



Padalsalai's Telegram Groups!

(தலைப்பிற்கு கீழே உள்ள லிங்கை கிளிக் செய்து குழுவில் இணையவும்!)

- **Padalsalai's NEWS - Group**
https://t.me/joinchat/NIfCqVRBNj9hhV4wu6_NqA
- **Padalsalai's Channel - Group**
<https://t.me/padasalaichannel>
- **Lesson Plan - Group**
<https://t.me/joinchat/NIfCqVWwo5iL-21gpzrXLw>
- **12th Standard - Group**
https://t.me/Padalsalai_12th
- **11th Standard - Group**
https://t.me/Padalsalai_11th
- **10th Standard - Group**
https://t.me/Padalsalai_10th
- **9th Standard - Group**
https://t.me/Padalsalai_9th
- **6th to 8th Standard - Group**
https://t.me/Padalsalai_6to8
- **1st to 5th Standard - Group**
https://t.me/Padalsalai_1to5
- **TET - Group**
https://t.me/Padalsalai_TET
- **PGTRB - Group**
https://t.me/Padalsalai_PGTRB
- **TNPSC - Group**
https://t.me/Padalsalai_TNPSC

12th English – Study Materials

CLASS-12 ENGLISH

POETIC LINES AND FIGURES OF SPEECH FULL MATERIAL CUM PRACTICE WORKSHEETS

SET-1 TO 16 - POEM 1-6

QUESTION NUMBER 21-26

UNIT-1 POEM - THE CASTLE

Read the given lines and answer the questions that follow in a line or two.

1) “All through the summer at ease we lay,

And daily from the turret wall

We watched the mowers in the hay”

i. Who does ‘we’ refer to?

‘We’ refers to the soldiers.

ii. How did the soldiers spend the summer days?

The soldiers spent the summer days watching the mowers and the enemies.

iii. What could they watch from the turret wall?

They could watch from the turret wall mowers in the hay and the enemies who were half a mile away

2) “Our gates were strong, our walls were thick,

So smooth and high, no man could win”.

i. How safe was the castle?

The castle was very safe as its gates were strong and walls were very thick. The walls were so smooth and tall that no one could climb them.

ii. What was the firm belief of the soldiers?

The firm belief of the soldiers was that no one could win them.

iii. What a gates talked of here?

Explain no man could win?

3) “A foothold there, no clever trick

Could take us dead or quick,

Only a bird could have got in”.

i. What was challenging?

The wall was challenging.

ii. Which aspect of the castle’s strength is conveyed by the above line?

The wall’s strength is conveyed in the above line.

4) “Oh then our maze of tunneled stone

Grew thin and treacherous as air.

The castle was lost without a groan,

The famous citadel overthrown”,

i. Bring out the contrast in the first two lines.

The way to the castle was very strong. It was a maze of tunnelled stone. But it became very weak and thin because of the treachery of the warder.

ii. What happened to the castle?

The castle was captured by the enemies.

5) “We could do nothing, being sold”.

i. Why couldn't they do anything?

As they were sold out for gold they could not do anything.

ii. Why did they feel helpless?

They felt helpless because they had to surrender without fighting.

6. “What we thought had we to fear

With our arms and provender load on load”.

i. Who said these words?

One of the soldiers said these words.

ii. Why were they not afraid?

They were not afraid because they had enough arms to fight and food for many days.

7. “And friendly allies drawing near

On every leafy summer road”.

i. What is the meaning of ‘drawing near’?

‘coming closer’.

ii. What do these lines convey?

These lines convey that the friendly armies are coming to help them.

8. “What could they offer us for bait?

Our captain was brave and we were true”

i. What attitude of the soldiers do these lines convey?

These lines convey the confidence of the soldiers.

ii. What does the soldier say about the captain and the soldiers?

The captain was very brave and the soldiers were very true to the captain.

UNIT 2 POEM - OUR CASUARINA TREE

Read the lines given below and answer the questions that follow.

**1) “A creeper climbs, in whose embraces bound
No other tree could live”.**

i. Which tree is referred to in the above lines?

Casuarina is referred to in the above lines,

ii. How does the tree survive the tight hold of the creeper?

The tree is so strong that it bears the tight hold of the creeper.

iii. Why does Toru Dutt use the expression ‘A Creeper Climbs’?

Toru Dutt uses the expression because really a creeper climbs on the casuarina tree.

**2) “The giant wears the scarf, and flowers are hung
In crimson clusters all the bough among----”!**

i. Who is the giant here?

The casuarina tree is the giant here.

ii. Why is the scarf colourful?

The scarf is colourful because it is made of crimson coloured flowers.

**3) “Fear, trembling Hope, and Death, the skeleton,
And Time the shadow, “and though weak the verse
That would thy beauty farm, oh, fain rehearse,
May Love defend thee from oblivion’s curse”**

i. What does the poet mean by the expression ‘May love defend thee from oblivion’s curse?’

The poet means that the tree should not be forgotten.

ii. What does the expression ‘fain’ convey?

‘Fain’ means eager. The poet is eager to make the tree holy.

iii. What does the poet convey through the expression ‘Fear, trembling hope’?

The poet hopes that the memory of this tree will live on in her poem as the memory of trees celebrated by Wordsworth has lived on in that poet’s work.

4. “Like a huge Python, winding round and round

The rugged trunk, intended deep with scars”

What is meant by wicked?

Find out the alliteration word?

i. What looks like a python?

The creeper looks like a python.

ii. What did the trunk have on it?

The trunk had deep scars on it.

iii. Identify the poetic device employed here?

5. "Whereon all day are gathered bird and bee;
And oft at nights the garden overflows
With one sweet song that seems to have no close",

i. Who gathered on the tree?

Birds and bees gathered on the tree.

ii. What happens at night?

At night the garden seems to overflow with a sweet song which has no end.

iii. Where did the creatures gather?

iv. Pick out the alliteration.

6. "Beneath it we have played; though years may roll,
O sweet companions, loved with love intense,
For your sakes, shall the tree be ever dear".

i. What did they do under the tree?

They played under the tree.

ii. Why should the tree be dear to the poet?

The tree should be dear to the poet because of the dear and beloved ones with whom he played under the tree,

UNIT 3 POEM - ALL THE WORLD'S A STAGE

POETIC DEVICES

Read the poem once again carefully and identify the figure of speech that has been used in each of the following lines from the poem.

- | | |
|--|---------------------|
| a) "All the world's a stage" - | Metaphor |
| b) "And all the men and women merely players" - | Metaphor |
| c) "And shining morning face, creeping like snail" - | Metaphor |
| d) "Full of strange oaths, and bearded like the pard," - | Metaphor |
| e) "Seeking the bubble reputation" - | Metaphor |
| f) "His youthful hose, well sav'd, a world too wide" - | Alliteration |
| g) "and his big manly voice, turning again toward childish treble" - | Metaphor |

- | | |
|---|------------------|
| 1. All the world is a stage. Describing the world as a 'stage' - | Metaphor. |
| 2. All the men and women are merely players. 'players' - | Metaphor. |
| 3. Creeping like snail . It denotes slow, hesitant walk of the child. - | Metaphor. |

- | | |
|--|---------------------|
| 4. Shining like furnace .. It describes an adolescent's sparkling skin and radiant appearance. | Metaphor |
| 5. Full of strange oaths, and bearded like the pard ,- | Metaphor |
| 6. Jealous in honour, sudden and quick in quarrel , - | Alliteration |
| 7. Even in the cannon's mouth. And then the justice ,- | Metaphor |
| 8. With eyes severe and beard of formal cut ,- | Imagery |
| 9. And so he plays his part. The sixth age shifts - | Assonance |
| 10. With spectacles on nose and pouch on side;- | Imagery |
| 11. For his shrunk shank; and his big manly voice, - | Consonance |
| 12. Sans teeth, sans eyes, sans taste, sans everything.”- | Repetition |

Pick out the words in 'alliteration' in the following lines.

- a) “and all the men and women merely players” – *Men , Merely*
- b) “And one man in his time plays many parts” – *Play, Parts*
- c) “Jealous in honour, sudden and quick in quarrel.” – *quick , quarrel*

Read the given lines and answer the questions that follow.

a) “Then a whining school boy with his satchel
And shining morning face creeping like snail
Unwilling to go to school”.

i. Which stage of life is being referred to here by the poet? Page 93

The second stage, the school boy is being referred to here by the poet.

ii. What are the characteristics of the stage?

In this stage the boy goes to school with his bag.

iii. How does the boy go to school?

The boy goes to school with his bag unwillingly. He moves towards the school as slowly as a snail.

iv. Which figure of speech has been employed in the second line?

Simile is employed in the second line.

b) “Then a soldier

Full of strange oaths, and bearded like a pard,
Jealous in honour, sudden and quick in quarrel
Seeking the bubble reputation
Even in the cannon's mouth”.....

i. What is the soldier ready to do?

The soldier is ready to quarrel. Here 'quarrel' means argument.

ii. Explain 'bubble reputation'.

'Bubble reputation' refers to glory that is short lived like a bubble.

iii. What are the distinguishing features of this stage?

In this stage the soldier is full of promises. He has a beard like a leopard. He tries to gain honour and he is quick to take up any argument. Even at the risk of his life he tries to achieve reputation which is as short lived as bubble.

c) "And then the justice

In fair round belly with good capon lin'd

With eyes sever and beard of formal cut

Full of wise saws and modern instances";

i. Whom does justice refer to?

Justice refers to man in his fifth stage.

ii. Describe his appearance.

He has a fair belly and he has become fat from eating chicken. He has a serious look and a formal beard.

iii. How does he behave with the people around him?

He behaves with the people around him as a learned man.

iv. What does he do to show his wisdom?

To show his wisdom he quotes many proverbs and modern instances.

Additional

Read the given lines and answer the questions that follow.

a) "All the world's a stage,

And all men and women are merely players

They have their exits and their entrances";

What do exits and entrances denotes?

Find out the figure of speech used here?

i. What is the world compared to?

The world is compared to a stage.

ii. According to the poet what are men and women?

According to the poet men and women are players on the stage.

iii. What are the exits and entrances?

The exits are deaths and the entrances are births.

b) "With spectacles on nose and pouch on sides;

His youthful hose, well sav'd a world too wide"

What does pouch mean?

i. Which stage of man is referred to here?

The sixth stage of man is referred to here.

ii. Describe his appearance.

He has spectacles to see and he keeps a pouch to carry money.

iii. What happens to his younger days' dress?

His younger days' dress which has been well maintained is too big for him because he has become very lean and his shanks have shrunk.

**c) "Is second childishness and mere oblivion;
Sans teeth, sans eyes, sans taste, sans everything".**

i. Which stage of man is referred to here?

The last and the seventh stage is referred to here.

ii. What is the significance of this stage?

In this stage man reaches his second childhood and he forgets everything about the past. He is losing his teeth, sight and taste one by one and finally his life too.

1. All the world's a stage and all the men and women merely players:

They have exits and entrances;

And one man in his time plays many parts,

(a) What does the poet mean by the terms 'exits and entrances'?

Ans. In this line 'exits and entrances' symbolise death and life respectively.

(b) What parallelism has the poet drawn between the stage and the world?

Ans. Stage is a platform in a theatre where actors perform their act. Similarly, life is also a theatre where men and women play their part and die.

(c) Which figure of speech has been used in the second line?

Ans. Figure of speech used in second line is 'Simile'.

2. Jealous in honour, sudden and quick in quarrel,

Seeking the bubble reputation Even in the cannon's mouth :

(a) Who is the person being described in the above lines?

Ans. The person described in the above lines is a soldier.

(b) What traits characterise this stage?

Ans. A man in this stage is fierce and can be easily provoked. He is prone to jealousy and a desire to safeguard his reputation.

(c) Explain : ‘the bubble reputation’.

Ans. Eagerness to seek reputation.

**3. At first the infant Mewling and puking in the nurse’s arms
Then the whining schoolboy, with his satchel
And shining morning face, creeping like snail.**

(a) How is the life of a person like an infant ?

Ans. As an infant a man is totally dependent. Crying and vomiting milk in the nurse’s arms.

(b) How does a schoolboy appear ?

Ans. A schoolboy appears to be sulking and unwillingly carrying his school bag to the school.

(c) The schoolboy is depicted as ‘shining’ and ‘whining’? Why?

Ans. Since he is a small boy, his face is shining and whining depicts his unwillingness to go to the school.

**4. All the world’s a stage And all the men and women merely players;
They have their exits and their entrances;
And one man in his time plays many parts,
His acts being seven ages.**

(a) Why does the poet call the world a ‘stage’?

(b) What does the poet mean by ‘exits’ and ‘entrances’?

(c) How can one man play many parts?

Ans. (a) Stage is a platform in a theatre where actors perform their parts. Similarly, life is also a performance in which men and women play different parts. These roles are preordained and are in God's power.

(b) The exits are deaths and entrances are births

(c) The various parts are the various stages in his life: Childhood, adolescence, youth, middle age and finally death.

5. At first the infant

**Mewling and puking in the nurse’s arms
Then the whining schoolboy, with his satchel
And shining morning face, creeping like snail.**

(a) How is the life of a person like an infant?

(b) How does a schoolboy appear?

(c) The schoolboy is depicted as ‘shining’ and ‘whining’ Why?

Ans. The first stage of man is of childhood an infant who cries and vomits in his nurses arms. He is helpless and depends on others for his every need. The next stage is of a school boy who carries his school bag, goes to school unwillingly and slowly like snail. At this time his face is always scrubbed and shining. But he is not a very willing student, he keeps whining and complaining.

UNIT-4 POEM – ULYSSES

FIGURES OF SPEECH

Identify the figures of speech employed in the following lines.

1. Thro' scudding drifts the rainy Hyades **Vext** the dim sea... - **Personification**
2. For always roaming **with a hungry heart** - **Metaphor**
3. And drunk delight of battle with my peers; - **Metaphor**
4.the deep Moans round with many voices. - **Metaphor**
5. To follow knowledge **like a sinking star**. - **Simile**
6. There lies the port the vessel puffs her sail - **Personification**
7. That **hoard**, and **sleep**, and **feed**, and know not me. - **Metaphor**
8. Life to the lees: all times I have enjoyed - **Metaphor**
9. Myself not least, but honoured of them all – And **drunk delight of battle** with my peers,- **Metaphor**
10. Yet all experience **is an arch** wherethrough - **Metaphor**
11. Gleams that **untravelled world**, whose margin fades - **Metaphor**
12. For some three suns to **store and hoard myself**, - **Metaphor**
13. A **rugged** people, and through soft degrees **Subdue** them to the useful and the good.- **Metaphor**
14. **The long day wanes: the slow moon climbs:** the deep Moans round with many voices.- **Metaphor.**
15. Push off, and sitting well in order **smite** - **Metaphor**
16. **The sounding furrows;** for my purpose holds - **Metaphor**
17. To sail **beyond the sunset**, and the baths - **Metaphor**

Read the sets of lines from the poem and answer the questions that follow.

1) "... I mete and dole

Unequal laws unto a savage race,

That hoard, and sleep, and feed, and know not me”.

i. What does Ulysses do?

Ulysses meets people and talks to them about the laws.

ii. Did he enjoy what he was doing? Give reasons.

He did not enjoy what he was doing. His main goal was to travel for adventure. He called his people a savage race.

2) “Yet all experience is an arch where thro’

Gleams that untravell’d world, whose margin fades

For ever and for ever when I move”

i. What is experience compared to?

Experience is compared to an arch through which one can see the unknown world.

ii. How do the lines convey that the experience is endless?

When we see through the arch, the end fades away and immediately a new sight emerges. So the experience is endless.

3) “Little remains: but every hour is saved

From that eternal silence, something more,

A bringer of new things; and vile it were”

i. How is every hour important to Ulysses?

Ulysses wants to utilise whatever time is left with him. So every hour is important to him.

ii. What does the term ‘Little remains’ convey?

The term ‘Little remains’ conveys that only little time is left with Ulysses because he is already old

4) “This is my son, mine own Telemachus,

To whom I leave the sceptre and the isle

Well-loved of me”,

i. Who does Ulysses entrust his kingdom to, in his absence?

In his absence, Ulysses entrusts his kingdom to his son Telemachus.

ii. Bring out the significance of the ‘sceptre’.

Sceptre is the decorated staff carried by kings. It is a symbol of kingly power.

5) “That ever with a frolic welcome took

The thunder and the sunshine, and opposed”

i. What do ‘thunder’ and ‘sunshine’ refer to?

‘Thunder’ and ‘sunshine’ refer to the easy and difficult situations they meet when they travel.

ii. What do we infer about the attitude of the sailors?

Sailors are ready to accept any situation on the way. They have positive attitude.

**6) “Death closes all: but something ere the end,
Some work of noble note, may yet be done,
Not unbecoming men that strove with Gods”.**

i. The above lines convey the undying spirit of Ulysses. Explain.

Ulysses has a strong and determined mind to travel. He will not be frightened of any difficult Situation on the way.

ii. Pick out the words in alliteration in the above lines.

noble – note.

**7) “.....for my purpose holds
To sail beyond the sunset, and the baths
Of all the western stars, until I die”.**

i. What was Ulysses’ purpose in life?

Ulysses’ purpose in life was to travel to unknown lands.

ii. How long would his venture last?

His venture would last till his death.

**8. “One equal temper of heroic hearts,
Made weak by time and fate, but strong in will
To strive, to seek, to find, and not to yield”.**

i. Though made weak by time and fate, the hearts are heroic. Explain.

Ulysses and the sailors may be weak due to the age and their fate but they all have a very strong will.

ii. Pick out the words in alliteration in the above lines.

heroic – hearts; weak – will; strive – seek.

**9) “I will drink
Life to the lees; All times have enjoyed
Greatly, have suffer’d greatly both with those”**

i) How does Ulysses want to live?

He wants to live his life to the fullest.

ii) Describe the experiences of Ulysses.

Ulysses has enjoyed greatly and suffered also greatly.

**10) “For always roaming with a hungry heart
Much have I seen and known; cities men
And manners, climates, councils, governments”**

i) How did Ulysses go around?

He always went around with a hungry heart. He wanted to explore new places.

ii) What did Ulysses come to know out of his vast travel?

Ulysses came to know different cities, their men, manners, climate and the types of governments.

**11) “Well-loved of me, discerning to fulfil
This labour, by slow prudence to make mild
A rugged people, and thro’ soft degrees”**

i) Who is well-loved of Ulysses?

Telemachus, his son is well-loved of Ulysses.

ii) What is the labour mentioned here?

The labour mentioned here is ruling the people

UNIT 5 A FATHER TO HIS SON

Read the lines given below and answer the questions that follow.

a) “Life is hard; be steel; be a rock.”

i) How should one face life?

One should face life by being like a rock.

ii) Identify the figure of speech in the above line.

Metaphor.

b) Life is a soft loam; be gentle; go easy,

And this too might serve him.”

i) Why does the poet suggest to take life easy?

Life is like a fertile soil. We can make our life fruitful by being gentle and taking life easy.

ii) Identify the figure of speech in the above line. Metaphor.

c) Tell him solitude is creative if he is strong

and the final decisions are made in silent rooms.

i) Can being in solitude help a strong human being? How?

Yes. Being in solitude helps a strong human being to introspect and make final decisions.

ii) Identify the figure of speech in the above line. **Transferred Epithet**

d) Tell him time as a stuff can be wasted.

Tell him to be a fool every so often

i) Why does the poet suggest that time can be wasted?

Time can be wasted for leisure.

ii) Identify the figure of speech in the above line. **Repetition.**

e) Tell him to be a fool ever so often

and to have no shame over having been a fool

yet learning something out of every folly

hoping to repeat none of the cheap follies

i) Is it a shame to be a fool at times?

No, it is not a shame to be a fool at times. But follies should not be repeated.

ii) What does one learn from every folly?

One learns some lessons from every folly and hopes not to repeat anyone of the folies.

f) “ - - - - - Free imaginations

Bringing changes into a world resenting change”.

i) How does free imagination help the world?

Free imagination helps the world by introducing changes.

ii) Identify the figure of speech. **Transferred epithet.**

g) Pick out the alliterated words from the poem and write.

And this might stand him for the storms - stand – storms

f) And this might stand him for the storms

and serve him for humdrum monotony

i) What might stand the poet's son for the storms?

Being like a hard rock might stand for the poet's son while facing the challenges of life.

ii) Give the meaning of the phrase 'humdrum monotony'.

The phrase 'humdrum monotony' means boring routine.

i) **The growth of a frail flower in a path up
has sometimes shattered and split a rock**

i) What has sometimes split a rock?

The growth of a tender flower has sometimes split the rock.

ii) Write the words in alliteration in these lines.

frail – flower ; sometimes – shattered – split.

j) **So does a rich soft wanting**

Without rich wanting nothing arrives

i) What does the poet mean by the second line?

Without the desire to earn sufficient money, one cannot satisfy one's basic needs for survival.

ii) Identify the figure of speech. **Repetition.**

k) **Tell him too much money has killed men**

And left them dead years before burial

i) What happened to the people who wanted too much money?

Too much money has left men dead before their burial.

ii) Write the words in alliteration in the above lines.

much – money – men ; before – burial

l) **Tell him to be different from other people**

if it comes natural and easy being different

i) What are the poet's thoughts on being different?

The poet thinks that instead of being one among many, his son should stand different if it is natural and easy.

ii) What condition does the poet lay for being different?

The poet's son can be different if that is his nature.

m) Let him have lazy days seeking his deeper motives

Let him seek deep for where he is born natural

i) Why does the poet advise his son to have lazy days?

The poet advises his son to have lazy days for finding his deeper motives and inherent talents.

ii) What is the figure of speech employed in the first line? **Transferred Epit.**

UNIT-6 INCIDENT OF THE FRENCH CAMP

Read the lines given below and answer the questions that follow:

a) "Legs wide, arms locked behind,

As if to balance the prone brow

Oppressive with its mind".

i. Whose action is described here?

Napoleon's action is described here.

ii. What is meant by prone brow?

The phrase, 'prone brow' means eye brow inclined downward. It conveys anxiety and concern.

iii. What is his state of mind? Napoleon was anxious.

b) 'You're wounded!' 'Nay', his soldier's pride

Touched to the quick, he said:

i. Why did the boy contradict Napoleon's words?

The boy felt proud to die for his country. So he contradicted Napoleon's words by saying that he

Was killed and not wounded.

ii. Why was his pride touched?

His pride was touched to the quick when Napoleon said that he was wounded.

c) "A film the mother-eagle's eye

When her bruised eaglet breathes"

i. Who is compared to the mother eagle in the above lines?

Napoleon is compared to the mother

ii. Explain the comparison.

The concerned mother eagle sees her bruised eagle that breathes painfully. Likewise Napoleon Worriedly looks at the wounded soldier.

d) "Just as perhaps he mused, 'My plans'

That soar, to earth may fall,

Let once my army leader Lannes

Waver at yonder wall".

i. Why did Napoleon think that his plans that soared might fall to earth?

Napoleon was anxious about the result as Austrians were defending Ratisbon. So he feared that his plans that soared might fall to earth.

ii. Find the rhyme scheme of the above lines. **abab.**

e) "Out 'twixt the battery - smokes there flew

A rider, bound on bound Full - galloping".

i. Who was riding at his fastest?

A young soldier was riding at his fastest.

ii. What does the phrase 'Full-galloping' mean?

The phrase, 'Full-galloping' means the horse running at its fastest.

f) You hardly could suspect

(So tight he kept his lips compressed scarce any blood came through)

i. What could one hardly suspect?

One could hardly suspect that he was wounded.

ii. Why did the young soldier keep his lips compressed?

The young soldier kept his lips compressed to prevent the flow of blood from his mouth.

iii. What happened to the rider?

He was wounded in the war.

g) “And you’ll be there anon,

To see your flag - bird flap his vans

When I, to heart’s desire

Perched him”!

i. Who does ‘you’ refer to?

‘You’ refers to Napoleon.

ii. Who hoisted the flag? Where?

The young soldier hoisted the flag in the market-place.

QUESTION NUMBER 21-26 POEM APPRECIATION QUESTIONS PRACTICE QUESTIONS

SET-1 TO 16

SET-1

Read the following sets of poetic line and answer any four from it.

(4×2=8)

21. “Our gates are strong, our walls were thick.

So smooth and high, no man could win”

a) How safe was the castle?

b) What was the firm belief of the soldier?

22. A creeper climbs, in whose embrace bound

No other tree could live”.

a) Which tree is referred to in the above lines?

b) How does the tree survive the tight hold of the creeper?

23. Then the whining school boy, with his sachel

And shining morning face, creeping like snail unwillingly to school”.

a) Which stage of life is being referred to here by the poet?

b) What are the characteristics of this stage?

24.for my purpose holds.

To sail beyond the sunset, and the baths

Of all the western stars, until I die.

a) What was Ulysses' purpose in life?

b) How long would his venture last?

25. 'Let him have lazy days seeking his deeper motives

Let him seek deep for where he is born natural"

a) Why does the son need lazy days?

b) What is the figure of speech used here?

26. "A film the mother eagle's eye

When her bruised eaglet breathes"

a) Who is compared to the mother eagle in the above lines?

b) What are the alliterated words

SET-2

Read the following sets of poetic line and answer any four from it.

(4×2=8)

21. There was a little private gate

A little wicked wicket gate

(a) What is the poetic device used in the second line?

(b) Where was the private gate?

22. And the enemy half a mile away

They seemed no threat to us all

(a) Were the soldiers scared of the enemy?

(b) How far were the enemies away from the castle?

23. With our arms and provender, load on load our towering
battlements, tier on tier.

(a) What does the poet mean by 'tier'?

(b) What were there with them?

24. Like a huge python, winding round and round

The rugged trunk, indented deep with scars

(a) What is a python?

(b) What is the figure of speech employed here?

25.and flowers are hung

In crimson clusters all the boughs among,

Whereon all day are gathered bird and bee;

(a) What attracts birds and bees?

(b) What kind of imagery is used in the second line?

26. And oft at nights the garden overflows

With one sweet song that seems to have no close

Sung darkling from our tree, while men repose.

(a) What kind of imagery is used in the first line?

(b) Comment on the poet's love for detail.

SET-3

Read the following sets of poetic line and answer any four from it.

(4×2=8)

21. For what, we thought, had we to fear

With our arms and provender, load on load

(a) Why were the soldiers confident that they were safe?

(b) Pick out the alliterated words.

22. **Unknown, yet well known to the eye of faith**

Ah, I have heard that wail far, far away

In distant lands, by many a sheltered bay

(a) What does the 'wail' denote?

(b) What is the poetic device employed here?

23. **All the world's a stage**

And all the men and women merely players

(a) What is the world compared to?

(b) Which figure of speech has been used in the second line?

24. **Like a huge python, winding round and round**

The rugged trunk, indented deep with scars

(a) What is a python?

(b) What is the figure of speech employed here?

25. **Thro' scudding drifts the rainy Hyades Vext the dim sea: I am
become a name**

(a) What is meant by Hyades?

(b) Identify the figure of speech employed here.

26. **You're wounded! 'Nay', his soldier's pride**

Touched to the quick he said:

(a) Why did the boy contradict Napoleon's words?

(b) Why was his pride touched?

SET-4

Read the following sets of poetic line and answer any four from it.

(4×2=8)

21. **"Our gates were strong, our walls were thick,
So smooth and high, no man could win".**

(a) How safe was the castle?

(b) What was the firm belief of the soldiers?

22. **Unknown, yet well known to the eye of faith**

Ah, I have heard that wail far, far away

In distant lands, by many a sheltered bay

(a) What does the 'wail' denote?

(b) What is the poetic device employed here?

23. **All the world's a stage**

And all the men and women merely players

(a) What is the world compared to?

(b) Which figure of speech has been used in the second line?

24. **"The giant wears the scarf, and flowers are hung
In crimson clusters all the bough among----"!**

(a) Who is the giant here?

(b) Why is the scarf colourful?

25. **"Yet all experience is an arch wherethro'**

Gleams that untravell'd world, whose margin fades

For ever and for ever when I move".

(a) What is experience compared to?

(b) How do the lines convey that the experience is endless?

26. **Tell him solitude is creative if he is strong**

And the final decisions are made in silent rooms

- (a) Can being in solitude help a strong human being?
(b) Identify the figure of speech in the above line.

SET-5

Read the following sets of poetic line and answer any four from it.

(4×2=8)

21. **There was a little private gate**

A little wicked wicket gate

- (a) What is the figure of speech used in the second line?
(b) What do you mean by 'wicked wicket gate'?

22. **All the world's a stage**

And all the men and women merely players

- (a) Identify the poem and the poet.
(b) What does the poet mean by the terms 'exits and entrances'?

23. **Thy form, O Thee, as in my happy prime**

I saw thee, in my own loved native clime

- (a) What do you mean by the term 'native clime'?
(b) What is the poetic device used here?

24. **.....I mete and dole**

Unequal laws unto a savage race

- (a) Pick out the assonance words in the second line.
(b) What does Ulysses do?

25. **'Tell him as a stuff can be wasted**

Tell him to be a fool every so often

- (a) Why does the poet suggest that time can be wasted?
(b) Identify the figure of speech used here.

26. **You're wounded! 'Nay! His soldier's pride**

Touched to the quick, he said

- (a) Write out the words of alliteration.
(b) For what reason was his pride touched?

SET-6

Read the following sets of poetic line and answer any four from it.

(4×2=8)

21. **A film the mother eagle's eye**

When her brusied eaglet breathes

- (a) What is the figure of speech employed in the above lines?
(b) Explain the comparison.

22. **Life is a soft loam, be gentle go easy**

And this too might serve him.

- (a) Why does the poet suggest to take life easy?
(b) Mention the figure of speech used here.

23. **A rugged people, and thro' soft degrees**

Subdue them useful and the good.

- (a) What do you mean by 'subdue'?
(b) What is the literary device used here?

24. **Jealous in honour, sudden and quick in quarrel,**

Seeking the bubble reputation

- (a) Pick out the alliterated words. (b) Explain 'bubble reputation'.

25. **And far and near kokilas hail the day
And to their pastures wend our sleepy cows;**

- (a) What do kokilas do?
- (b) Identify the poetic device used here.

26. **The castle was lost without a groan
The famous citadel overthrown**

- (a) What happened to the castle?
- (b) Write the rhyming words.

SET-7

Read the following sets of poetic line and answer any four from it.

(4×2=8)

21. **Is second childishness and more oblivion
sans teeth, sans eyes, sans taste, sans everything**

- (a) Which stage of man is referred to here?
- (b) Give the meaning of the word, 'sans'.

22. **Legs wide, arms locked behind
As if to balance the prone brow.**

- (a) Whose action is described here?
- (b) What is meant by the phrase, 'prone brow'?

23. **A creeper climbs in whose embraces bound
No other tree could live.**

- (a) How does the tree survive the tight hold of the creeper?
- (b) Pick out the words in alliteration.

24. **Tell him to the different from other people
if it comes natural and easy being different.**

- (a) What are the poet's thoughts on being different?
- (b) What condition does the poet lay for being different?

25. **We could do nothing, being sold**

- (a) Why couldn't they do anything?
- (b) Why did they feel helpless?

26. **Little remains : but every hour is saved
From that eternal silence, something more
A bringer of new things and vile it were**

- (a) How is every hour important to Ulysses?
- (b) What does the term 'Little remains' convey?

SET-8

Read the following sets of poetic line and answer any four from it.

(4×2=8)

21. **The giant wears the scarf, and flowers are hung
In crimson clusters all the bough among**

- (a) What is the poetic device employed in the above lines?
- (b) Why is the scarf colourful?

22. **There was a little private gate
A little wicked wicket gate**

- (a) What does the wicked gate mean?
- (b) Mention the figure of speech used here.

23. **A film the mother – eagle's eye**

When the bruised eaglet breathes .

- (a) Who is compared to the mother eagle?
(b) Explain the compassion.

24. **For his shrink – shank and his big manly voice**

Turning again towards childish treble, pipes

- (a) Pick out the alliterated words. (b) Explain 'shrink - shank'.

25. **That ever with a frolic welcome took**

The thunder and the sunshine and opposed

- (a) What do 'thunder' and 'sunshine' refer to?
(b) What do we infer about the attitude of the sailors?

26. **Tell him time as a stuff can be wasted**

Tell him to be a fool every so often

- (a) Why does the poet suggest that time can be wasted?
(b) Write the poetic device employed in the above lines.

SET-9

Read the following sets of poetic line and answer any four from it.

(4×2=8)

21. **How can this shameful tale be told?**

I will maintain until my death.

- (a) Whom does 'I' refer to?
(b) What is the figure of speech used in the first line?

22. **What is that dirge - like murmur that I hear**

Like the sea breaking on the shingle - beach

- (a) What does the poet compare the murmur to?
(b) Mention the figure of speech used here.

23. **All the world's a stage**

And all the men and women merely players

- (a) Why does the poet compare the world to a stage?
(b) Write out the alliterated words..

24. **Though scudding drifts the rainy Hyades**

Vexed the dim sea : I am become a name

- (a) What is 'Hyades'?
(b) Mention the figure of speech employed in the above line.

25. **The growth of a frail flower in a path up**

Has sometimes shattered and split a rock

- (a) What does a frail flower do?
(b) Write out the words of alliteration in the second line.

26. **Legs wide arms locked behind**

As if to balance the prone brow

- (a) What is meant by prone brow?
(b) Write the words of alliteration.

SET-10

Read the following sets of poetic line and answer any four from it.

(4×2=8)

21. **You know we French stormed Ratisbon**

- (a) By whom was Ratisbon stormed?
(b) What is the figure of speech used in the above line?

22. free imaginations

Bringing changes into a world resenting change

- (a) How does free imagination help the world?
- (b) Mention the poetic device used here.

23. **To follow knowledge like a sinking star**

Beyond the utmost bound of human thought

- (a) How is the comparison made here?
- (b) Write out the alliterated words..

24. **Seeking the bubble reputation**

- (a) What is 'Bubble reputation'?
- (b) Mention the figure of speech employed in the above line.

25. **By that hoar tree, so beautiful and vast,**

The water lilies spring, like snow enmassed.

- a) What does 'hoar' mean?
- b) What is the figure of speech employed here?

26. **Our only enemy was gold**

- a) What is the real enemy?
- b) Write the words of assonance.

SET-11

Read the following sets of poetic line and answer any four from it.

(4×2=8)

21. **Oh then our maze of tunneled stone**

Grew thin and treacherous as air

- (a) What is meant by 'treacherous'?
- (b) What is the figure of speech used in the first line?

22. **Up to its very summit near the stars**

A creeper climbs, in whose embraces found

- a) Who embraces whom?
- b) Mention the poetic device used in the first line.

23. **Sighing like furnace, with a woeful ballad**

Made to his mistress' eyebrow

- (a) What does 'woeful ballad' mean?
- (b) Mention the figure of speech.

24. **One equal temper of heroic hearts**

Made weak by time and fate, but strong in will

- (a) Explain the second line.
- (b) Write out the words of alliteration in the first line.

25. **Tell him to be alone often and get at himself**

And above all tell himself no lies about himself

- (a) Does the father motivate telling lies?
- (b) What is the poetic device employed here?

26. **Let once my army-leader Lannes**

Waver at yonder wall

- (a) Who is Lannes?
- (b) Write the words of alliteration.

SET-12**Read the following sets of poetic line and answer any four from it.****(4×2=8)**

21. "Out gates were strong, our walls were thick,
So much and high, no man could win"

- a) How safe was the castle?
- b) What was the firm belief of the soldiers?

22. "A creeper climbs, in whose embrace bound
No other tree could live."

- a) Which tree is referred to in the above lines?
- b) How does the tree survive the tight hold of the creeper?

23. "Then the whining school boy, with his satchel
And shinning morning face, creeping like snail unwillingly to school."

- a) Which stage of life is being referred to here by the poet?
- b) What are the characteristics of this stage?

24. _____ for my purpose holds,
To sail beyond the sunset, and the baths
Of all the western stars, until I die.

- a) What was Ulysses' purpose in life?
- b) How long would his venture last?

25. "Let him have lazy days seeking his deeper motives
Let him seek drop for where he is born natural"

- a) Why does the son need lazy days?
- b) What is the figure of speech used here?

26. "A film the mother eagle's eye
When her bruised eaglet breathes"

- a) Who is compared to the mother eagle in the above lines?
- b) What are the alliterated words?

SET-13**Read the following sets of poetic line and answer any four from it.****(4×2=8)**

21. All through the summer at ease we lay,
And daily from the turret wall
We watched the mowers in the hay.

- i) Who does 'we' refer to?
- ii) How did the soldiers spend the summer days?

22. The giant wears the scarf, and flowers are hung
In crimson clusters all the boughs among

- i) Who is the giant here?
- ii) Why is the scarf colourful?

23. And then the lover,
Sighing like furnace, with a woeful ballad
Made to his mistress eyebrow.

- i) Why is the lover sighing like furnace?
- ii) Why is the ballad woeful?

24. Death closes all: but something ere the end,
Some work of noble note, may yet be done,

Not unbecoming men that strove with Gods.

- i) The above lines convey the undying spirit of Ulysses. Explain.
- ii) Pick out the words in alliteration in the above lines.

25. "Life is hard; be steel; be a rock."

- i) How should one face life?
- ii) Identify the figure of speech in the above line.

**26. Legs wide, arms locked behind,
As if to balance the prone brow
Oppressive with its mind.**

- i) Whose action is described here?
- ii) What is meant by prone brow?

SET-14

Read the following sets of poetic line and answer any four from it.

(4×2=8)

21. How can this shameful tale be told?

I will maintain until my death.

- i) What does the speaker refer to a shameful tale?
- ii) Why does the speaker keep it with himself?

22. Beneath it we have played though years may roll,

O sweet companions, loved with love intense,

- i) Who is the speaker?
- ii) Who does 'we' refer to?
- iii) Where did they play?

**23. The sixth age shifts
into the lean and slipper'd pantaloons.**

- i) What is the sixth stage of man?
- ii) What does lean and slippered pantaloons mean?

24.All times I have enjoyed

**Greatly, have suffer'd greatly, both with those
That loved me, and alone.**

- i) Who is the speaker?
- ii) Why did he suffer and enjoy?
- iii) Who are those who loved him?

**25. Tell him too much money has killed men
and left them dead years before burial:**

- i) What is the advise given here?
- ii) How does it affect life?

**26. So tight he kept his lips compressed,
Scarce any blood came through**

- i) Why did 'he' keep his lips tight?
- ii) What happened to him?

SET-15

Read the following sets of poetic line and answer any four from it.

(4×2=8)

21. **Last scene of all,**

That ends this strange eventful history.

i) What is the last scene described?

ii) What does 'oblivion' mean?

22. **And this might stand him for the storms**

i) What is 'this' in the above line?

ii) How does 'this' help him?

23. **What could they offer us for bait?**

Our captain was brave and we were true.

i) Who could offer for bait?

ii) Would they accept it?

24. **Ah, I have heard that wail far, far away**

In distant lands.

i) Who is waiting?

ii) Where is the wail heard?

25. **One equal temper of heroic hearts,**

Made weak by time and fate, but strong in will

To strive, to seek, to find, and not to yield.

i) Made weak by time and fate, but strong in will. Explain.

ii) Pick out the words in alliteration in the above lines.

26. **Perched him!' The Chief's eye flashed; his plans**

Soared up again like fire.

i) Who is the chief referred here?

ii) Why did his eye flashed?

SET-16

Read the following sets of poetic line and answer any four from it.

(4×2=8)

21. **The cause was lost without a groan.**

i) What was the cause?

ii) Why was it lost?

iii) What is the significance of the sentence?

22. **The growth of a frail flower in a path up**

has sometimes shattered and split a rock

i) What advice is referred here?le.

ii) How does it help the son?

23. **It may be we shall touch the Happy Isles,**

And see the great Achilles, whom we knew.

i) What is the desire of the speaker?

ii) Explain the lines.

24. **Tell him to be different from other people**

if it comes natural and easy being different.

i) What does the narrator advise?

ii) How can one be different from others?

25. **Full - galloping: nor bridle drew**

Until he reached the mound.

i) Who was galloping?

ii) Why was he in a hurry?

26. **We could do nothing, being sold.**

i) Why couldn't they do anything?

ii) Why did they feel helpless?

Padasalai