





## P. 1 The Brook

by Alfred Lord Tennyson

- 1. Can you match the following?
  - (a) Something that lives for one year

biennial

(b) Something that lives for about two years

perennial

(c) Something that lives for more than two years

annual

- 2. Here is a list of a few things. Can you tell how long each of them can live /exist?
  - (a) a dog
  - (b) an elephant
  - (c) a tree
  - (d) a human being
  - (e) a star
  - (f) a mountain
  - (g) a river
- 3. The poem is about a brook. A dictionary would define a brook as a stream or a small river. Read the poem silently first. After the first reading, the teacher will make you listen to a recording of the poem. What do you think the poem is all about?

I come from haunts of coot and hern;

I make a sudden sally

And sparkle out among the fern,

To bicker down a valley.

haunts: places frequently visited by

coot: a type of water bird with a white spot on the forehead

**hern:** heron, (another kind of water bird)

sally: emerge suddenly

bicker: (here) flow down with a lot of noise



15

20

By thirty hills I hurry down,
 Or slip between the ridges,
 By twenty thorpes, a little town,
 And half a hundred bridges.

Till last by Philip's farm I flow

To join the brimming river,

For men may come and men may go,

But I go on for ever.

I chatter over stony ways,
In little sharps and **trebles**,
I bubble into **eddying** bays,
I **babble** on the pebbles.

With many a curve my banks I fret
By many a field and fallow,
And many a fairy foreland set
With willow-weed and mallow.

I chatter, chatter, as I flow
To join the brimming river,
For men may come and men may go,
But I go on for ever.

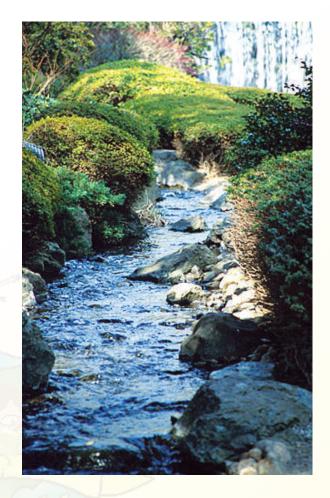
25 I wind about, and in and out,
With here a blossom sailing,
And here and there a lusty trout,
And here and there a grayling,

And here and there a foamy flake

Upon me, as I travel

With many a silvery waterbreak

Above the golden gravel,



thorpes: a village

trebles: high pitched tune

eddying: spiral movement of water babble: sound made when one talks gaily fallow: land left uncultivated to regain fertility foreland: piece of land that extends into the sea

mallow: plant with hairy stems and leaves and pink, white or purple flowers

lusty trout: a big freshwater fish grayling: another type of fish



And draw them all along, and flow
To join the brimming river
35 For men may come and men may go,
But I go on for ever.

I steal by lawns and grassy plots,
I slide by hazel covers
I move the sweet forget-me-nots
That grow for happy lovers.

I slip, I slide, I gloom, I glance,
Among my skimming swallows;
I make the netted sunbeam dance
Against my sandy shallows.

I murmur under moon and starsIn brambly wildernesses;I linger by my shingly bars;I loiter round my cresses;

And out again I curve and flow

To join the brimming river,

For men may come and men may go,

But I go on for ever.





### About the Poet

40

Lord Tennyson (1809-92) was born in Lincolnshire. Poet Laureate for over 40 years, Tennyson is representative of the Victorian age. His skilled craftsmanship and noble ideals retained a large audience for poetry in an age when the novel was engrossing more and more readers. Tennyson's real contribution lies in his shorter poems like **The Lady of Shallot**, **The Princess**, **Ulysses**, **The Palace of Art** etc. His fame rests on his perfect control of sound, the synthesis of sound and meaning, the union of pictorial and musical.

## 4. After reading the poem answer the following questions.

The poet has used a number of words which indicate 'movement' and 'sound'. Working with your partner make a list of these words from the poem and complete the web chart.

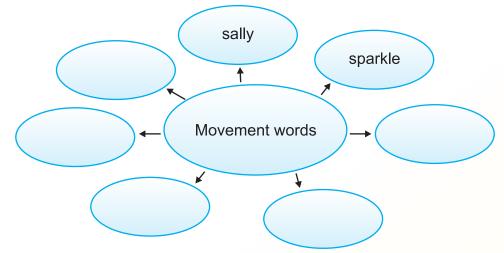
hazel: a small tree or bush with edible nuts

forget-me-nots: a type of flower

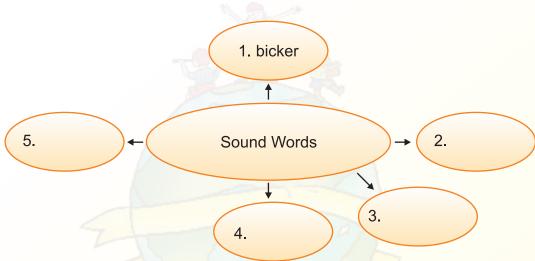
shingly: covered with small rounded pebbles cresses: pungent leaved plant like a cabbage



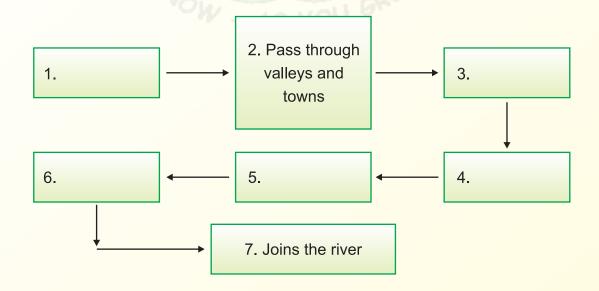
a.



b.



c. A word or a combination of words, whose sound seems to resemble the sound it denotes (for example: "hiss", "buzz", "etc.) is called onomatopoeia. From the words that you have filled in the blurbs above point out these words.





### 5. The following is a flow chart showing the course of the brook. Can you fill in the blank spaces with help from the phrases given below?

- a) passes under fifty bridges; b) comes from the place where coots and herons live;
- c) passes lawns filled with flowers; d) crosses both fertile and fallow land; e) goes through wilderness full of thorny bushes

6.	On the basis of your understanding of the poem, answer the following questions
	by ticking the correct choice.

	by t	icking the correct choice.			
(a)	The	message of the poem is that the life of a brook is			
	(i)	temporary			
	(ii)	short-lived			
	(iii)	eternal			
	(v)	momentary			
(b)	The	The poet draws a parallelism between the journey of the brook with			
	(i)	the life of a man			
	(ii)	the death of man			
	(iii)	the difficulties in a man's life			
	(iv)	the endless talking of human beings			
(c)	The poem is narrated in the first person by the brook. This figure of speech is				
	(i)	Personification			
	(ii)	Metaphor			
	(iii)	Simile  Transforred epithet			
	(iv)	Transferred epithet			
(d)	In th	e poem, below mentioned lines :			
	"And	d here and there a lusty trout ,			
	And	here and there a grayling"			
	sug	gest that			
	(i)	the brook is a source of life			

(ii) people enjoy the brook.

(iii) fishes survive because of water.



(iv) the brook witnesses all kinds of scenes.

## 7. Answer the following questions.

- (a) How does the brook 'sparkle'?
- (b) 'Bicker' means 'to quarrel'. Why does the poet use this word here?
- (c) How many hills and bridges does the brook pass during its journey?
- (d) Where does it finally meet the river?
- (e) Why has the word 'chatter' been repeated in the poem?
- (f) 'With many a curve my banks I fret'. What does the poet mean by this statement?
- (g) 'I wind about, and in and out'. What kind of a picture does this line create in your mind?
- (h) Name the different things that can be found floating in the brook.
- (i) What does the poet want to convey by using the words 'steal' and 'slide'?
- (j) The poem has many examples of alliteration. List any five examples.
- (k) 'I make the netted sunbeam dance'. What does 'the netted sunbeam' mean? How does it dance?
- (I) What is the 'refrain' in the poem? What effect does it create?

## 8. Read the given lines and answer the questions

I chatter, chatter, as I flow

To join the brimming river,

For men may come and men may go,

But I go on for ever.

- a) Who does 'I' refer to in the given lines?
- b) How does it 'chatter'?
- c) Why has the poet used the word 'brimming'? What kind of a picture does it create?
- d) Explain the last two lines of the stanza.
- 9. Identify the rhyme scheme of the poem.
- 10. The poem is full of images that come alive through skilful use of words. List out any two images that appeal to you the most, quoting the lines from the poem.
  - 1. The brook appears to be a symbol for life. Pick out examples of parallelism between life and the brook.

12. This poem describes the journey of a stream from its place of origin to the river that it joins. The poem has been written in the form of an autobiography where the brook relates its experiences as it flows towards the river. In Literature such a device by which an inanimate object is made to appear as a living creature is called Personification. Just as the brook has been personified in this poem, write a poem on any inanimate object making it come alive. You could begin with a poem of 6-8 lines. The poem should have a message. Maintain a rhyme scheme. Try and include similes, metaphors, alliteration etc. to enhance the beauty of the poem. You could write a poem on objects such as the candle/a tree/a rock/the desert etc.

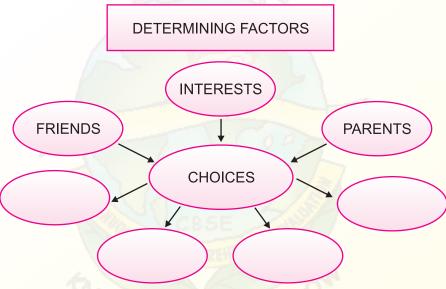
This could be given as a homework activity. The teacher could read out some of the poems in the class and display the others.





## P.2 The Road Not Taken by Robert Frost

- 1. Sometimes the choices we make have far-reaching consequences. Think about choices you make on a daily basis, and the importance of these choices.
- 2. Complete the web chart showing choices and decisions you may have to make in the next few years and the factors that affect these choices.



Share your choices and decisions with your partner.

- 3. Have you made choices that are acceptable and less 'risky' or have you followed the beaten track? Why?
- 4. List common dilemmas that teenagers face involving the choice of one or more "roads." Give examples of "roads" that you must travel (e.g. facing peer pressure, choosing friends, observing rules laid down by school and parents, acting on your own values).
- 5. a. Listen to a recording of the poem.
  - b. What choice did the poet have to make?
  - c. Did he regret his choice? Why/why not?



## 6. Read the poem silently.

Two roads diverged in a yellow wood, And sorry I could not travel both And be one traveller, long I stood And looked down one as far as I could 5 To where it bent in the undergrowth; Then took the other, as just as fair, And having perhaps the better claim, Because it was grassy and wanted wear; Though as for that the passing there 10 Had worn them really about the same, And both that morning equally lay In leaves no step had trodden black. Oh, I kept the first for another day! Yet knowing how way leads on to way, 15 I doubted if I should ever come back. I shall be telling this with a sigh Somewhere ages and ages hence: Two roads diverged in a wood, and I-I took the one less travelled by, 20 And that has made all the difference.

#### About the Poet

Robert Frost (1874-1963) was born in San Franscisco, Frost spent most of his adult life in rural New England and his laconic language and emphasis on individualism in his poetry reflect this region. He attended Dartmouth and Harvard but never earned a degree, and as a young man with a growing family he attempted to write poetry while working on a farm or teaching in a school. American editors rejected his submitted poems. With considerable pluck Frost moved his family to England in 1912 and the following year a London publisher brought out his first book. After publishing a second book, Frost returned to America determined to win a reputation in his own country, which he gradually achieved. He became one of the country's best-loved poets. Unlike his contemporaries, Frost chose not to experiment with new verse forms but to employ traditional patterns, or as he said, he chose "the old-fashioned way to be new." Despite the surface cheerfulness and descriptive accuracy of his poems, he often presents a dark, sober vision of life, and there is a decidedly thoughtful quality to his work.

## 7. On the basis of your understanding of the poem, answer the following questions by ticking the correct choice.

- (a) In the poem, a traveller comes to a fork in the road and needs to decide which way to go to continue his journey. Figuratively the choice of the road denotes
  - (i) the tough choices people make the road of life.
  - (ii) the time wasted on deciding what to do.
  - (iii) life is like a forest.
  - (v) one must travel a lot to realize his dreams.
- (b) The poet writes, 'Two roads diverged in a yellow wood.' The word diverged means
  - (i) appeared
  - (ii) curved
  - (iii) branched off
  - (iv) continued on
- (c) The tone of the speaker in the first stanza is that of \_\_\_\_\_
  - (i) excitement
  - (ii) anger
  - (iii) hesitation and thoughtfulness
  - (iv) sorrow

## 8. Answer the following questions briefly.

- i) Describe the two roads that the author comes across.
- ii) Which road does the speaker choose? Why?
- iii) Which road would you choose? Why?
- iv) Does the speaker seem happy about his decision?
- v) The poet says "I took the one less travelled by, And that has made all the difference." What is 'the difference' that the poet mentions?
- 9. Write the rhyme scheme of the poem.



10	Fill in the blanks to complete the following paragraph that gives the theme of the
	poem. Use the words given in the box below

	decision	sorry	foresee	choices	pleasant	direction
	fork	trail	rewarding	chance	wonder	both
1.	makes in life travelling upon must choose where he has his what life will outcome of groncludes the other path for that he won't this story with life would have he chose has	. It tells about on. He feels one. Frost use to choose the he looks be like if he was oing down that the when he read another day, get a on a sigh some ove been like if made all the design and the des	t a man who on the esthis fork in the esthis fork in the end of even though he to go batter had chosen ifference.	comes to a _ at he can not he road to re he wishes to as far as he He then gaz e just as been less fit. The man to he knows tha ack. The man re suggesting the more wa	travel present a poir o take in life. A can see trying es at the othe travelled on hen decides the tone path lead then says that that he will alked path eve	that one in the road he is paths as he at in the man's life as he thinks about g to rand decides the At this point he would be more at he will save the ds to another and at he will be telling what an though the path
2.	attendant in uses the form roads are, in represent lift. River In groups of	nages, have p k in the road a fact, two alte e?	permeated areas a metapho ernative ways	t, literature a r for the cho of life. What	and song. In ices we make other nouns	ey, and all their the poem, Frost in life. Thus the could be used to

- choices to be made,
- options to be considered

- the influence of others
- the decisions/actions taken
- the immediate and future consequences of the decision.
- 13. 'The Road Not Taken' is a biographical poem. Therefore, some personal biographical information is relevant to the deeper understanding of the poem we have read. Go to <a href="https://www.encarta.com">www.encarta.com</a> and complete the following worksheet about Robert Frost.
  - a) What "momentous decision" was made by Frost in 1912?
  - b) How old was he when took this decision?
  - c) Why was it so difficult to make this decision? Think and give more than one reason.
  - d) Was the "road" Frost had taken easy "to travel"?
  - e) Do you think he wrote "The Road Not Taken" before sailing from the USA to England or after? Can you quote a line or two from the poem that can support your answer?
  - f) Do you think Frost finally became popular in America as a poet?
- 14. You can find more information about Robert Frost at the following websites

http://www.poets.org/poets/poets.cfm?prmID=1961.

Hear the poet (who died almost forty years ago!) reading the poem at

http://www.poets.org/poems/poems.cfm?prmID= 1645

To view a beautiful New England scene with each poem in this web site: "Illustrated Poetry of Robert Frost":

http://www.geocities.com/Athens/Olympus/1487/index.html



## P. 3 The Solitary Reaper by William Wordsworth

- 1. Sometimes we see something beautiful and striking, and we remember it for a long time afterwards. Can you recollect this ever happening to you? If so, what was it? What do you remember about it now? Are the details of what you saw or the feelings you experienced at that time fresh in your mind? Think for a few minutes, then share your thoughts with the class.
- 2. Listen to one of William Wordsworth's poems, that describes a memorable experience he had while out on a walk. (Your teacher will play a recording.) Listen to the poem at least twice.
- 3. Now read the poem.

Behold her, single in the field, Yon solitary **Highland lass! Reaping** and singing by herself; Stop here, or gently pass!

5. Alone she cuts, and binds the grain,And sings a melancholy strain:O listen! for the vale profoundIs overflowing with the sound.

No nightingale did ever chant

More welcome notes to weary bands Of Travellers in some shady haunt. Among Arabian Sands



highland lass: a girl who lives in the highlands (mountain regions) of Scotland

reaping: cutting down and gathering a crop such as corn or rice

melancholy strain: sad song vale profound: deep valley

Arabian Sands: the deserts of Arabia (the Middle East)



A voice so thrilling ne' er was heard In spring-time from the cuckoo-bird.

15 Breaking the silence of the seas Among the farthest Hebrides.

Will no one tell me what she sings?
Perhaps the **plaintive numbers** flow
For old, unhappy, far-off things,

20 And battles long ago:

Or is it some more **humble** lay, Familiar matter of to-day? Same natural sorrow, loss, or pain, that has been, and may be again?

25 Whate'er the theme, the maiden sang
As if her song could have no ending;
I saw her singing at her work,
And o'er the **sickle** bending;

30 And, as I mounted up the hill,
The Music in my heart I bore,
Long after it was heard no more.

Histen'd, motionless and still



### About the Poet

William Wordsworth was born on 7th April 1770, in Cockermouth in the Lake District, England. When many poets still wrote about ancient heroes in grandiloquent style, Wordsworth focussed on nature, children, the poor, common people and used ordinary words to express his feelings. He defined poetry as "the spontaneous overflow of powerful feelings" arising from "emotions recollected in tranquility". He died at Rydal Mount on April 23, 1850.

4. Imagine that you are the poet, William Wordsworth. You continue on your walk, and when you reach home you tell a friend what you saw and felt. Which of the following best describes your experience? (Work in pairs, then have a class discussion.)



**farthest Hebrides**: the most remote group of islands that lie to the north-west of Scotland **plaintive numbers**: sad music

humble lay: ordinary song

sickle: a tool for cutting grass and grain crops. It has a short handle and a blade shaped like a hook.

- a) "I was walking past some fields when I saw a young girl, a farm worker, harvesting grain by hand, with a sickle. She was so beautiful that I stood out of sight and watched her for a long time. I have never seen anyone more gorgeous! In fact, she reminded me of other beautiful experiences I've had the song of the nightingale or the cuckoo, for instance. I'd certainly like to see her again!"
- b) "As I was standing on the hill top just now, I heard a very sad and plaintive song. I looked down, and saw a young woman reaping grain, singing as she did so. She seemed very melancholy as she sang. But somehow her song brought great comfort and joy to me. In fact, I found it a very emotional experience. As I continued my walk along the hill top, I also heard a nightingale and a cuckoo. But the young farm worker's song affected me most deeply, even though I couldn't understand the words."
- c) "Just now, as I was walking in the valley, I saw a young farm worker in the field. She was singing to herself as she worked. I was so affected by her singing, that I stopped and listened. She had a beautiful voice, which seemed to fill the whole valley. The song was a sad one, and I couldn't understand the words. But its plaintive tone and melancholy sound touched me greatly, and its beauty reminded me of the song of a nightingale or a cuckoo. After some time. I walked up the hill, carrying the memory of the young woman's song with me."
- 5. The poet could not understand the words of the song, yet he raised several possibilities about its theme. In the diagram below are some of these possibilities. Read the third stanza again, and find the phrase that matches each. Copy and complete the diagram, writing each phrase in the empty boxes. Work in pairs.

death or illness of a loved one

What is the theme of the solitary reaper's song?

everyday, routine events

a disaster or calamity in the past

an important historical event



## On the basis of your understanding of the poem, answer the following questions 6. by ticking the correct choice. The central idea of the poem 'The Solitary Reaper' is \_\_\_\_\_. well sung songs give us happiness (i) (ii) melodious sounds appeal to all (iii) beautiful experiences give us life-long pleasure (iv) reapers can sing like birds In the poem 'The Solitary Reaper' to whom does the poet say ' Stop here or gently pass'? to the people cutting corn (i) (ii) to himself (iii) to the people who make noise (iv) to all the passers by 'The Solitary Reaper' is a narrative poem set to music. This form of verse is called a\_\_\_\_\_. (i) ballad (ii) soliloquy monologue (iv) sonnet The poet's lament in the poem 'The Solitary Reaper' is that (i) he cannot understand the song (ii) he did not know the lass (iii) she stopped singing at once (iv) he had to move away The setting of the poem is \_\_\_\_\_.



Arabia

(ii) Hebrides

(i)

7.a) Read the second stanza again, in which Wordsworth compares the solitary reaper's song with the song of the nightingale and the cuckoo. On the basis of your reading (and your imagination), copy and complete the table below. (Work in groups of four, then have a brief class discussion.)

	Place	Heard by	Impact on listener
Solitary Reaper	Scottish Highlands	the poet	holds him spellbound
Nightingale			
Cuckoo			

- b) Why do you think Wordsworth has chosen the song of the nightingale and the cuckoo, for comparison with the solitary reaper's song?
- c) As you read the second stanza, what pictures come to your mind? Be ready to describe them in your own words, to the rest of the class. (Do not be afraid to go beyond what the poet has written.)
- 8. In the sixth line of the first stanza, we read:
  - "... and sings a melancholy strain,..."

This "s" sound at the beginning of sings and strain has been repeated. Poets often do this. Do you know why? Do you know what this "poetic repetition" is called? Can you find other instances of this, in **The Solitary Reaper**?

- 9. In the first stanza, some words or phrases have been used to show that the girl working in the fields is alone. Which are those words and phrases? What effect do they create in the mind of the reader?
- 10. Wordsworth was so moved by this experience that later he wrote this poem. Think back in your own life and try to recall an experience that affected you greatly and left a deep impact on you. Then write a poem for your school magazine in which you describe that experience and its impact.



## P.4 Lord Ullin's Daughter by Thomas Campbell

- 1. Scotland stretches away in a spectacular fusion of wooded glens, sweeping moors, rugged coasts, towering mountains, green valleys and deep blue lakes known as Lochs. The Scottish people have long been famous for their close-knit clans organized under chieftains who often led fierce warriors to savage feuds.
- 2. Lord Ullin's Daughter is one of the most popular romantic poems of Thomas Campbell. It describes how a Scottish Chieftain and his beloved flee her wrathful father, but their defiance leads to their deaths, in a surging, stormy sea.
- 3. Your teacher will play a recording of the poem. Listen to it with your books closed and conjure up a scene of mystery, adventure and high drama that the poem portrays.
- 1 A Chieftain, to the highlands bound, Cries, "Boatman, do not **tarry!** And I'll give thee a silver pound To row us o'er the ferry!"-
- "Now, who be ye, would cross Lochgyle,This dark and stormy weather?""O, I'm the chief of Ulva's isle,And this, Lord Ullin's daughter. -
- "And fast before her father's men 10 Three days we've fled together,
  - For should he find us in the **glen**, My blood would stain the **heather**.





tarry: linger, delay isle: an island

glen: a deep narrow valley, especially in the mountains of Scotland.

heather: low, spreading plant with woody stems, small spiky leaves and purple, pink or white flowers.

"His horsemen hard behind us ride; Should they our steps discover,

15 Then who will cheer my **bonny** bride When they have slain her lover?"

Out spoke the hardy Highland wight, "I'll go, my chief- I'm ready: It is not for your silver bright,

20 But for your winsome lady:

"And by my word! the bonny bird In danger shall not tarry; So, though the waves are **raging** white, I'll row you o'er the ferry."

25 By this the storm grew loud **apace**,
The water-**wraith** was shrieking;
And in the **scowl** of heaven each face
Grew dark as they were speaking.

But still as wilder blew the wind,

30 And as the night grew drearer,Adown the glen rode armed men,Their trampling sounded nearer

"O haste thee, haste!" the lady cries,

"Though tempests round us gather;

35 I'll meet the raging of the skies, But not an angry father."

The boat has left a stormy land,
A stormy sea before her,
When, O! too strong for human hand,

40 The tempest gather'd o'er her.



bonny: lovely, attractive

wight: valiant, skilled in fighting

winsome: pleasing because of a childlike charm and innocence

raging: angry, infuriated

apace: quickly

wraith: ghost, spectre, spirit scowl: frown; black, dirty look adown: (archaic) coming down

trampling: stamping, treading, walking over.



And still they row'd amidst the roar

Of waters fast prevailing:

Lord Ullin reach'd that fatal shore, --

His wrath was changed to wailing.

45 For, **sore dismay'd** through storm and shade,

His child he did discover: -

One lovely hand she stretch'd for aid,

And one was round her lover.

"Come back! Come back!" he cried in grief

50 "Across this stormy water:

And I'll forgive your highland chief,

My daughter! - O my daughter!"

'Twas vain: the loud waves lash'd the shore,

Return or aid preventing:

55 The water wild went o'er his child,

And he was left lamenting.

#### About the Poet

Thomas Campbell (1777-1844) was born in Scotland. He is chiefly remembered for his sentimental poetry dealing specially with human affairs. He was also one of the initiators of a plan to found what became the University of London. In 1799, he wrote 'The Pleasures of Hope', a traditional 18th century survey in heroic couplets. He also produced several stirring patriotic war songs - "Ye Mariners of England", "The Soldier's Dream", "Hohen Linden" and in 1801, "The Battle of the Baltic".

- 4. Now, listen to the poem again. As you listen this time, read the poem aloud, along with the recording. Try to copy the rhythm of the recording.
- 5. On the basis of your understanding of the poem, answer the following questions by ticking the correct choice.

prevailing: conquering, overcoming

wrath: anger, exasperation

wailing: lamenting, crying, bemoaning sore: in pain, distressed, pained

dismayed: disconcerted, shocked, disturbed

vain: futile, useless, to no avail

lashed: beat against, pounded, dashed against

lamenting: wailing, moaning, sobbing.



76

(a)	Lord	Ullin's daughter and her lover are trying to
	(i)	escape the wrath of her father.
	(ii)	settle in a distant land.
	(iii)	challenge the storm in the lake.
	(iv)	trying to prove their love for each other.
(b)	The	boatman agrees to ferry them across because
	(i)	he has fallen in love with Lord Ullin's daughter.
	(ii)	he wants to avenge Lord Ullin.
	(iii)	he has lost his love.
	(iv)	he is sorry for the childlike innocence of the lady.
(c)	The	mood changes in the poem. It transforms from
	(i)	happiness to fear.
	(ii)	anxiety to grief.
	(iii)	fear to happiness.
	(iv)	love to pain.
(d)	The is _	shore of Lochgyle has been referred to as 'fatal shore!' The poetic device used here
	(i)	metaphor
	(ii)	simile
	(iii)	transferred epithet
	(iv)	onomatopoeia
6.		pairs copy and complete the summary of the poem with suitable ds/expressions.
	read He a The but	cottish Chieftain and his beloved were (a) from her wrathful father. As they shed the shores, the (b) told a boatman to (c) them across Lochgyle. asked him to do it quickly because if (d) found them, they would kill him. boatman (e) to take them not for the (f) that the Chieftain offered for his (g) By this time, the storm had (h) and a wild wind had sed blowing. The sound of (i) could be heard close at hand. The lady urged boatman (j) as she did not want to face an angry father.

7.

8.

Their boat left the (k) and as it got caught in the stormy sea, Lord Ullin reached the deadly (l) His anger changed to wailing when he saw his daughter (m) . He asked her to return to the shore. But it was (n) as the stormy sea
claimed his daughter and her lover.
Why does Lord Ullin's daughter defy her father and elope with her lover? (Stanza 1)
Give two characteristics of the boatman who ferries the couple across the sea.

9. "Imagery" refers to something that can be perceived through more than one of the senses. It uses figurative language to help form mental pictures. Campbell used vivid, diverse and powerful imagery to personify the menacing face of nature. Pick out expressions that convey the images of anger in the following stanzas

Stanza 6		
Stanza 7	'Water-wraith was shrieking'	
	•	
Stanza 9		
Stanza 10		
	• 'Stormy land'	
Stanza 13	• (2)	
Stanza 14		

10. Read the following lines and answer the questions that follow

"His horsemen hard behind us ride; Should they our steps discover, Then who will cheer my bonny bride When they have slain her lover?"

- a) Who is 'his' in line 1? Who does 'us' refer to?
- b) Explain 'cheer my bonny bride'.
- c) Why would the lover be slain?
- 11. "The water-wraith was shrieking". Is the symbolism in this line a premonition of what happens at the end? Give reasons for your answer. (Stanza 7)
- 12. The poet uses words like 'adown', 'rode' which contain harsh consonants. Why do you think the poet has done this? (Stanza 8)

## 13. In Stanza 10, the poet says -

The boat has left a stormy land, A stormy sea before her,-----

- a) In both these lines, the word "stormy" assumes different connotations. What are they?
- b) The lady faces a dilemma here. What is it? What choice does she finally make?
- 14. a) "Lord Ullin reached that fatal shore" just as his daughter left it. (Stanza 11). Why is the shore called fatal?
  - b) Why does Lord Ullin's wrath change into wailing on seeing his daughter?
- 15. "One lovely hand she stretch'd for aid." Do you think Lord Ullin's daughter wanted to reach out to her father? (Stanza 12) If yes, why?
- 16. You are already familiar with the poetic device "alliteration". The poet makes extensive use of the same throughout the poem. Pick out as many examples of alliteration as you can.

Example: fast-father's; horsemen - hard.

- 17. What is the rhyme-scheme of the poem?
- 18. Imagine you are one of the chiefs of the cavalry riding behind Lord Ullin. You and your men ride for three days at the end of which you reach the shore. Narrate your experience as you witnessed a father lamenting the loss of his child, in the form of a diary entry.
- 19. Imagine that you are Lord Ullin. You bemoan and lament the tragic loss of your lovely daughter and curse yourself for having opposed her alliance with the chieftain. Express your feelings of pain and anguish in a letter to your friend.
- 20. In pairs, argue in favour of or against the topic "Lord Ullin's daughter was right in her decision to defy her father." Give logical and relevant reasons, and present your point of view to the class.



# P.5 The Seven Ages by William Shakespeare

- 1. What according to you are the stages of a person's life? What characteristics would you associate with each stage? (e.g., childhood: innocence, joy)
- 2. Listen to this extract from Shakespeare's play As You Like It. As you listen, read the poem aloud; you can do this more than once.

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,

- 5 His acts being seven ages. 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 Unwillingly to school. And then the lover,
- Sighing like furnace, with a woeful ballad Made to his mistress' eyebrow. Then a soldier. Full of strange oaths, and bearded like the pard, Jealous in honour, sudden and quick in quarrel, Seeking the bubble reputation.
- Even in the cannon's mouth. And then the justice, In fair round belly with good capon lined, With eyes severe and beard of formal cut, Full of wise saws and modern instances;





mewling: crying

puking: being sick, vomiting

satchel: a small bag, for carrying school books

woeful: very sad

pard: leopard (a symbol of fierceness in Shakespeare's time)

cannon: a big gun that fired cannon-balls made of iron

capon: a male chicken, very big and fat

oaths: solemn promises

justice: judge saws: sayings

And so he plays his part. The sixth age shifts

- 20 Into the lean and slippered pantaloon,
  - With spectacles on nose and pouch on side,
  - His youthful hose, well saved, a world too wide
  - For his shrunk shank; and his big manly voice,
  - Turning again toward childish treble, pipes
- 25 And whistles in his sound. Last scene of all,

That ends this strange eventful history,

Is second childishness and mere oblivion,

Sans teeth, sans eyes, sans taste, sans everything.

#### About the Poet

William Shakespeare (1564-1616) was born in Stratford-upon-Avon. He is considered by many to be the greatest dramatist of all time. He wrote 154 sonnets, two long narrative poems and about three dozen plays. Shakespeare used poetic and dramatic means to create unified aesthetic effects. In verse he perfected the dramatic blank verse.

- 3. On the basis of your understanding of the poem, answer the following questions by ticking the correct choice
- (a) All the world's a stage is an extended metaphor for\_\_\_\_\_
  - (i) the life shown in well known plays.
  - (ii) seeing the well known plays.
  - (iii) life of well known actors.
  - (iv) life of man that comes to an end.
- (b) All 'have their exits and their entrances'. Exits and entrances refer to ...
  - (i) birth and death
  - (ii) beginning and end of play
  - (iii) coming and going of actors
  - (iv) the end of the Shakespearean era

**slippered**: wearing slippers (indoor shoes)

pantaloon: a funny old man, on whom other people play tricks

pouch: a soft fold of loose skin that hangs down, as a result of illness or old age

**hose:** tight-fitting leg coverings **shank:** legs from the knee to the ankle

treble: a high voice

**oblivion:** forgetting everything, and being forgotten by everybody **sans:** (pronounced like sone) a French word meaning without



- (c) The seven roles that a man plays correspond to his \_\_\_
  - (i) chronological age in life
  - (ii) desires
  - (iii) mental age in life
  - (iv) idea of a perfect life
- 4. Having read this extract, identify the stages of a person's life as Shakespeare has done. Write down these stages in your note book, and sum up the characteristics of each stage in two or three words. e.g.

Stage	Characteristic feature		
infancy	crying		

- 5. Work individually, and rank the seven stages in order of attractiveness. If you think being a schoolboy is most attractive, you could rank it number 1. Then, work in groups of four and compare your individual rankings.
- 6. Explain the meaning of the following
  - a) ... all the men and women merely players:They have their exits and their entrances...
  - b) And then the lover, Sighing like furnace...
  - c) a soldier,
    ... Seeking the bubble reputation
    Even in the cannon's mouth.
- 7. You already know the two literary devices generally used by writers for comparison, i.e. metaphor and simile. e.g.
  - a) He was a lion in the battle, (metaphor)
  - b) He fought like a lion, (simile)

In (a) the writer talks of the soldier in terms of a lion. The comparison is implied. In (b) the writer compares the soldier to a lion with the use of the word *like*, (as may also be used for such comparisons.)

Read the poem again and note down the metaphors and similes. Copy and complete the following chart.

Item	Metaphor	Simile
world	all the world's a stage	
men, women		
school-boy		
lover		
soldier		
reputation		
voice	-00 4 8	

Which comparison(s) do you find most interesting? Why?

- 8. In this poem, life is compared with a play. Just as in a play, a man acts many parts, so also in life, a man plays many roles. Can you think of some other comparison for life? (For example, life could be compared with the seasons in nature, the days of the week, the lessons in a school day.) Select one of these comparisons (or choose one of your own), and write about the similarities that life has with it. (80-100 words)
- 9. Your teacher will select seven readers and seven "mimers," one pair for each of Shakespeare's seven ages. At the start of the reading, all seven "mimers" are at the front of the class and the readers are at their desks. For each age, the reader stands up and reads, while the corresponding "mimer" mimes what is being read.



- 1. Parents alone are responsible for inculcating a good sense of dental hygiene amongst children. Do you agree/disagree? Discuss with your partner.
- 2. Listen to the poem.

P.6

- Oh, I wish I'd looked after me teeth,
   And spotted the perils beneath.
   All the toffees I chewed,
   And the sweet sticky food,
- Oh, I wish I'd looked after me teeth.

  I wish I'd been that much more willin'
  When I had more tooth there than fillin'
  To pass up **gobstoppers**.

  From respect to me choppers,
- 10 And to buy something else with me shillin'.
  - When I think of the Iollies I licked,
    And the Iiquorice all sorts I picked,
    Sherbet dabs, big and little,
    All that hard peanut brittle,
- 15 My conscience gets horribly pricked.
  - Oh I showed them the toothpaste all right,
    I flashed it about late at night,
    But up-and-down brushin'
    And pokin' and fussin'
- 25 Didn't seem worth the time-I could bite!







me teeth: my teeth

gobstoppers: a large, hard sweet

liquorice: candy made with the dried root of the liquorice plant

sherbet dabs: tiny sweets

pokin' and fussin': checking carefully

If I'd known, I was paving the way
To cavities, caps and decay,
The murder of fillin's
Injections and drillin's,

30 I'd have thrown all me sherbet away.

So I lay in the old dentist's chair, And I gaze up his nose in despair, And his drill it do whine, In these molars of mine.

35 "Two amalgum," he'll say, "for in there."

How I laughed at my mother's false teeth, As they foamed in the waters beneath. But now comes the reckonin' It's me they are beckonin'

40 Oh, I wish I'd looked after me teeth.



## About the Poet

Pam Ayres (1947-) is a contemporary writer, a great entertainer who writes and performs comic verse. She started writing poems and verses as a hobby and has appeared in every major TV show in the U.K. She has published six books of poems, and cut seven record albums including a collection of 50 best known poems.

3. On the basis of your reading of the poem, complete the following table.

Stages in the life of the poet	Activities	Consequences
(a) Youth	eating toffees	
(b) Adult hood		gazing at the dentist in despair.

## On the basis of your understanding of the poem, answer the following questions by ticking the correct chice.

(a)	The	title 'Oh, I wish I'd looked after me teeth' expresses
	(i)	regret
	(ii)	humour
	(iii)	longing
	(iv)	pleasure
(b)	The	conscience of the speaker pricks her as she has
	(i)	been careless
	(ii)	been ignorant
	(iii)	been fun loving
	(iv)	been rude
(c)	The	speaker says that she has paved the way for cavities and decay by
	(i)	eating the wrong food and not brushing.
	(ii)	not listening to his mother
	(iii)	laughing at his mother's false teeth
	(iv)	not listening to the dentist
(d)	The	tone of the narrator is one of
	(i)	joy
	(ii)	nostalgia
	(iii)	regret
	(iv)	sorrow
5.	Ans	wer the following questions.
	a)	"But up-and-down brushin'
		And pokin' and fussin'  Didn't seem worth the time-I could bite!"
		What do these lines convey?
	b)	Why did the poet go to the dentist? How could she have avoided it?
3	c)	"If you got a tooth, you got a friend" what do you understand from the line?



- d) With reference to the poem, how can you look after your teeth?

- e) Give an appropriate proverb that conveys the message that this poem carries.
- 6. Listen to the conversation between Doki and his sister, Moki. As you listen complete the idioms and expressions listed below.

1.	sleep
2.	me the willies
3.	crack the
4.	take theto water
5.	tail.
6.	wonders will

.....can't be undone.

reap what I .....

Idioms are metaphorical expressions rather than literal. For example 'give someone the willies' does not simply mean 'to handover something called willies to someone',

but 'to make someone feel nervous'. It is important for learners of English to understand them and be able to use them.

understand them and be able to use them.

7. Read the following statement where 'I' refers to 'you'

"I can't afford to, after what Jack's done to his teeth."

What is it, you think you can't afford and why? Write a diary entry of not less than 125 words.

(in-class activity; not to be set up as homework).

### **JUST THINK**

7.

8.

8. In line 35, the poet has misspelt the word 'amalgum'. Why do you think she has done that? Discuss.

(Teacher would point out the use of 'me' instead of 'my' and other linguistic variations that make the poem enjoyable.)



# P.7 Song of the Rain by Kahlil Gibran

1. (a) Given below are five lines from a poem but they are not in the right order.

Get into groups of four. Read the lines and put them in the right order. Read the version that you develop to the whole class.

The voice of thunder declares my arrival

I emerge from the heart of the Sea

I descend and embrace the flowers.

I am dotted silver threads dropped from heaven

The rainbow announces my departure

- (b) What is 'I' in these lines?
- (c) Imagining yourself as the subject of this poem, write five lines about yourself in less than five minutes.

You may like to

- define yourself
- state what you do
- explain why people like/dislike you
- mention any other characteristic about yourself
- Now listen to a poem about the rain. As you listen number the stanzas given in the boxes.



I am beautiful pearls, plucked from the Crown of Ishtar by the daughter of Dawn To embellish the gardens

I emerge from the heart of the Sea and Soar with the breeze. When I see a field in Need, I descend and embrace the flowers and The trees in a million little ways

The voice of thunder declares my arrival:
The rainbow announces my departure.
I am like earthly life, which begins at
The feet of the mad elements and ends
Under the upraised wings of death

I am dotted silver threads dropped from heaven By the gods. Nature then takes me to adorn Her fields and valleys.

I touch gently at the windows with my Soft fingers and my announcement is a Welcome song. All can hear but only The sensitive can understand

The field and the cloud are lovers

And between them I am a messenger of mercy.

I quench the thirst of the one,
I cure the ailment of the other.

I am the sigh of the sea, the laughter of the field; The tears of heaven.

When I cry the hills laugh;
When I humble myself the flowers rejoice;
When I bow, all things are elated



So, with love-

Sighs from the deep sea of affection; Laughter from the colourful field of the spirit; Tears from the endless heaven of memories.

## 3. Read the song once again.

- 1 I am dotted silver threads dropped from heaven By the gods. Nature then takes me, to adorn Her fields and valleys.
- 5 I am beautiful pearls, plucked from the Crown of Ishtar by the daughter of Dawn To embellish the gardens.

When I cry the hills laugh;
When I humble myself the flowers rejoice;
When I bow, all things are **elated**.

- The field and the cloud are lovers
  And between them I am a messenger of mercy.
  I quench the thirst of the one;
  I cure the ailment of the other.
- The voice of thunder declares my arrival;
  The rainbow announces my departure.
  I am like earthly life which begins at
  The feet of the mad elements and ends
  Under the **upraised** wings of death.
- 20 I emerge from the heart of the sea and Soar with the breeze. When I see a field in Need, I descend and embrace the flowers and The trees in a million little ways.

I touch gently at the windows with my Soft fingers, and my announcement is a

25 Welcome song. All can hear, but only The sensitive can understand.







adorn: to decorate or add beauty to.

Ishtar: Goddess of fertility, love, war and sex, in the Babylonian Pantheon, she "was the divine

personification of the planet Venus".

embellish : decorate.

elated: very happy and excited.

quench: satisfy thirst.

upraised: lifted or moved upwards.



I am the sigh of the sea;

The laughter of the field;

The tears of heaven.

30 So with love -

Sighs from the deep sea of affection; Laughter from the colourful field of the spirit; Tears from the endless heaven of memories.

### About the Poet

Kahlil Gibran (1883-1931) was a Lebanese-American artist, poet and writer. His poetry is notable for its use of formal language as well as insights on topics of life using spiritual terms. One of his most notable lines of poetry in the English-speaking world is from **Sand and Foam** (1926) which reads 'Half of what I say is meaningless, but I say it so that the other half may reach you.'

- 4. On the basis of your understanding of the poem, answer the following questions by ticking the correct choice.
- (a) The rain calls itself the 'dotted silver threads' as \_\_\_\_\_\_
  - (i) the shimmering drops fall one after the other
  - (ii) it ties heaven and earth
  - (iii) it dots the earth with shimmering water
  - (iv) it decorates the fields
- (b) The tone and mood of the rain in the poem reflect its\_\_\_\_\_
  - (i) love for the earth
  - (ii) desire to take revenge
  - (iii) merriment as it destroys
  - (iv) desire to look beautiful
- 5. Answer the following questions
- (a) Why is the rain divine?
- (b) In this universe, rain performs many functions. What are those?
- (c) "When I cry the hills laugh;

When I humble myself the flowers rejoice;

When I bow, all things are elated."

**Cry, humble** and **bow** indicate different intensity with which the rain falls. Explain the three in context.



(d) How do you think the rain quenches the thirst of the fields and cures clouds
--

- (e) Think about million little ways in which the rain embraces the trees. Mention a few of them.
- (f) "....All can hear, but only

The sensitive can understand'

What does the poet want to convey?

- (g) (i) Notice the imagery built around 'sigh of the sea', 'laughter of the field' and 'tears of heaven'. Explain the three expressions in context of rain.
  - (ii) How would you express rain as
    - an agent of floods?
    - a source of water for dams?
- (h) "I am like earthly life ..."

Why does the poet call rain as earthly life?

- (i) Explain the ending of the song.
- 6. 'Ode to Autumn' is a beautiful poem written by the famous poet John Keats. Listen to an excerpt from the poem and pick phrases which personify autumn.

Phrases	
	CDSE 4

7. Rain in the hills and rain in the desert present entirely different scenario. In the hills it revitalises the greenery and freshens the vegetation; it waters the parched land and relieves the thirsty and panting souls in the desert.

This has been a year of scanty rains. Imagine how the rain would be welcomed when it pours in the hills and in the desert after a long dry spell. Choose one of the places and describe

- (a) What are you likely to see?
- (b) What would happen to the rain water?
- (c) What would be the scene before and after the rain?