

GENERAL ENGLISH

cS. No	Poem	Author	Figures of speech observed in the following Poems	Appreciation Questions from Poetry	Important lines from Poems.
1.	Off to outer space tomorrow morning [11 th Std.]	Norman Nicholson	<ul style="list-style-type: none"> ➤ <i>Count Down</i> – the final moments counted backwards from 10 to 0 before the launch. ➤ <i>Daylight will be on the switch</i> – there will be a continuous switching over from day to night, ➤ <i>Winter under lock</i> – there will not be any changing seasons. ➤ <i>I'll doze when I'm sleepy</i> – as there are no fixed day / night hours, I'll sleep when I feel sleepy. ➤ <i>In hail</i> – within earshot; within hearing distance. ➤ <i>Solit'ry</i> – alone ➤ <i>Gaol</i> – prison ➤ <i>Teacups circling round me</i> – teacups circling because of lack of gravitational pull ➤ <i>Tracking</i> – following ➤ <i>But you needn't think I'll give a damn for you or what you are</i> – don't think I will have time to think about you. ➤ <i>Trans-galactic</i> – across galaxies. ➤ <i>Blow your top</i> – to explode in anger 	<ul style="list-style-type: none"> ☞ What is the place of repetition in this poem? Is it effectively used? ☞ What is the overall tone/mood of the poem? a) sadness b) jubilation c) down-to-earth d) humorous e) nonchalance ☞ Smile features twice in the poem. Can you find it? ☞ Give the rhyme scheme of the poem. 	Nil
2.	Sonnet No: 116 [11 th Std.]	William Shakespeare	<ul style="list-style-type: none"> ➤ <i>Admit impediments</i> – refers to the Christian marriage service where the priest asks the peopled gathered if they have any objections to the couple getting married “Impediments” means obstacles 86. ➤ <i>Ever-fixed mark</i> – a prominent land or sea-mark which guides ships; true love guides one through the voyage of life. ➤ <i>It is the star... height be taken</i> – during Shakespeare's time people believed that the stars influenced men's character; in the journey of life, to many a “wandering bark”(a lot boat) the star of genuine love turns out to be the guiding factor, a star's “height”(attitude) can be measured but the extent to which it controls the fate of man (its “worth”) cannot be determined; similarly, the depth (“worth”) of true love cannt 	<ul style="list-style-type: none"> ➤ Give a suitable title to the poem. Give reasons for your choice. ➤ Do you like the poem? Why? ➤ Alliteration is the repetition of the same consonant sound in several nearby words. Ex: “Let <u>m</u>e not to the true <u>m</u>arriage of true <u>m</u>inds”. ➤ What are the other instances of alliterations in this sonnet? Give two examples. 	<ul style="list-style-type: none"> ☞ “ Which alters when it alteration finds, Or bends with the remover to remove”. ☞ “It is the star to every wand'ring bark, Whose worth's unknown, although his height be taken”.

GENERAL ENGLISH

			<p>be measured.</p> <ul style="list-style-type: none"> ➤ <i>Love's not...compass come</i> – true love cannot be destroyed by Time; external beauty can be destroyed by Time but not true love; note the destructive power of time (“bending sickle”) ➤ <i>Edge of doom</i> – day of the last judgment (on the last day of the world) 		
3.	The Solitary Reaper [11 th Std.]	William Wordsworth	<ul style="list-style-type: none"> ➤ <i>Yon</i> – yonder, beyond ➤ <i>Highland</i> – Scotland ➤ <i>Vale</i> – valley ➤ <i>Hebrides</i> – a group of islands ➤ <i>Plaintive</i> – sad ➤ <i>Chaunt</i> – chant ➤ <i>Sickle</i> – a tool used for cutting grass and crops 	<ul style="list-style-type: none"> ➤ When we make comparisons, we say “this is like” (something else) E.g. “This child is gentle as a lamb”. These are called similes. And implied simile is a metaphor. In the poem, what does the poet say about the reaper’s song and about her voice? What does he compare them to? ➤ Poets and musicians generally believe that the most thrilling / beautiful songs are the saddest ones. Do you agree? Discuss with your partner. ➤ Which stanza of this poem did you like best? Learn it and recite it to your class. ➤ Can you think of poems / songs in your mother-tongue that reapers sing? Share your information with your class. Think about festive occasions too. ➤ Have you seen reapers harvesting grain? Are they usually alone or in groups? See if you can find any similarities in the reapers you have seen and the one mentioned in this poem. Do they sing or do they work silently? 	<ul style="list-style-type: none"> ☒ “No nightingale did every chaunt More welcome notes to wary bands”. ☒ “The Music in my heart I bore Long after it was heard no more”
4.	Is life, But a	Lewis Carroll	Nil	➤ Nil	☒ Nil

GENERAL ENGLISH

	Dream? [11 th Std.]				
5.	Be The Best [11 th Std.]	Douglas Malloch	<ul style="list-style-type: none"> ➤ <i>Scrub</i> – bushes and small trees ➤ <i>Bass</i> – an edible fish ➤ <i>Rill</i> – a small stream ➤ <i>Muskie</i> – a type of rose that smells like musk 	<ul style="list-style-type: none"> ➤ Write down the rhyming words in the poem. ➤ Which line do you like most? ➤ If you can't be then be Complete the sentence with suitable ideas. ➤ Could you add two more lines to the poem – If you can't be Then just be ➤ Which structure gets repeated in the poem? ➤ How is “repetition” effectively made use of in this poem? ➤ Some expressions in the poem bring vivid pictures to our minds. Can you identify some of them? <p>What is the theme observed in the Literary works?</p> <ul style="list-style-type: none"> ➤ 	<ul style="list-style-type: none"> ✳ If you can't be..... then just be.....
6.	O Captain My Captain [11 th Std.]	Walt Whitman	<ul style="list-style-type: none"> ➤ <i>Bleeding drops or red</i> – captain's bleeding wound and the speaker's wounded heart ➤ <i>Bells</i> – bells rung in celebration of victory (they also symbolize funeral bells) ➤ <i>Weathered</i> – came safely through ➤ <i>Dear father</i> – Lincoln's exalted to the position of father of the post-slavery nation. ➤ <i>Exult</i> – show jubilation (over victory) ➤ <i>Tread</i> – walk softly ➤ <i>Trill</i> – produce a quavering or warbling sound 	<ul style="list-style-type: none"> ☞ State symbolically the arrangement of syllables, stressed and unstressed in each line. ☞ Bring out the significance of the first four long lines and the next four lines short in each stanza. ☞ How are emotions expressed in the shorter lines of each stanza? ☞ What does a leader leave for his followers? 	Nil
7.	A Psalm of Life [12 th Std.]	H W Longfellow	<ul style="list-style-type: none"> ➤ <i>Psalm</i> – song or poem ➤ <i>Numbers</i> – poetic metres, rhythms ➤ <i>Slumbers</i> – sleeps ➤ <i>Dust</i> – Refer to Genesis (The Bible) 3:19. “Dust thou art, and unto dust shalt 	<ul style="list-style-type: none"> ☞ What does the life of great men teach us? ☞ Highlight the significance of the line, “Act in the living present.” 	N “For the soul is dead that slumbers And the grave is not its goal.”

			<p>thou return.”</p> <ul style="list-style-type: none"> ➤ <i>Destined end</i> – goal ➤ 11-12 – There should be progress every day of our lives and tomorrow should be much better than today. ➤ <i>Fleeting</i> – passing/brief ➤ <i>Stout</i> – strong ➤ <i>Muffled</i> – not easy to hear ➤ <i>The bivouac of life</i> – simple temporary camp made by soldiers. Here it refers to the temporary stay (sojourn) in this world. ➤ <i>Forlorn</i> – lonely and sad 	<ul style="list-style-type: none"> ☞ Comment on the last line of the poem: “Learn to labor, not to walk”. ☞ What is the message of this poem? ☞ Mark the rhyme scheme of the poem. The rhyme scheme for the first stanza is as follows: Tell me not, in mournful numbers, a Life is but an empty dream! - b For the soul is dead that slumbers, a And things are not what they seem. B ☞ Alliteration: “Alliteration is the repetition of the same consonant sound in several nearby words.” Note that in alliteration the sound and sense go together. “For the soul is dead that slumbers And the grave is not its goal.” In the first line, /s/ is repeated (soul-slumbers), and in the second line /g/ is repeated (grave-goal). Find out two more instances of 	
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GENERAL ENGLISH

				alliteration.	
8.	Women's Rights [12 th Std.]	Annie Louisa Walker	<ul style="list-style-type: none"> ➤ <i>Cherish</i> – love, hold dear ➤ <i>Portray</i> – be a representation of ➤ <i>Seclusion</i> – being away from others ➤ <i>Strife</i> – conflict ➤ <i>Jarring</i> – unpleasant ➤ <i>Aloof</i> – distant in feeling or interest ➤ <i>Inane</i> – meaningless or stupid ➤ <i>Abstraction</i> – being absent-minded; state of not noticing what is happening ➤ <i>Hedgerows</i> – rows of bushes or low trees along the side of a road ➤ <i>Unobtrusive</i> – not easily seen 	<p>Is the suffering of women directly mentioned in the poem?</p> <p>'To sleep our life away' – Comment on this.</p> <p>To a woman, it is always others before self. Find the lines in the poem which suggest this.</p> <p>Who do you think is the poem addressed to?</p> <p>Who do you think is responsible for women being deprived of their rights?</p> <p>How do you relate this poem to the lesson?</p>	Nil
9.	English Words [12 th Std.]	V K Gokak	<ul style="list-style-type: none"> ➤ <i>leech craft</i> : ancient medical remedy of using leeches to remove the impure blood ➤ <i>bleached</i> : made white, (here) cleaned ➤ <i>tempestuous</i> : violent ➤ <i>drearier</i> : gloomier ➤ <i>devouring</i> : consuming large quantities ➤ <i>enmesh</i> : to catch, as if, in a net ➤ <i>furrowed</i> : deep and wavy ➤ <i>nestle</i> : settle comfortably ➤ <i>nascent</i> : beginning to develop ➤ <i>homing</i> : of the ability to find one's way home ➤ <i>aeons</i> : ages, infinitely long periods 	<p>Who is the poem addressed to?</p> <p>What does the poet mean by 'you crossed the furrowed seas'?</p> <p>'You pose the cosmic riddle' – What's the riddle? Has the riddle been solved?</p> <p>Words have divinity in them – Explain.</p>	Nil

GENERAL ENGLISH

			<ul style="list-style-type: none"> ➤ <i>burthen</i> : burden ➤ <i>gospel</i> : good news ➤ <i>waneless</i> : not growing smaller ➤ <i>fathomless</i> : too deep to be measured or understood ➤ <i>Indo-Aryan</i> : referring to the branch of the Aryans who came to India through Iran (English belongs to Germanic, an Indo-Aryan language) 		
10.	Snake 12 th Std.	D.H. Lawrence	<ul style="list-style-type: none"> ➤ <i>pitcher</i> : large earthenware container for liquids ➤ <i>trough</i> : long narrow open container for animals to feed or drink from ➤ <i>fissure</i> : a long deep crack in rock or in the earth ➤ <i>Etna</i> : a volcanic mountain in Sicily ➤ <i>Perversity</i> : unacceptable behaviour ➤ <i>convulsed</i> : caused sudden violent, uncontrollable movements ➤ <i>paltry</i> : unimportant ➤ <i>expiate</i> : accept punishment for a wrong and do something to show one is sorry; make amends for, atone for ➤ <i>albatross</i> : a sea-bird common in the Pacific and Southern Oceans. Here, the reference is to Samuel T Coleridge's 'The Rime of the Ancient Mariner'. The mariner shoots the albatross, a traditional symbol of good luck. 	<ul style="list-style-type: none"> ☞ What was the poet on his way to do when he first became aware of the snake? ☞ What was the snake doing? ☞ What did the 'voice of his education' tell the poet he should do? ☞ How did he actually feel about the snake when the voices told him to kill it? ☞ What caused the poet's horror towards the snake? ☞ What did the poet do? ☞ What does he feel after having done it? ☞ What does the poet mean by "the voices of my accursed education." Why are they accursed? ☞ Why does the poet call the snake one of the 'Lords of Life'? ☞ Why does the poet call his 	Nil

GENERAL ENGLISH

				sin a 'pettiness'?	
11.	The Man He Killed [12 th Std.]	Thomas Hardy	<ul style="list-style-type: none"> ➤ <i>nipperkin</i> : a small glass for beer or wine ➤ <i>'list</i> : enlist ➤ <i>Traps</i> : two-wheeled horse carriage (reference to this is to indicate that there is perhaps no justifiable reason for joining the army) ➤ <i>quaint</i> : strange ➤ <i>half-a-crown</i> : former British coin. A crown was worth five shillings (twenty five pence) 	<p>N Bring out the use of frequent hyphens in the poem.</p> <p>N What are the emotions expressed in this poem?</p>	Nil
12.			➤	N	

S. No	Essay	Author / Editor	Comprehension Questions from the following Motivational Essays:
1.	Dale Carnegie's 'The Road to success' [11 th Std.]	Ed: K.V. Renganathan	<ul style="list-style-type: none"> ☒ Is the road to success smooth? What is unique about winners? ☒ What is the first step to success? ☒ What is a "Goal Command"? ☒ Why should we say 'no' generally? ☒ How should we treat failure? ☒ How can we improve our self-concept? ☒ How do successful people manage their time? ☒ Why was Mrs. Allred miserable? ☒ What is the message of Emerson? ☒ Which incident brought a turning-point in the life of Harold Abbott? ☒ Why should we be grateful to God? ☒ What are our assets? ☒ How should we tackle our work? ☒ Mention briefly the steps that we must take to achieve success in our lives. ☒ How can we increase our happiness according to the author? ☒ Which authors and books have been quoted in this essay? ☒ What are the three biographical anecdotes mentioned in the essay? ☒ What two practical suggestions are made, regarding goals and time management?
2.	Vision for the Nation [11 th Std.]		<ul style="list-style-type: none"> ☒ Why are visions necessary for a nation? ☒ What does a developed nation mean?

GENERAL ENGLISH

			<ul style="list-style-type: none"> ✖ ‘This is not a good sign....’ Why does the author make such a remark? ✖ What is a nation without vision compared to? ✖ What is the key to reaching the status of a developed nation? ✖ What type of people can achieve a long term vision? ✖ What is xenophobia? ✖ What does the author mean by ‘multilateral game’? ✖ What was our ‘first vision’? ✖ What was the second vision conceived for? ✖ What should a nation do to achieve the status of a developed nation? ✖ What were the special features of our nation that affected our ability to pursue a vision tenaciously? ✖ Why should India evolve its own original economic policy and adopt original strategies? ✖ “Those who aim high, have to learn to walk alone too”. – Explain? ✖ Where, according to the author do our hopes lie for the realizations of the second vision?
3.	To the land of Snow [12 th Std.]	Ahtushi Deshpande	<ul style="list-style-type: none"> N What was the purpose of the author’s journey to the ‘Land of Snow’? N Who are the five mythological Pandavas from the writer’s point of view? ✖ What are the remains of the deserted village of Milam? N Give reasons as to why it is difficult to keep warm in the Tibetan mountain range. N What is meant by? <ul style="list-style-type: none"> ○ ‘The sun plays truant for most of the day’ ○ ‘You gotta be dead first’ ○ ‘His confidence is heartening’ N Why does the writer feel that he has trespassed on some hidden or forbidden world of beauty? N ‘Patience is an art well learnt when one is at the mercy of nature’. Why does the author make this observation? ✖ Why does the author say Milam has the dubious distinction of being the highest abandoned village in the world?

BIOGRAPHY

Walt Whitman

Walt Whitman was born in Long Island, in the United States of America in 1819. He started his career as an office boy in a law office in Brooklyn at the age of eleven and then became a typesetter's apprentice in a number of print shops. He took to teaching for some time and started his own newspaper, 'the Long Islands'. During 1850-1855 he focused on his own work, 'Leaves of Grass' and continued to write. He died at the age of 72.

William Wordsworth

William Wordsworth, an eminent poet of nature, was born on 7th April, 1770, at Cockermouth, Cumberland, in the Lake District. Though he lost his parents at a very young age, his uncle gave him a good education. His meeting with Samuel Taylor Coleridge in 1795, proved to be a turning point in his life. They, together published, "The Lyrical Ballads" in 1798, Wordsworth succeeded Robert Southey as Poet Laureate in 1843 and remained in office till his death in April 1850.

Walt Whitman

Walt Whitman was born in Lon Island, in the United States of America in 1819. He started his career as an office boy in a law office in Brooklyn at the age of eleven and then became a typesetter's apprentice in a number of print shops. He took to teaching for some time and started his own newspaper, "the Long Islands". During 1850-1855 he focused on his work, 'Leaves of Grass' and continued to write. He died at the age of 72.

Henry Wadsworth Longfellow

Henry Wadsworth Longfellow (1807-1882), the great American poet, was a professor at Harvard. His great fame began with the publication of his first volume of poems 'Voices of the Night' in 1839, which included "A Psalm of Life," one of nineteenth century's best-loved poems. His other collections include Ballads (1841), Evangeline (1847), Hiawatha (1855), The Courtship of Miles Standish (1858) and Tales of a Wayside Inn (1863). Longfellow was the most popular poet of his age and during his lifetime he became a 'national institution'. "His work was 53 musical, mildly romantic, high-minded, and flavoured with sentimental preachment" (Norton Anthology of American Literature).

Annie Louisa Walker

Annie Louisa Walker (1836-1907), British-born novelist, children's playwright and poet, was educated in Ontario, where she and her sisters operated a school for ladies. Walker published poetry widely in newspapers on both sides of the border before collecting them in 'Leaves from the Backwoods' in 1861-62. She returned to England to work for her cousin, Margaret Oliphant, a well-known novelist, and edited her 'Autobiography and Letters' in 1899, under her married name, Mrs. Harry Coghill. She collected her poetic output in 'Oak and Maple: English and Canadian Verses.'

David Herbert Lawrence

David Herbert Lawrence (1885-1930) occupies a unique position among the leading Modernist writers of the generation that came of age before the outbreak of the First World War. D.H. Lawrence was born near Nottingham in the English Midlands. D.H. Lawrence spent several years as a teacher before turning to writing for a livelihood.

Although D.H. Lawrence is best known for his novels and short stories, he was also a fine poet who wrote free verse. His poetry concentrates on the life-giving force of nature and exalts the physical and instinctual over the purely intellectual.

Thomas Hardy

Thomas Hardy (1840 - 1928) was both a novelist and a poet. In his novels he depicted people striving against overwhelming odds within a society that was uncaring. However, he sought to improve society. Hardy's poetry marks a bridge between the Victorian Age and the Modernist movement of the twentieth century. Hardy's use of 'non-poetic' language and odd rhymes, coupled with his fatalistic outlook, were both a source and inspiration to numerous twentieth - century writers.

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