherries together.
- B. The farmer was pleased to see that the robins had gathered all the cherries for him.
- C. The farmer did not care about the cherries because he had other fruit to harvest.
- D. The farmer was surprised that the robins had picked the ripe cherries, and he was a little annoyed that they had beaten him to it.

**16 How does the robin differ from the farmer in their approach to gathering cherries?**

- A. The robin believes they should gather the cherries first, while the farmer believes they should prioritise their work in the fields.
- B. The robin believes they should work together to gather the cherries, while the farmer believes the boys should do it on their own.
- C. The robin believes they should wait until the cherries are overripe, while the farmer wants to gather them immediately.
- D. The robin believes they should sell the cherries, while the farmer wants to keep them for himself.

**Choosing Their Names by Thomas Hood**

Our old cat has kittens three-  
 What do you think their names should be?  
 One is tabby with emerald eyes,  
 And a tail that's long and slender,  
 And into a temper she quickly flies 5  
 If you ever by chance offend her.

I think we shall call her this-  
 I think we shall call her that-  
 Now, don't you think that Pepperpot  
 Is a nice name for a cat? 10

One is black with a frill of white,  
 And her feet are all white fur,  
 If you stroke her she carries her tail upright  
 And quickly begins to purr.  
 I think we shall call her this- 15  
 I think we shall call her that-  
 Now, don't you think that Sootikin  
 Is a nice name for a cat?

One is a tortoiseshell yellow and black,

With plenty of white about him; 20  
If you tease him, at once he sets up his back,  
He's a quarrelsome one, ne'er doubt him.

I think we shall call him this-  
I think we shall call him that-  
Now, don't you think that Scratchaway 25  
Is a nice name for a cat?

Our old cat has kittens three  
And I fancy these their names will be:  
Pepperpot, Sootikin, Scratchaway-There!  
Were ever kittens with these to compare? 30  
And we call the old mother-  
Now, what do you think?  
Tabitha Longclaws Tiddley Wink.



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

**17 Which of the following best summarises the first stanza?**

- A. The first stanza gives a detailed description of a dog with emerald eyes, a long tail and a quick temper along with a name for him.
- B. The first stanza gives a detailed description of a black kitten with white feet and suggests a name for her.
- C. The first stanza gives a detailed description of a tortoiseshell kitten and suggests a name for her.
- D. The first stanza gives a detailed description of a tabby kitten with green eyes and a long, thin tail who gets angry easily and suggests a name for her.

**18 Pepperpot was described to run away when offended. What does this say about the kitten's character?**

- A. It suggests that Pepperpot may be a kitten who likes to pick fights with others.
- B. It suggests that Pepperpot may be a lazy kitten who pursues conflict.
- C. It suggests that Pepperpot may be a timid or skittish kitten who is easily frightened or upset.
- D. It suggests that Pepperpot may be a playful kitten who enjoys running around and hiding.

**19 Lines 13-14 state that if you stroke Sootikin, she will carry her tail upright and will quickly begin to purr. What does this imply about how the kitten feels?**

- A. It means that Sootikin is a fearful kitten who only tolerates human touch out of necessity.

- B. It means that Sootikin is a kitten who is easily annoyed and only tolerates being petted for a short time before becoming upset.
- C. It means that Sootikin enjoys being petted and is comfortable with the human touch.
- D. It means that Sootikin is indifferent to human touch and does not have any particular preference for being petted or not.

20 According to the third stanza, Scratchaway becomes angry when teased. Which of the following is NOT a reason why he does this?

- A. Scratchaway is easily provoked.
- B. Scratchaway is a naturally defensive kitten.
- C. Scratchaway is feeling threatened or scared.
- D. Scratchaway is playful and enjoys roughhousing.

21 What is the relevance of pointing out each of the kittens' colours?

- A. It is a way of identifying the kittens' gender are used to emphasise the breed and pedigree of the animals.
- B. It is a way of distinguishing one kitten from another and providing unique characteristics that help to define their individual personalities.
- C. The colours of the kittens are insignificant and were only mentioned for decorative purposes in the poem.
- D. The colours of the kittens represent different moods or emotions, adding a deeper level of symbolism to the poem.

22 What is the significance of the last lines of stanzas 1-3?

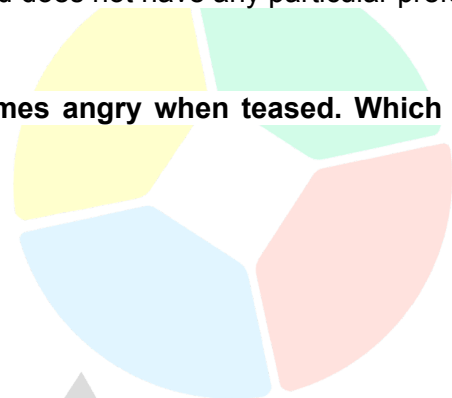
- A. It serves as a way of inviting the reader into the poem and involving them in the process of naming the kittens.
- B. It suggests that the kittens are nameless until the reader provides their names.
- C. It indicates that the kittens' names are irrelevant to the overall theme of the poem.
- D. It signifies the importance of choosing the right name for each kitten and the speaker's preference for particular cat names.

23 Which best presents what the poem is all about?

- A. The poem is a satire about the absurdity of naming pets and the frivolity of pet ownership.
- B. The poem is a celebration of the joy of pet ownership and the special bond that exists between humans and their animal companions.
- C. The poem is a commentary on the social hierarchies present in the animal kingdom and how they relate to human behaviour.
- D. The poem is a warning about the dangers of cat ownership and the negative effects it can have on a household.

24 What is the main purpose of the poem "Choosing Their Names" by Thomas Hood?

- A. To provide a list of names for people to use when naming their own cats.







- A. In a certain village, a donkey was miserable that nobody was praising its braying.
- B. In a certain village, a group of animals gathered to hear the mock-bird sing.
- C. In a certain village, a mock-bird was teaching other animals how to imitate different sounds.
- D. In a certain village, a mocking-bird had developed the talent of mimicking the sounds of different animals whenever it wished.

**26 What does the word "prison" symbolise in line 5 of the poem, and what does it tell you about the mock-bird's situation?**

- A. It symbolises the bird's creativity and suggests that the songs it has sung have the power to inspire and move others.
- B. It symbolises the fear and terror of being trapped underground and suggests that the bird's isolation and despair will drive it to madness.
- C. It symbolises the bird was not free to fly and live in its natural habitat but was instead confined to a small space.
- D. It symbolises the consequences of criminal behaviour and suggests that those who break the law will be punished and lose their freedom.

**27 What is the significance that people appreciate the mock-birds' ability to copy voices?**

- A. It emphasises the tendency for people to think that it was a sign of animals' superior intelligence.
- B. It highlights the tendency for people to overlook the value of things that are not flashy or impressive.
- C. It stresses the tendency for people to believe that the bird was possessed by a spirit and so can do other things.
- D. It underlines the tendency for people to be easily amused by an animal's ability to make funny sounds.

**28 A lady in the village bought the bird right away after hearing its voice-imitating skill. What does this say about her decision?**

- A. It implies that she believed that owning the bird would make her look more sophisticated and cultured.
- B. It tells that she wanted to set the bird free and let it fly back to its natural habitat.
- C. It indicates that she thought that the bird was a rare species that would bring her good luck.
- D. It suggests that she was impressed by its unique and entertaining talent and saw value in owning it.

**29 Based on the last stanza, besides feeling sad, how do you interpret the donkey's feelings about the events in the poem?**

- A. The donkey also feels that he is neglected and unappreciated compared to the mock-bird.
- B. The donkey also felt threatened by the mock-bird's ability to imitate his braying.

- C. The donkey was happy that the mock-bird was getting attention instead of him.
- D. The donkey was indifferent and didn't care about the mock-bird or the villagers' opinions.

**30 What does the mocking-bird's ability to imitate the donkey's bray suggest about the poem's theme?**

- A. That imitation is a form of flattery and can win admiration
- B. That animals have unique talents that are often overlooked
- C. That humans enjoy mocking and making fun of animals
- D. That singing is the only way to gain appreciation from others

**31 What might the poem suggest about the value of talent?**

- A. That talent is irrelevant if it is not appreciated by others
- B. That talent should be measured by the size of the animal's voice
- C. That talent should not be based on the imitation of others
- D. That talent should be appreciated regardless of the performer's size or appearance

**32 What is the tone of the poem towards the people who are impressed by the mocking-bird's imitation?**

- A. Admiring
- B. Scornful
- C. Neutral
- D. Condescending

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