



SSC Question Bank By Education Department Section 03 Poetry With Answers

SET 1: Q. 3 POETRY (10 Marks)

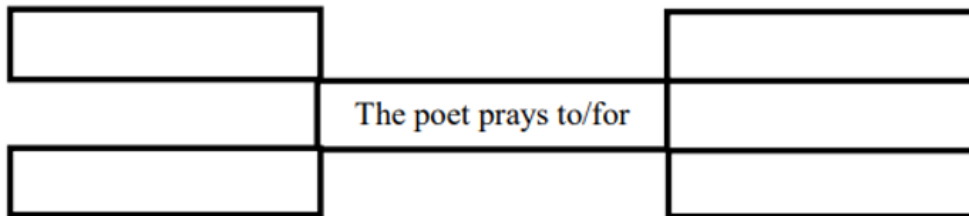
Q.3 (A) Read the following extract and do the given activities. (5 Marks)

A Teenager's Prayer

Each day brings new beginnings,
Decisions I must make.
I am the only one to choose
The road that I will take.
I can choose to take the road of life,
That leads to great success
Or travel down the darkened road,
That leads to great distress.
Please open up my eyes, dear Lord,
That I might clearly see Help me stand for what is right,
Bring out the best in me. Help,
Lord, to just say "no" When temptation comes my way,
That I might keep my body clean
And fit for life each day.
When my teenage years are over,
I know that I will see
That life is lived its very best
With you walking next to me.

- J. Morse

A1 Complete the web. (02)



Ans:

To the God for help to
keep my body clean
And fit for life each day.

To the God for choose to
take the road of life,
That leads to great success

The poet prays to/for..

to the God for Help him stand
for what is right.

to the God for help to just say
“no” When temptation comes
his way

A2 Complete the given lines: (02)

a) Help me _____

b) That I might _____

Ans:

a) Help me stand for what is right

b) That I might keep my body clean

And fit for life each day.

A3 Write at least two pairs of rhyming words from the poem. (01)

i) make - take,

ii) success - distress

Q.3 B Appreciation of the poem. (5 Marks)

Read the poem 'Teenagers Prayer' and write an appreciation of it with the help of the given points:

1. Title
2. Poet
3. Figure of speech
4. Rhyme Scheme
5. Central idea.

Ans:

- **Title** - A Teenager's Prayer
- **Poet/Poetess** - J Morse
- **Rhyme Scheme** - abcb
- **Figure of speech** - Apostrophe, Alliteration
- **Theme/Central Idea**

It is a prayer by a teenager Teenage is very important age in everyone's life. A teen ager has to choose his/her road of life. The poet tells that the god can show him / her the right path.

SET 2: Q. 3 POETRY (10 Marks)

Q.3 (A) Read the following extract and do the given activities. (5 Marks)

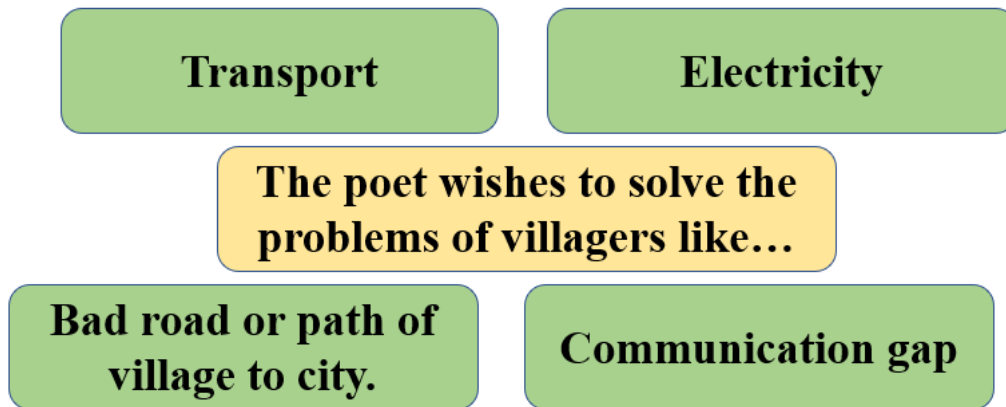
Basketful of Moonlight

O moon,
give me moonlight,
basketful or two baskets full,
with seeds of moonlight.
From the city to my village,
on the sides of the path
I want to sow many,
small, small moons of light.
The whole village goes to the city
daily to work.
It becomes dark on its way back
as my village is quite far.
The route is tough and full of
snakes and scorpions.
Neither bus nor cart plies.
When my father returns home.
I am asleep.
And he goes back early in the morning
while I am sleeping
O moon
give me a basketful of moonlight
on loan.
I want to light the dark route
so that my father returns early.
I too want to hear fairy tales
and stories from him.
O moon,
give me a basketful of moonlight.
I want to sow seeds of moon
on the sides of the path
- **Sunil Sharma (Translated from Dogri)**

A1 Complete the web: (02)

	The poet wishes to solve the problems of villagers like...	

Ans:



A2 State whether the following statements are true or false.(02)

a) There are many buses to return for the villages.

false

b) It is very dark on its way back to the village.

true

c) The poet wants his father to return early.

true

d) The poet wants to play with his father on his return.

false

A3 Name the figures of speech in the given lines: (01)

a) I want to sow many small, small, moons of light.

Repetition

b) I want to sow seeds of moon on the sides of path.

Alliteration

Q.3 B Appreciation of the poem

Read the poem 'Basketful of Moonlight' and write an appreciation of it with the help of the given points:

1. Title
2. Poet
3. Figure of speech
4. Rhyme Scheme
5. Central idea.

Ans:

Title - Basketful of Moonlight

- **Poet/Poetess** - The poet of the poem Sunil Sharma.
- **Rhyme Scheme** - There is no rhyme scheme in this poem.

This poem is 'free verse'

- **Figure of speech** - Repetition, alliteration, apostrophe
- **Theme/Central Idea** - This poem is a request of a child to the moon. The child requests it to give him one or two basketful of seeds of moonlight. He wishes to sow the small moons of light along the roads from city to village. So his father will come home early and tell him stories. Poet describes villager's life which is full of dangers and child's love for his father.

SET 3: Q. 3 POETRY (10 Marks)

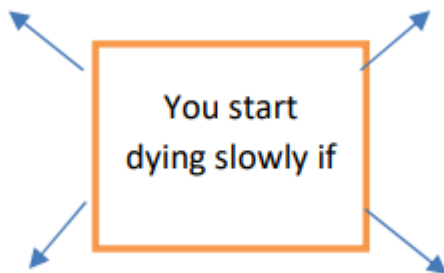
Q.3 (A) Read the following extract and do the given activities. (5 Marks)

You Start Dying Slowly

If you do not travel,
If you do not read,
If you do not listen to the sounds of life,
If you do not appreciate yourself.
You start dying slowly...
When you kill your self-esteem;
When you do not let others help you.
You start dying slowly...
If you become a slave of your habits,
Walking every day on the same paths...
If you do not change your routine,
If you do not wear different colours
Or you do not speak to those you don't know.
You start dying slowly...
If you avoid to feel passion
And their turbulent emotions;
Those which make your eyes glisten
And your heart beat fast.
You start dying slowly...
If you do not change your life
when you are not satisfied with your job,
or with your love,
If you do not risk what is safe,
for the uncertain,
If you do not go after a dream,
If you do not allow yourself,
At least once in your lifetime,
To run away from sensible advice...

- Pablo Neruda

A1 Complete the web: (02)



Ans:

You start dying slowly if...

1. If you do not travel,
2. If you do not read,
3. If you do not listen to the sounds of life,
4. If you do not appreciate yourself.

A2 Fill in the describing words in the space given: (02)

_____ advice

_____ emotions

_____ paths

_____ colours

Ans:

Sensible - advice

Turbulent - emotions

Same - paths

Different - colours

A3. Pick out a line from the poem and write down with a figure of speech it describes. (1)

Ans:

Line: You start dying slowly...

Figure of speech: Repetition

Q.3 B Appreciation of the poem. (5 Marks)

Read the poem 'You start Dying Slowly' and write an appreciation of it with the help of the given points:

1. Title
2. Poet
3. Figure of speech
4. Rhyme Scheme
5. Central Idea

Ans:

- **Title** - 'You start dying slowly'
- **Poet/Poetess** - Pablo Neruda
- **Rhyme Scheme** - There is no rhyme scheme in the poem. This poem is 'free verse'.
- **Figure of speech** - Apostrophe, Repetition, Antithesis
- **Theme/Central Idea** - The poet is telling us to do new things everyday and avoid negative thoughts and always be positive. We should enjoy each and every moment of our life. Trust yourself and love what you do.

SET 4: Q. 3 POETRY (10 Marks)

Q.3 (A) Read the following extract and do the given activities.

The Twins

In form and feature, face and limb,
I grew so like my brother,
That folks got taking me for him,
And each for one another.
It puzzled all our kith and kin,
It reached a fearful pitch;
For one of us was born a twin,
Yet not a soul knew which.
One day, to make the matter worse,
Before our names were fixed,
As we were being washed by nurse,
We got completely mixed;
And thus, you see, by fate's decree,
Or rather nurse's whim,
My brother John got christened me,
And I got christened him.
This fatal likeness even dogged
My footsteps, when at school,
And I was always getting flogged,
For John turned out a fool.
I put this question, fruitlessly,
To everyone I knew,
'What would you do, if you were me,
To prove that you, were you?'
Our close resemblance turned the tide
Of my domestic life,
For somehow, my intended bride
Became my brother's wife.
In fact, year after year the same
Absurd mistakes went on,
And when I died, the neighbours came
And buried brother John.
- Henry Sambrook Leigh

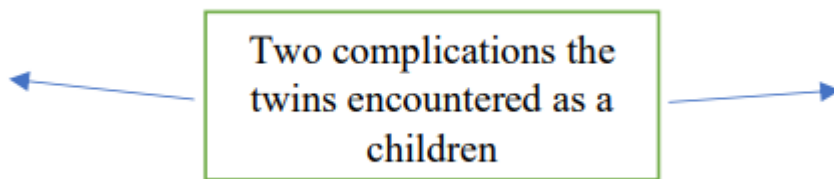
A1 Complete the following: (02)

- a) The twins were similar to each other in _____ and _____.
- b) The main characters in the poem are _____ and _____.

Ans:

- a) The twins were similar to each other in **In form and feature and face and limb**.
- b) The main characters in the poem are **narrator and his brother John**.

A2 Complete the web: (02)



Ans:

1. That folks got taking narrator for him,
And each for one another.
2. It puzzled all their kith and kin,
3. When at school narrator was always
getting flogged, For John turned out a
fool.

A3 Identify the figure of speech mentioned in the given lines. (Any one) (01)

- a) As we were being washed by nurse.
- b) For one of us was born a twin.

Ans:

- a) As we were being washed by nurse. **Alliteration**
- b) For one of us was born a twin. **Hyperbole**

Q.3(B) Appreciation of the poem: (5 Marks)

Read the poem 'The Twins' and write an appreciation of it with the help of the given points:

1. Title
2. Poet
3. Figure of speech
4. Rhyme Scheme
5. Central Idea

Ans:

- **Title** - The Twins
- **Poet/Poetess** - Henry S. Leigh.
- **Rhyme Scheme** - The rhyme scheme of the poem is abab cdcd.
- **Figure of speech** - Alliteration, hyperbole
- **Theme/Central Idea** - The central idea of the poem is confusion between identical twins and because of this the poet faces various problems throughout his life.

Read Also: [Grammatical Examples for Class 12th Board Exam](#)

SET 5: Q. 3 POETRY (10 Marks)

Q.3 (A) Read the following extract and do the given activities. (5 Marks)

If ...

If you can dream—and not make dreams your master;
If you can think—and not make thoughts your aim;
If you can meet with Triumph and Disaster
And treat those two impostors just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build 'em up with worn-out tools:
If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: 'Hold on!'
If you can talk with crowds and keep your virtue,
Or walk with Kings—nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And—which is more—you'll be a Man, my son!

A1 Complete the following: (02)

a. If you can trust yourself when all men doubt you, _____

But make allowance for their doubting too;

b. If you can fill the unforgiving minute _____

With sixty seconds' worth of distance run,**A2 Match the following: (02)**

A B

- a. virtue a. enemy
b. foe b. behaviour displaying high moral standards

Ans:

1. **Virtue: behavior displaying high moral standards.**
2. **Foe: enemy**

A3. Pick out a line that indicates personification. (01)

Ans:

If you can meet with Triumph and Disaster

And treat those two imposters just the same;

Q.3 B Appreciation of the poem. (5 Marks)

Read the above poem 'If.....' and write an appreciation of it with the help of the given points:

1. Title
2. Poet
3. Figure of speech
4. Rhyme Scheme
5. Central Idea

Ans:

- **Title** - If
- **Poet/Poetess** - Rudyard Kipling.
- **Rhyme Scheme** - The rhyme scheme of the first stanza is 'aaaabcbcb'.
- **Figure of speech** - Antithesis
- **Theme/Central Idea** - The central idea of the poem is that the father of the poet advises

his son about life. We should keep our head cool when someone doubt or blame. We should trust ourselves and should not give way to hating.

SET 6: Q. 3 POETRY (10 Marks)

Q.3 (A) Read the following extract and do the given activities. (5 Marks)

Stopping by Woods on a Snowy Evening

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods, fill up with snow.
My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.
He gives his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.
The woods are lovely, dark and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

A1 Complete the following: (02)

a. He will not see me stopping here _____

To watch his woods fill up with snow.

b. He gives his harness bells a shake _____

To ask if there is some mistake.

A2 Explain the line: 'But I have promises to keep.' (02)

Ans: He is supposed to discharge his duties on time.

A3 Fill in with the rhyming words: (01)

a. here - _____ b. shake - _____

a. here - **queer** b. shake - **flake**.

Q.3 B Appreciation of the poem. (5 Marks)

Read the poem 'Stopping by Woods on a Snowy Evening' and write an appreciation of it with the help of the given points:

1. Title
2. Poet
3. Figure of speech
4. Rhyme Scheme
5. Central Idea

Ans:

- **Title** - Stopping by the Woods on a Snowy Evening
- **Poet/Poetess** - Robert (Lee) Frost
- **Rhyme Scheme** - The rhyme scheme of the first three stanzas is 'aaba'.
- **Figure of speech** - Inversion, alliteration
- **Theme/Central Idea** - This poem is about taking time to appreciate the beauty and wonder of nature. The

theme revolves around the poet's philosophy, the stranger here is really sad and would love to stay in the woods where he is all alone away from the rest of the world.

Read Also: [Clauses Expand the sentences](#)

SET 7: Q. 3 POETRY (10 Marks)

Q.3 (A) Read the following extract and do the given activities. (5 Marks)

The World is Mine (Extract 1)

Today on a bus, I saw a lovely girl with silken hair
I envied her, she seemed so gay, and
I wished I was so fair
When suddenly she rose to leave,
I saw her hobble down the aisle
She had one leg and wore a crutch,
but as she passed -a smile
O God forgive me when I whine
I have two legs; the world is mine
And then I stopped to buy some sweets,
The lad who sold them had such charm
I talked with him , he seemed so calm ,and
if I were late, it would do no harm,
And as I left he said to me
“I thank you, you have been so kind”
It’s nice to talk with folks like you.
You see, I’m blind

O God forgive me when I whine
I have two eyes; the world is mine

The World is Mine (Extract 2)

Later walking down, the street, I saw a child with eyes of blue
He stood and watched the others play; it seemed he knew not what to do
I stopped a moment, then I said, why don’t you join the others dear”
He looked ahead without a word, and then I knew he could not hear
O God forgive me then I whine
I have two ears, the world is mine
With legs to take me where I’ll go
With eyes to see the sunset’s glow
With ears to hear what I would know
O God forgive me when I whine
I’m blessed; indeed, the world is mine

A1 Complete the following: (02)

- a. When suddenly she rose to leave, _____
- b. I have two legs, _____

Ans:

- a. When suddenly she rose to leave, **I saw her hobble down the aisle**
- b. I have two legs, **the world is mine.**

A2 Write the describing words attributed to: (02)

_____ hair

_____ eyes

Ans:

silken hair

blue eyes

A3 Pick out a line from the extract which conveys a strong Imagery. (01)

Ans:

1. With eyes to see the sunset's glow
2. With ears to hear what I would know

Q.3BAppreciation of the poem. (5 Marks)

Read the given poem 'Stopping by Woods on a Snowy Evening' and write an appreciation of it with the help of the given points:

1. Title
2. Poet
3. Figure of speech
4. Rhyme Scheme
5. Central Idea

Ans:

- **Title** - The World is mine
- **Poet/Poetess** - Joy Lovelet Crawford
- **Rhyme Scheme** - The rhyme scheme of the first stanza

is 'aabcc'.

- **Figure of speech** - Inversion, alliteration
- **Theme/Central Idea** - The theme of the poem is that all of us should look at life as a blessing because we are blessed with the ability of walk, talk, hear and see. The speaker understands the importance of being able to walk, listen and see when he finds a lame girl, a deaf lad and a blind boy.

SSC Board

SECTION III: POETRY

With Answersheet

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