

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

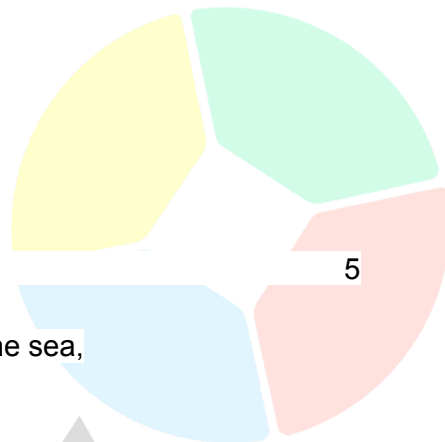
**Tapestry by Lesley Elaine Greenwood**

If I could take a brush and paint the mountains and the moors,  
I would splash the hillsides yellow and cover them in gorse.  
I'd take the finest needle and the darkest thread of green  
And sew a line of bracken along the landscape. In-between

I'd lay a purple carpet of wild heather in the dells  
And fringe the edge of all the woods with their pretty lilac bells.  
I'd merge the bracken with the heather, mix their colours like the sea,  
A green and purple ocean on my own rich tapestry.

Then I'd take a ball of soft, white wool and stitch a mass of daisy chains  
Around the lush green meadows and up the sides of winding lanes.  
I would stencil on the marshes, just like pure white china cups,  
Some fragile water lilies and by the ponds, sweet buttercups.

I'd mix orange, reds and yellows planting poppies wild and free  
Onto nature's coloured canvas, my own rich tapestry.



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

**1 What is the poem all about?**

- A. The poem is about a colourful place the speaker went to.
- B. The poem is about the speaker's childhood memories.
- C. The poem is about a city landscape.
- D. The poem is about the beauty of nature.

**2 In what way does the speaker's use of the words "my own" reflect a sense of ownership and connection to the landscape?**

- A. It highlights the idea that the speaker sees the landscape as an extension of herself and feels a personal connection to it that goes beyond mere observation or description.
- B. It gives the impression that the speaker is the only one responsible for creating the scenery and, as a result, has the authority to decide how it should look.
- C. It emphasises the speaker's detachment from the landscape and lack of personal connection to it and only sees it as property in which one can take ownership of.
- D. It emphasises the notion that the speaker views the surrounding environment as a personal possession and has a strong desire to exert control over it.

**3 What is the significance of the different colours which the speaker used?**

- A. It symbolises the speaker's colourful past and the vibrant memories she made.
- B. It is a representation of the people around the speaker who brings colour to her life.
- C. It symbolises how things around us are different and varied.
- D. It is a representation of the speaker's feelings towards her life and his experiences.

**4 How is imagery utilised in the poem?**

- A. Imagery is used in the poem to describe nature in a way that is clear and vivid.
- B. Imagery is used in the poem to describe the complexities of human emotions.
- C. Imagery is used in the poem to describe abstract ideas and concepts.
- D. Imagery is not used in the poem.

**5 What is the rhyme scheme of the poem?**

- A. ABAB
- B. AAAB
- C. ABCA
- D. AABB

**6 What can we say about the speaker in the poem?**

- A. The speaker is innovative and resourceful.
- B. The speaker is artsy and imaginative.
- C. The speaker is kind and compassionate.
- D. The speaker is generous and giving.

**7 Why does the speaker want to create a tapestry?**

- A. because she wants to show her appreciation of nature through a rich tapestry
- B. because she wanted to expand her skill set and learn new things
- C. because she loves tapestries and so she wanted to make them for herself
- D. because she is an expert at making tapestries and wanted to make one to sell

**8 How does the poem's metaphor of painting and sewing contribute to the overall meaning of the poem?**

- A. This metaphor gives the impression that the speaker considers nature to be an inanimate and lifeless object that may be reshaped in whatever way they choose to shape it.
- B. This metaphor highlights the idea that the speaker's relationship with nature is not passive but rather active, and that the landscape is shaped by their emotions and experiences.
- C. This metaphor conveys the idea that the speaker is generating a new reality by not acknowledging the one that already exists in the environment.
- D. This metaphor reveals to the readers that the person speaking is the one who created the environment, and that she decides which colours are there in the natural world.

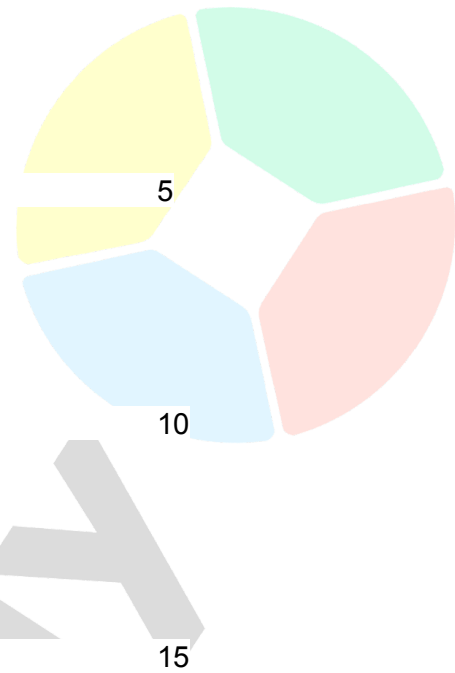
## The Key To Wants by Catherine Pulsifer

If you've ever been told in your life,  
That there is something you can't do.  
I hope you didn't quit, but instead showed wit,  
And proved it's not up to them, but to you.

You'll come across many people in life,  
That believe they know it all.  
It can be hard to construe if what's been said was true,  
But overall, it's up to you to stand tall.

Anything you want to do, you can do,  
If you only believe in you.  
Don't let others change you, or try to bend you,  
You're the only person who can change your point of view.

So if this is really what you want to do,  
Get out there and take action.  
Be all you can be, turn that key,  
And don't allow for any distraction!



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

- 9 What does the speaker mean by "turn that key"?
- A. It refers to unlocking the intellectual abilities of a person.
  - B. It refers to unlocking the innate ability of a person to be kind.
  - C. It refers to unlocking the person's hidden secrets.
  - D. It refers to unlocking the potential within oneself.
- 10 What does the speaker suggest is the key to success?
- A. Our knowledge and intellect
  - B. Our belief in ourselves
  - C. Our relationships with others
  - D. Our life experiences
- 11 What traits does the poem encourage?
- A. Self-reliance and personal responsibility
  - B. Dependence on others and passiveness
  - C. Self-confidence and acceptance
  - D. Independence and fear of failure in life

**12 What lesson can we learn from the poem?**

- A. We are the co-authors of our stories, we are mere contributors to who we will become in the future, everything else is out of our control.
- B. It is simply not possible for a single person to accomplish success on their own; rather, they will eventually require the aid of others.
- C. We have the power and control to determine our own lives and that it is up to us to make our dreams and aspirations a reality.
- D. Instead of attempting to exert control over one's life, it is wise to put one's faith in fate and allow it to unfold as it was meant to.

**13 What is the tone of the poem?**

- A. Positive and encouraging
- B. Negative and discouraging
- C. Neutral and unemotional
- D. Playful and lighthearted

**14 Who might benefit from reading the poem?**

- A. people who have already achieved all their desires and are fulfilled in life
- B. people who feel discouraged from pursuing their desires due to the opinions of others
- C. people who are confident in their abilities and do not need encouragement
- D. people who are already set in life and have so much motivation to pursue their dreams

**15 Which among these people practises the lesson learned in the poem?**

- A. John, who quits his job as soon as he faces a challenge and gives up on his dream of becoming a professional musician because his wife told him so.
- B. Julie, who listens to others' opinions and changes her career path according to their advice, rather than following her own passion and aspirations.
- C. Sarah, who sets a goal to become a successful businesswoman and works hard towards achieving it, despite obstacles and negative feedback from others.
- D. Michael, who refuses to take risks and sticks to his comfort zone, rather than exploring new opportunities and growing as a person.

**16 What does the last stanza tell us?**

- A. It suggests that one should focus on being their best self, work toward their goals in life, and not let anything take their attention away from these goals.
- B. It encourages one to rest and enjoy life, that it is okay to set aside their dreams whenever they feel tired and let other people determine their path in life.
- C. It tells us that it is better to have multiple goals, advocates for constantly changing goals and aspirations without any focus or dedication.
- D. It suggests that one should ignore their personal desires and priorities and instead prioritise the wants and needs of their family.

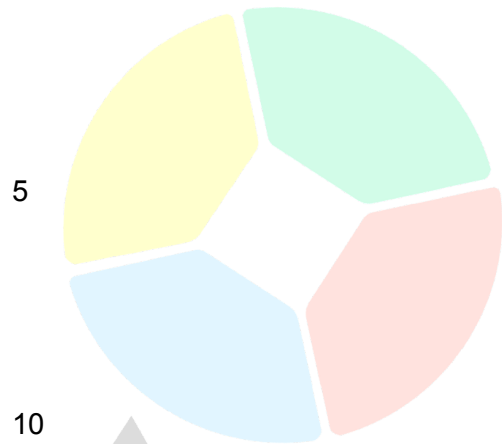
## Merit and the Throng by Edgar A. Guest

A thousand men filled in by day  
To work and later draw their pay;  
A thousand men with hopes and dreams.  
Ambitions, visions, plans and schemes,  
And in the line a youth who said:  
"What chance have I to get ahead?  
In such a throng, can any tell  
Whether or not I labour well?"

Yet merit is so rare a trait  
That once it enters by the gate,  
Although 'tis mingled with the throng,  
The news of it is passed along.  
A workman sees a willing boy,  
And talks about his find with joy;  
A foreman hears the word, and seeks  
The lad of whom another speaks.

So up the line the news is passed,  
And to the chief it comes at last.  
A willing ear to praise he lends,  
Then for that eager boy he sends  
And gives him little tasks to do  
To learn if all that's said is true.  
Among the throng the lad is one  
He keeps a watchful eye upon.

On, youngster, walking with the throng,  
Although to-day the road seems long,  
Remember that it lies with you  
To say what kind of work you'll do.  
If you are only passing fair  
The chief will never know you're there,  
But if you've merit, have no doubt,  
The chief will quickly find it out.



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

- 17 How does the speaker encourage the reader to approach their job and their career path?
- A. by not actively seeking chances and instead waiting for opportunities to come to them
  - B. by being judgmental of other people and concentrating on the problems they have
  - C. by being confident and optimistic, and by working hard and being noticed for their efforts
  - D. by maintaining a negative outlook and making no attempt to improve one's situation

**18 How does the speaker depict the role of the individual in determining their success in the workplace?**

- A. The speaker depicts the role of the individual as passive and dependent on external factors such as luck, their environment and the opinions of others.
- B. The speaker depicts the role of the individual as being actively responsible for their own success through hard work, merit, and a willingness to learn.
- C. The speaker depicts the role of the individual as limited by their background, social status, and moral values, with little room for upward mobility.
- D. The speaker depicts the role of the individual as dependent on the support and recognition of their superiors, with no way of making difference in their own career path.

**19 What does the speaker say about merit in the workforce?**

- A. Merit is a rare trait, but once it is recognized, it will be passed along and recognized by others, including superiors.
- B. Merit is easily recognizable and commonly found in the workplace and can be quickly achieved by anyone.
- C. Merit is only applicable to the highest-ranking individuals in the workplace and is not important to lower-level employees.
- D. Merit is unimportant in the workplace, and it has little bearing on the level of success that an individual achieves.

**20 What does lines 5-7 tell us about the person speaking?**

- A. The person saying the lines is confident in their abilities and believes they will be recognized and rewarded for all their hard work.
- B. The individual is pleased with the results of their laborious efforts and believes that they will be recognised in a hostile workplace.
- C. This person has little interest in furthering their career and does not care about the level of competition that exists in their working environment.
- D. The person saying the lines is feeling overwhelmed and uncertain about their chances of success in a competitive work environment.

**21 What does the third stanza tell us about working hard?**

- A. It suggests that by working hard and showing initiative, an individual can stand out in a crowded workforce and get noticed by those in positions of authority.
- B. It suggests that the individual should not work hard and just follow the crowd to blend in the workforce, this way one can be able to avoid jealousy and conflicts.
- C. It suggests that working hard is not important at all and the individual's success is determined by luck or external factors in a crowded workforce.
- D. It suggests that hard work is recognisable when you are in a crowded workforce, this means anything you do can not contribute to success and will always go unnoticed.

**22 To whom is the poem best for?**

- A. for a mom or a dad competing against each other on who the better parent is
- B. for young people starting their careers and those entering a cutthroat workplace
- C. for retirees who are looking back on their achievements in the workplace
- D. for kindergarten students who are competitive at playing hide n' seek

23 What is the rhyme scheme of the poem?

- A. ABCDABCD
- B. ABCABCDD
- C. ABABCD CD
- D. AABBCDD

24 What is the link between merit and the throng in the poem?

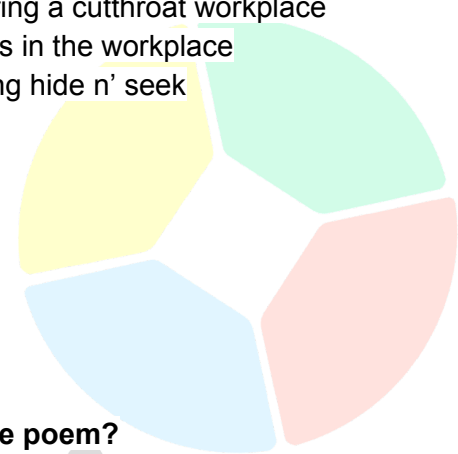
- A. Merit sets an individual apart from the throng and can lead to recognition and advancement in the workplace.
- B. The way that people in the throng feel about an individual is the best indicator of that person's merit.
- C. Not competing against the other individuals in the throng is the only way to achieve merit in the workplace.
- D. There is no link between merit and the throng.

**The Sweetest Word On Earth Is Home by John Imrie**

The sweetest word on earth is home,  
 To loving hearts most dear;  
 Where'er our footsteps seek to roam,  
 Home thoughts are ever near.  
 The mem'ries sweet of life's spring-day  
 Keep fresh and green forever,  
 Like fragrant flowers they scent the way  
 Adown life's winding river. 5

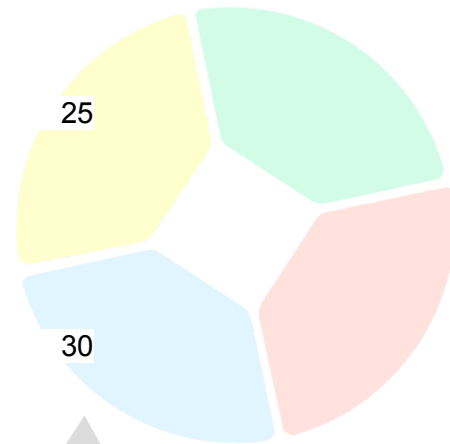
The dearest spot beneath the skies  
 Is that we call "our home!"  
 'Tis there we look with longing eyes,  
 Though o'er the earth we roam! 10

Our homes may be where mountains rise  
 Like dark-green clouds to Heaven;  
 Or where the valley-lily lies  
 Our humble lot be given; 15  
 Or on an island of the sea  
 Off by the tempest prest:  
 No matter where our homes may be,  
 To each that home is blest. 20



The strongest love within man's chest  
 Is love of life and home;  
 Like fledglings hovering round their nest  
 Our thoughts encircle home;  
 Our years may reach three-score-and-ten,  
 And full of changes be,  
 Yet scenes of home will haunt us then  
 When life was pure and free.

Where love hath cast her golden spell  
 And kindest deeds are done,  
 Where loving hearts unite to dwell,  
 'Tis heaven on earth begun;  
 Then cherish home with jealous care  
 And let not strife prevail;  
 Thus for our "heavenly home" prepare,  
 Secure within the vail.



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

**25 What is the poem all about?**

- A. The concept of home and the strong emotional connection that people have to it.
- B. The idea that a home is only a structure that humans grow unnecessary attachments to.
- C. The concept of family and how it can drastically change a person's outlook in life.
- D. The idea that a home is the same for everyone and there is nothing special about it.

**26 How does the speaker describe a home?**

- A. the most magnificent structure in the world and a symbol of wealth and success
- B. the most pleasant word on this planet, as well as a haven of comfort and affection
- C. the most luxurious location and a of an individual's fame and power
- D. the pinnacle of achievement as well as a symbol of supremacy and prestige

**27 What does the fourth stanza want to tell us?**

- A. A home may be comforting but adventure and exploring out of the four corners of our homes is the true meaning of feeling comfort.
- B. As time goes on, the recollections of home will grow less vivid, and that as we become older, we won't have those memories with us at all.
- C. People do not place a high value on their homes and that the residences of the rich and the famous are the only ones that get recognised.
- D. The strongest love within a person's heart is love of life and home, and that even when we are far away, thoughts of home are always near.

**28 According to the last stanza, where is home?**



- A. Home is where beauty and opulence can be seen, it is a place where someone feels expensive.
- B. Home is where love and kindness exist, and it is a place where heaven on earth begins.
- C. Home is a place of disconnection from others but is where you are able to connect with yourself.
- D. Home is where everything is done for you and you do not have to move a single muscle.

**29 What is the significance of memories in the first stanza?**

- A. They serve as a reminder of the happy times in the past and provide comfort to the speaker.
- B. They serve as haunting images in the past that the speaker wants to forget immediately.
- C. They serve as motivation for the speaker to forget the past and focus on the present.
- D. They serve as trophies to the speaker and a proof of his achievements in life.

**30 What literary device is used in lines 6 and 7?**

- A. Hyperbole
- B. Onomatopoeia
- C. Simile
- D. Allusion

**31 What does the third stanza mean?**

- A. Homes can be built a different way and in different locations but what matters is the materials.
- B. No matter where one's home is, it is a blessed and special place to the person who lives there.
- C. The location of a home does not matter, what matters the most is how it looks on the outside.
- D. Homes can be in different locations but only those who are wealthy have a blessed home.

**32 Based on the poem, which words best describe a home?**

- A. Sweet, loving, comforting, and dear
- B. Strict, organised, and system
- C. Pleasant, beneficial, and structure
- D. Bright, beautiful, and expensive

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."

And "somebody's mother" bowed low her head  
In her home that night, and the prayer she said  
Was "God be kind to the noble boy,

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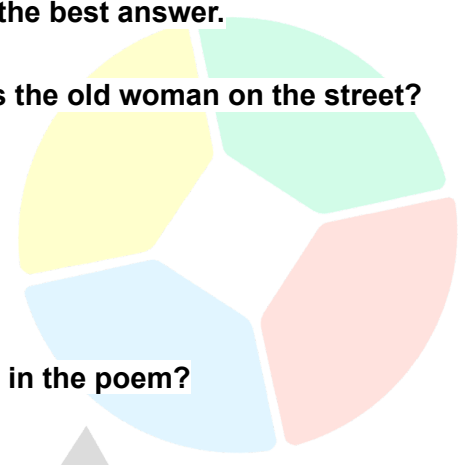
35



Who is somebody's son, and pride and joy!"

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

- 33 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.
- 34 Line 6 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
- 35 Line 8 cites, "Nor heeded the glance of her anxious eyes." What is the speaker trying to mean when he 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.
- 36 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.
- 37 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 capability to help.
  - D. He was proud of the challenges he overcame.
- 38 What does lines 29 to 32 tell the reader?
- A. The little boy told his friends that his mother might end up in a similar situation someday and that he wished the same predicament for her.



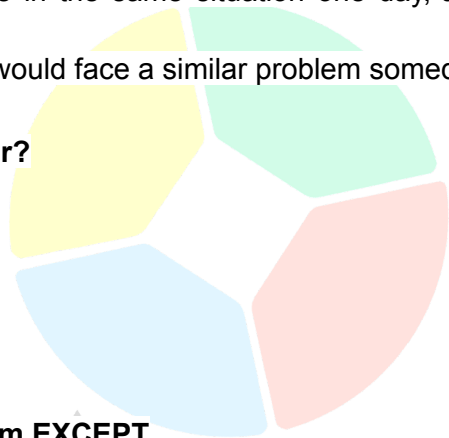
- B. The little boy explained to his friends that one day his mother may find herself in a similar predicament, and he hopes that someone will assist her as well.
- C. The little boy told his friends that his mother might be in the same situation one day, and he hopes that he will be there to help her too.
- D. The little boy told his friends that he hoped his mother would face a similar problem someday.

**39 How did the old woman feel after the boy helped her?**

- A. Grateful and proud
- B. Appreciative and complacent
- C. Thankful and uppity
- D. Indebted and smug

**40 The following are values you can take from the poem EXCEPT**

- A. Care
- B. Malevolence
- C. Love
- D. Kindness



Scholarly