

APPOLO STUDY CENTRE

TNPSC GROUP II/IIA GENERAL ENGLISH PART B POETRY (BASED ON TNPSC NEW SYLLABUS 2022)

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List of Poems

10th Std

1. Life

- Henry Van Dyke

Let me but live my life from year to year,
With forward face and unreluctant soul;
Not hurrying to, nor turning from the goal;
Not mourning for the things that disappear
In the dim past, nor holding back in fear
From what the future veils; but with a whole
And happy heart, that pays its toll
To Youth and Age, and travels on with cheer.

So let the way wind up the hill or down,
O'er rough or smooth, the journey will be joy:
Still seeking what I sought when but a boy,
New friendship, high adventure, and a crown,
My heart will keep the courage of the quest,
And hope the road's last turn will be the best.

Henry Van Dyke (1852 - 1933) was an American author, poet, educator, and clergyman. He served as a professor of English literature at Princeton University between 1899 and 1923. He was elected to the American Academy of Arts and Letters and received many other honours.

Summary

Henry Van Dyke's poem 'Life' give us a positive not about life. In life, we face many obstacles but we should face it with boldness and with a cheerful attitude. We should enjoy our life moment by moment like a boy, hoping for a better future.

Glossary

mourning (v) - feeling or expressing great sadness

veils (v) - to hide or cover something so that you cannot see it clearly or understand it

crown (n) - a prize or position offered for being the best

quest (n) - a long search for something that is difficult to find

unreluctant* (adj.) - willing to do something

Read the following lines from the poem and answer the questions that follows.

1. Let me but live my life from year to year,
With forward face and unreluctant soul;

a. Whom does the word 'me' refer to?

Ans: The word 'me' refers to the poet.

b. What kind of life does the poet want to lead?

Ans: The poet wants to lead a life of brightness and cheer, hoping for a better future, unhesitatingly ready to act. **With forward face and unreluctant soul**

2. Not hurrying to, nor turning from the goal;
Not mourning for the things that disappear

a. Why do you think the poet is not in a hurry?

Ans: He wanted to live by enjoying every moment. So he is not in a hurry.

b. What should one not mourn for?

Ans: One should not mourn for the things that disappear by time.

3. In the dim past, nor holding back in fear From what the future veils; but with
a whole And happy heart, that pays its toll To Youth and Age, and travels on
with cheer.

a. What does the poet mean by the phrase 'in the dim past'?

Ans: The phrase 'in the dim past' refers to **sad days of the past**, things, events which go away and it will not be remembered clearly.

b. Is the poet afraid of future?

Ans: No, because he says he is ready to face the future that comes his way.

c. How can one travel on with cheer?

Ans: With happy heart and cheerful spirit.

4. So let the way wind up the hill or down,
O'er rough or smooth, the journey will be joy:
Still seeking what I sought when but a boy,
New friendship, high adventure, and a crown,

a. How is the way of life?

Ans: The way of life sometimes goes up or goes down

b. How should be the journey of life?

Ans: The journey of life should be entertaining with a joyful mood.

c. What did the poet seek as a boy?

Ans: As a boy, he sought new friendship, high adventure and **crown**

5. My heart will keep the courage of the quest,
And hope the road's last turn will be the best.

a. What kind of quest does the poet seek here?

Ans: The poet seeks 'courageous' quest.

b. What is the poet's hope?

Ans: The poet hopes his quest will really end in happiness.

6. In the dim past, nor holding back in fear
From what the future veils; but with a whole
And happy heart, that pays its toll
To Youth and Age, and travels on with cheer.
- a. Identify the rhyming words of the given lines.
Ans: Fear-cheer; whole-toll

7. Let me but live my life from year to year,
With forward face and unreluctant soul;
Not hurrying to, nor turning from the goal;
Not mourning for the things that disappear
- a. Identify the rhyme scheme of the given lines.
Ans: The rhyme scheme is a b b a
The method is 'year' - a
Soul - b
Goal - b
Disappear - a

1. And happy heart, that pays its toll
To youth and age, and travels on with cheer
- a) What does the poet mean by 'youth and age'?
Ans: The poet means 'all through his life'
- b) What kind of a frame of mind one should adopt in life's travel?
Ans: Everyman should adopt a gay and happy attitude in life's travel.
- c) Explain 'toll'.
Ans: 'toll' means 'face the damage'
- d) When does he want to travel?
Ans: He wants to travel in youth and age.
2. Let me but live my life from year to year,
With forward face and unreluctant soul;
- a) How does the poet want to live his life?
Ans: The poet wants to live with guts to face all suffering with a unreluctant soul.
3. New friendship, high adventure, and a crown
- a) Name the figure of the speech in the line.
Ans: Metaphor
4. Not hurrying to, nor turning from the goal;
Not mourning for the things that disappear
- a) Name the figure of the speech used in the line.
Ans: Anaphora

5. To youth and age, and travels on with cheer
 a) Name the figure of the speech used in the line.
Ans: Oxymoron

Figure of speech

S. No	Lines	Figure Of Speech
1.	Still seeking what I sought when but a boy	Simile
2.	New friendship, high adventure, and a crown	Metaphor
3.	From what the future veils; but with a whole	Personification
4.	Not hurrying to, nor turning from the goal; Not mourning for the things that disappear	Anaphora
5.	To youth and age, and travels on with cheer.	Oxymoron
6.	O'er rough or smooth, the journey will be joy:	Oxymoron

Alliteration

Poem line	Words in alliteration	Sound
With forward face and reluctant soul;	<u>f</u> orward, <u>f</u> ace	/f/ sound
And happy heart, that pays its toll	<u>h</u> appy, <u>h</u> ear	/h/ sound
Still seeking what I sought when but a boy,	<u>s</u> till, <u>s</u> eeking, <u>s</u> ought	/s/ sound

Rhyming words:

Poem lines	Device
Let me but live my life from year to year, With forward face and reluctant soul; Not hurrying to, nor turning from the goal; Not mourning for the things that disappear In the dim past, nor holding back in fear From what the future veils; but with a whole And happy heart, that pays its toll To youth and age, and travels on with cheer.	year, disappear, fear, cheer, soul, goal, whole, toll
So let the way wind up the hill or down, O'er rough or smooth, the journey will be joy: Still seeking what I sought when but a boy. New friendship, high adventure, and a crown, My heart will keep the courage of the quest, And hope the road's last turn will be the best.	

Rhyme scheme:

Poem lines		Device
Let me but live my life from year to year,	a	Rhyme scheme of this stanza is abbaabba
With forward face and unreluctant soul;	b	
Not hurrying to, nor turning from the goal;	b	
Not mourning for the things that disappear	a	
In the dim past, nor holding back in fear	a	
From what the future veils; but with a whole	b	
And happy heart, that pays its toll	b	
To youth and age, and travels on with cheer	a	
So let the way wind up the hill or down,	a	
O'er rough or smooth, the journey will be joy:	b	Rhyme scheme of this stanza is abbacc
Still seeking what I sought when but a boy.	b	
New friendship, high adventure, and a crown,	a	
My heart will keep the courage of the quest,	c	
And hope the road's last turn will be the best.	c	

Figure of speech:

- **Metaphor – In the dim past**
- **Personification – future veils**
- **Personification – heart.. pays its toll**
- .**Contrast – up the hill or down**
- **Contrast – rough or smooth**
- **Metaphor – crown.**
- . **Metaphor - crown**
- **Metaphor - road's last turn (life's last turn)**

2. I am Every Woman

-Rakhi Nariani Shirke

A woman is beauty innate,
A symbol of power and strength.
She puts her life at stake,
She's real, she's not fake!

The summer of life she's ready to see in spring.
She says, "Spring will come again, my dear.
Let me care for the ones who're near."
She's The Woman – she has no fear!

Strong is she in her faith and beliefs.
"Persistence is the key to everything,
" says she. Despite the sighs and groans and moans,
She's strong in her faith, firm in her belief!

She's a lioness; don't mess with her.
She'll not spare you if you're a prankster.
Don't ever try to saw her pride, her self-respect.
She knows how to thaw you, saw you – so beware!

She's today's woman. Today's woman, dear.
Love her, respect her, keep her near...

Rakhi Nariani Shirke is an academician with a passion for writing poems as a medium of self-expression. She is a Post Graduate, with a Bachelor's degree in Education.

Summary

The poetess Rakhi says 'the Woman' is the pride of Nation. With her beauty, power, strength and persistence, she is ready to bear the burden of today's world.

Glossary

innate (adj) - inborn and natural

stake (n) - risk

persistence (n) - determination

sigh (v) - expressing grief

mess with (p) - to tease or play a joke

prankster (n) - a person who acts mischievous

groans (v) - complaints and grumbles

moans (v) - grieves.

Appreciation questions:

Read the lines and answer the questions.

1. The summer of life she's ready to see in spring
She says, "spring will come again, my dear
Let me care for the ones who're near".
 - a) What does the word summer mean here?
Ans: The word 'summer' refers to **adversity and hard times**.
 - b) How does she take life?
Ans: She takes **life optimistically**

What does she mean by "spring will come again"?

Ans: She expects life to 'bloom and blossom'.
2. Strong is she in her faith and belief.
"Persistence is the key to everything", says she.
 - a) What is she strong about?
Ans: She is strong about **her faith and beliefs**.
 - b) How does she deal with the adversities in life?
Ans: She faces the adversities with persistence and hard work.
3. Despite the sighs and groans and moans,
She's strong in her faith, firm in her belief!
 - a) Is she complaining about the problems of life?
Ans: No, she is not complaining about the problems of life. She is ready to face it.
 - b) Pick out the words that show her grit.
Ans: 'Strong' and 'firm' are the words that show her grit.
4. Don't ever try to saw her pride, her self-respect
She knows how to thaw you, saw you - so beware!
 - a) What do the words 'thaw' and 'saw' mean here?
Ans: The word 'saw' refers to 'belittle' her pride and self-respect. The word 'thaw' refers to 'get rid of' or 'destroy'.
 - b) What is the tone of the author?
Ans: The tone of the author reflects admonition and warning.
5. She's today's woman. Today's woman dear
Love her, respect her, keep her near.
 - a) Describe today's woman according to the poet.
Ans: According to the poet, today's woman is much valuable.
 - b) How should a woman be treated?

Ans: A woman should be treated with affection, respect and with a friendly attitude.

Read the lines and identify the figure of speech.

1. A woman is beauty innate,
A symbol of power and strength.
She puts her life at stake,
She's real, she's not fake!
 - a) Pick out the rhyming words from the above lines.
Ans: Stake, fake
 - b) Add another word that rhymes with it.
Ans: Innate, fate, rate
 - c) Give the rhyme scheme for the above lines.
Ans: abaa

2. She's a lioness; don't mess with her.
She'll not spare you if you're a prankster.
 - a) Pick out the line that has a metaphor in it
Ans: She's a lioness
 - b) Give your examples of metaphor to describe the qualities of a woman.
Ans: "She is all states, and all princes,"

3. She's strong in her faith, firm in her belief.
 - a) Pick out the alliterated words from the above
Ans: Faith, firm
 - b) Pick out other alliterated words from the poem
Ans: Symbol, strength, summer, see, spring, says, sighs

4. A woman is beauty innate,
A symbol of power and strength
 - a) What does a woman possess?
Ans: A woman possesses inborn and natural beauty.
 - b) How is she described?
Ans: She is described as a symbol of power and strength.

5. She puts her life at stake,
She's real, she's not fake!
 - a) What does she put at stake?
Ans: She puts her life at stake.
 - b) What is the nature of woman?
Ans: She is real and not a fake.

6. She puts her life at stake,
She's real, she's not fake!

a) Name the figure of speech implied.

Ans: Anaphora

7. She's real, she's not fake!

a) Name the figure of speech implied.

Ans: Oxymoron

8. She's a lioness; don't mess with her.

a) Name the figure of speech implied.

Ans: Metaphor

Figure of speech

Poem line	Figure of speech
She puts her life at stake, She's real, she's not fake!	Anaphora
She's real, she's not fake!	Oxymoron
She's a lioness; don't mess with her.	Metaphor
She's a lioness; don't mess with her. She'll not spare you if you're prankster.	Anaphora
Don't ever try to saw her pride, her self-respect.	Repetition
She knows how to thaw you, saw you-so beware!	Repetition
She's today's woman. Today's woman, dear.	Repetition

Alliteration:

Poem line	Words in alliteration	Sound
A symbol of power and strength.	Symbol, strength.	/s/sound
She's real, she's not fake!	She, she	/sh/sound
The summer of life she's ready to see in spring.	Summer, see, spring	/s/sound
She's the woman-she has no fear.	She, she	/sh/sound
Says she. Despite the sighs and groans and moans.	Says, sighs	/s/sound

Rhyming words:

Poem lines	Rhyming words
She puts her life at stake, She's real, she's not fake!	stake, fake

She says, "spring will come again, my dear.	dear, near, fear
Let me care for the ones who're near".	
She's the woman-she has no fear.	
She's today's woman. Today's woman, dear. Love her, respect her, keep her near...	dear, near
She's a lioness; don't mess with her. She'll not spare you if you're prankster	her, prankster.

Rhyme scheme:

Poem lines		Device
A woman is beauty innate,	a	The rhyme scheme of the stanza is abcc
A symbol of power and strength.	b	
She puts her life at stake,	c	
She's real, she's not fake!	c	
The summer of life she's ready to see in spring.	a	The rhyme scheme of the stanza is abbb
She says, "spring will come again, my dear.	b	
Let me care for the ones who're near".	b	
She's the woman-she has no fear.	b	
Strong is she in her faith and beliefs.	a	The rhyme scheme of the stanza is abcd
"Persistence is the key to everything,"	b	
Says she. Despite the sighs and groans and moans	c	
She's strong in her faith, firm in her belief!	d	
She's a lioness; don't mess with her.	a	The rhyme scheme of the stanza is abcd
She'll not spare you if you're prankster	a	
Don't ever try to saw her pride, her self-respect.	b	
She knows how to thaw you, saw you-so beware!	c	
She's today's woman. Today's woman, dear.	a	The rhyme scheme of the stanza is aa
Love her, respect her, keep her near...	a	

Metaphor

symbol of power and strength

summer of life ; in spring.

She's a lioness

3. The Secret of the machines

- Rudyard Kipling

We were taken from the ore-bed and the mine,
We were melted in the furnace and the pit
We were cast and wrought and hammered to design,
We were cut and filed and tooled and gauged to fit.

Some water, coal, and oil is all we ask,
And a thousandth of an inch to give us play:
And now, if you will set us to our task,
We will serve you four and twenty hours a day!

We can pull and haul and push and lift and drive,
We can print and plough and weave and heat and light,
We can run and race and swim and fly and dive,
We can see and hear and count and read and write!

But remember, please, the Law by which we live,
We are not built to comprehend a lie,
We can neither love nor pity nor forgive,
If you make a slip in handling us you die!

Though our smoke may hide the Heavens from your eyes,
It will vanish and the stars will shine again,
Because, for all our power and weight and size,
We are nothing more than children of your brain!

About the authors

Rudyard Kipling was born on December 30, 1865, in Bombay, India. He was educated in England but returned to India in 1882. A decade later, Kipling married Caroline Balestier and settled in Brattleboro, Vermont, where he wrote *The Jungle Book* (1894), among a host of other works that made him hugely successful. Kipling was the recipient of the 1907 Nobel Prize in Literature. He died in 1936

Summary

Rudyard Kipling's 'The Secret of the Machines' reveals the basis for the need of the machines and its functioning. Further it tells how it helps human beings.

Glossary:

furnace (n) - an enclosed structure in which material is heated to very high temperatures

wrought (adj.) – beaten out of shape by hammering
gauge (n) – an instrument that measures perfection in appearance and quality
thousandth (adv.) – a fraction of thousand
haul (v) – pull or drag with effort or force
comprehend(v) – grasp, understand
vanish(v) – disappear suddenly and completely

Appreciation questions:

Read the lines and answer the questions

1. Who does 'we' refer to in 'first stanza'?

Ans: 'We' refer to the 'Machines'.

2. Who are the speakers and listeners of this poem?

Ans: Machines are the speakers and **human beings** are the listeners.

3. What metals are obtained from ores and mines?

Ans: Iron, Gold, Zinc, Copper.

4. Mention a few machines which are hammered to design

Ans: **wheel, axle, pulley, wedge, screw, lever etc.**

5. Mention the names of a few machines that run on water, coal or oil.

Ans: Steam – engine; Washing Machine; Energy expeller oil machine.

6. Mention a few machines used for pulling, pushing, lifting, driving, printing, ploughing, reading and writing

Ans: 1. Bulldozer 2. Crane 3. Driller 4. Printer
5. Tiller 6. Scanner 7. Typewriter

7. Are machines humble to accept the evolution of human brain?

Ans: Yes, machines are humble to accept the evolution of human brain because the machines are the brain – children of human beings.

8. What feelings are evoked in us by the machines in this poem?

Ans: : pity ,love ,forgiveness and sympathy

9. 'And a thousandth of an inch to give us play'

Which of the following do the machines want to prove from this line?

Ans:

- a. Once machines are fed with fuel, they take a very long time to start.
- b. Once machines are fed with fuel, they start quickly.

The answer is (b) – once machines are fed with fuel, they start quickly.

10. 'And now, if you will set us to our task,
We will serve you four and twenty hours a day!
- Who does the pronoun 'you' refer to here?
Ans: The pronoun 'you' refers to the human beings.
 - Whose task is referred to as 'our task' here?
Ans: The task of the machines is referred here.
 - Open conditional clause is used in the given line. Why is the future tense 'will set' and 'will serve' used both in the 'if clause' and in the main clause?
Ans: The future tense is used in order to mean that they will work continuously
 - Do the machines serve us twenty-four hours a day?
Ans: Yes, the machines serve us twenty-four hours a day.
 - Rewrite the given lines with the ending '365 days a year.'
Ans: And now, if you will set us to our task,
We will serve you sixty-five and three hundred days a year.
11. 'If you make a slip in handling us you die' what is the result of 'Mishandling the machine'?
Ans: The mishandling of the machine results in losing one's precious life.
12. We were taken from the ore-bed and the mine,
We were melted in the furnace and the pit
- Where is the metal taken from?
Ans: The metal is taken from the ore-bed and the mine.
 - What is the process carried out?
Ans: It is melted in the furnace and the pit.
13. We were cast and wrought and hammered to design,
We were cut and filed and tooled and gauged to fit.
- How are they designed?
Ans: They are cast, wrought and hammered to design.
 - When are they ready to be fitted?
Ans: After they are cut, filed, tooled and gauged they are ready to be fitted.
14. We can pull and haul and push and lift and drive,
We can print and plough and weave and heat and light,
- What can a machine do?
Ans: They can pull, haul, push, lift and drive.

- b. What do they give us?
Ans: They give us heat and light.

15. We can neither love nor pity nor forgive,
 If you make a slip in handling us you die
 a. What can a machine not do?
Ans: They cannot love, pity or forgive.
 b. How should we handle a machine?
Ans: We should handle it with care.

16. Because, for all our power and weight and size,
 We are nothing more than children of your brain!
 a. What are the qualities of a machine?
Ans: It has power, weight and size.
 b. Whose child is a machine?
Ans: The machine is the child of the human brain.

17. We can pull and haul and push and lift and drive,
 Name the figure of the speech implied.
Ans: Oxymoron / personification

18. We can see and hear and count and read and write!
 Name the figure of the speech implied.
Ans: Imagery

Figure of speech:

Write your favorite stanza from the poem and find the rhyming scheme:

S. No	Lines	Figure Of Speech
1.	Though out smoke may hide the heavens from your eyes It will vanish and the stars will shine again Because, for all out power and weight and size We are nothing more than children of your brain	Rhyme scheme: ab ab
2.	We can run and race and swim and fly and dive	Alliteration
3.	We can neither love nor pity nor forgive .	Personification
4.	We are nothing more than children of your brain	Simile
5.	We were taken from the ore-bed and the	Anaphora

	mine, We were melted in the furnace and the pit We were cast and wrought and hammered to design, We were cut and filed and tooled and gauged to fit.	
6.	And a thousandth of an inch to give us play: And now, if you will set us to our task,	Anaphora
7.	We can pull and haul and push and lift and drive We can print and plough and weave and heat and light, We can run and race and swim and fly and dive, We can see and hear and count and read and write!	Anaphora
8.	We are not built to comprehend a lie, We can neither love nor pity nor forgive,	Anaphora
9.	Though our smoke may hide the heavens form your eyes, It will vanish and the stars will shine again,	Oxymoron
10.	We can see and hear and count and read and write!	Imagery
11.	We can pull and haul and push and lift and drive,	Personification
12.	Some water, coal, and oil is all we ask ,	Assonance
13.	Though our smoke may hide the heavens from your eyes,	Connotation

Alliteration:

Poem line	Words in alliteration	Sound
We were taken from the ore-bed and the mine, We were melted in the furnace and the pit We were cast and wrought and hammered to design, We were cut and filed and tooled and gauged to fit.	we, were, wrought	/w/ sound
Some water, coal, and oil is all we ask, We will serve you four and twenty hours a day!	and, all, ask,	/p/ sound

We can pull and haul and push and lift and drive	pull, push,	/p/ sound
We can print and plough and weave and heat and light,	print, plough	/p/ sound
We can run and race and swim and fly and dive,	run, race	/r/ sound
But remember, please, the law by which we live,	which, we	/w/ sound
We can neither love nor pity nor forgive.	neither, nor, nor	/n/ sound

Rhyming words:

Poem lines	Rhyming words
We were taken from the ore-bed and the mine, We were melted in the furnace and the pit We were cast and wrought and hammered to design, We were cut and filed and tooled and gauged to fit.	mine, design pit, fit
Some water, coal, and oil is all we ask, And a thousandth of an inch to give us play: And now, if you will set us to our task, We will serve you four and twenty hours a day!	ask, task play, day
We can pull and haul and push and lift and drive We can print and plough and weave and heat and light, We can run and race and swim and fly and dive, We can see and hear and count and read and write!	live, forgive lie, die
But remember, please, the law by which we live, We are not built to comprehend a lie, We can neither love nor pity nor forgive, If you make a slip in handling us you die!	eyes, size again, brain
Though our smoke may hide the heavens form your eyes, It will vanish and the stars will shine again, Because, for all our power and weight and size, We are nothing more than children of your brain!	

Rhyme scheme:

Poem lines		Device
We were taken from the ore-bed and the mine, We were melted in the furnace and the pit We were cast and wrought and hammered to design, We were cut and filed and tooled and gauged to fit.	a b a b	The rhyme scheme of the poem is abab

Personification

We can print and ploughland weave and heat and light

We can run and race and swim and fly and dive

**We can see and hear and count and read and write!
...comprehend a lie**

neither love nor pity nor forgive

...children of your brain

Hyperbole

And a thousandth of an inch to give us play:

We will serve you four and twenty hours a day

4. The Ant and The Cricket

- Adapted from Aesop's fables

A silly young cricket, accustomed to sing
Through the warm, sunny months of gay summer and spring,
Began to complain when he found that, at home,
His cupboard was empty, and winter was come.

Not a crumb to be found
On the snow-covered ground;
Not a flower could he see,
Not a leaf on a tree.

"Oh! what will become," says cricket, "of me?"
At last by starvation and famine made bold,
All dripping with wet, and all trembling with cold,
Away he set off to a miserly ant,
To see if, to keep him alive, he would grant

Him shelter from rain.
And a mouthful of grain.
He wished only to borrow;
He'd repay it tomorrow;

If not, he must die of starvation and sorrow
Says the ant to the
Cricket, "I'm Your servant
and friend,
But we ants never
Borrow; we ants never
Lend.

But tell me, dear cricket,
Did you lay anything by
When the weather was
warm?" Quoth the cricket,
"Not I!

My heart was so light
That I sang day and night
For all nature looked gay."
"For all nature looked gay".
"You sang, sir, you say?

Go then", says the ant, "and dance the winter away".
Thus ending, he hastily lifted the wicket,

And out of the door turned the poor little cricket.
Folks call this a fable. I'll warrant it true:
Some crickets have four legs, and some have two.

About the Author

'Aesop's fables' is a collection of fables credited to Aesop, a slave and a story teller believed to have lived in ancient Greece between 620 and 564 B.C.E. These fables became popular when they emerged in print. Several stories are attributed to Aesop even today. The process of inclusion is continuous and new stories are being added. Collections of Aesop's fables were among the earliest books to be printed in many languages.

Summary

The Poem 'The Ant and the Cricket' tell us about the necessity of hardwork and 'Save for our future'.

Glossary

accustomed to (v) - be used to

gay (adj.) - glad, joyful

crumb (n) - piece of bread

famine (n) - extreme scarcity of food

miserly (adj.) - hesitant to spend money

quoth (v) - said (old English usage, used only in first- and third-person singular before the subject)

hastily (adv.) - hurriedly

warrant (v) - guarantee, promise

Appreciation questions:

Based on your understanding of the poem, read the following lines and answer the questions given below.

1. A silly young cricket accustomed to sing
Through the warm, sunny months of gay summer and spring
 - a) What was the routine of the cricket?
Ans: The routine of the cricket was to sing.
 - b) Name the seasons mentioned here.
Ans: Spring and summer.
2. Began to complain when he found that, at home
His cupboard was empty, and winter was come.
 - a) Who does 'he' refer to?
Ans: 'He' refers to the cricket.

- b) Why was his cupboard empty?
Ans: His cupboard was empty because there was no grain or food, **since the cricket did not save any food for winter.**
3. Not a crumb to be found
 On the snow - covered ground
 a) What couldn't he find on the ground?
Ans: He couldn't find even a single - piece of bread.
 b) Why was the ground covered with snow?
Ans: The ground was covered with snow because the season was 'winter'.
4. At last by starvation and famine made bold,
 All dripping with wet, and all trembling with cold.
 a) What made the cricket bold?
Ans: Starvation and famine made the cricket bold.
 b) Why did the cricket drip and tremble?
Ans: Because of the 'winter' season, the cricket dripped and trembled.
5. Away he set off to a miserly ant,
 To see if, to keep him alive, he would grant
 Him shelter from rain,
 And a mouthful of grain
 a) Whom did the cricket want to meet? Why?
Ans: The cricket wanted to meet an ant.
 The ant would give him grain or food and shelter.
 b) What would keep him alive?
Ans: A shelter from the season and a mouthful of grain to appease his hunger.
6. But we ants never borrow; we ants never lend.
 a) Why do you think ants neither borrow not lend?
Ans: The ants always work hard and save food for the bad season.
 b) Who says these lines to whom?
Ans: The ant says to the cricket.
7. "Not I!
 My heart was so light
 That I sang day and night,
 For all nature looked gay."
 a) Who does 'I' refer to?
Ans: 'I' refers to the insect cricket.
 b) What was the nature of the cricket? How do you know?
Ans: The nature of the cricket is always gay and happy. We are able to know it from the words of the cricket itself.

8. Thus ending, he hastily lifted the wicket,
And out of the door turned the poor little cricket.
a) The ant refused to help the cricket. Why?
Ans: The ant doesn't like the lazy attitude of the cricket.
b) Explain the second line.
Ans: The cricket turned away with deep sorrow and in a dejected mood.
9. He wished only to borrow;
He'd repay it tomorrow
a) Pick out the rhyming words in the above lines.
Ans: 'borrow' and 'tomorrow' are the rhyming words.
b) Give more examples of rhyming words from the poem.
Ans: See-tree; rain-grain; sing-spring; found-ground; bold-cold; ant-grant;
light-night; gay-say; wicket-cricket; true-two.
10. My heart was so light
That I sang day and night,
For all nature looked gay,
"You sang, sir, you say"?
a) Mention the rhyme scheme employed in the above lines.
Ans: The rhyme scheme is aabb. [light - night; gay - say]
11. If not, he must die of starvation and sorrow.
a) Why must the grasshopper die?
Ans: The grasshopper must return what he has borrowed or else he will have to die.
b) What will be the cause of his death?
Ans: He will die of starvation and sorrow.
12. Did you lay anything by
When the weather was
Warm? Quoth the cricket
a) What does 'lay' mean?
Ans: It means 'save for the future'.
b) When had he to lay the things?
Ans: He had to lay the things when weather was warm.
13. All dripping with wet, and all trembling with cold,
a) Name the figure of speech used in the line.
Ans: Anaphora
14. That I sang day and night,
a) Name the figure of speech used in the line.
Ans: Oxymoron

Figure of speech:

S. No	Lines	Figure Of Speech
1.	All dripping with wet, and all trembling with cold,	Repetition
2.	But we ants never borrow ; We ants never lend .	Oxymoron
3.	But we ants never borrow; we ants never lend.	Anaphora
4.	That I sang day and night ,	Oxymoron
5.	For all nature looked gay. “For all nature looked gay”.	Anaphora/ Repetition
6.	Some crickets have four legs, and some have two.	Metaphor
7.	Away he set off to a miserly ant , to see if, to	Personification

Alliteration

Poem line	Words in alliteration	Sound
A silly young cricket, accustomed to sing Through the warm, sunny months of gay summer and spring, His cupboard was empty, and winter was come.	silly, sing sunny, summer, spring cupboard, come.	/s/ sound /s/ sound /c/ sound
“oh! What will become,” says cricket, “of me?” All dripping with wet, and all trembling with cold,	what, will with, wet, with	/w/ sound /w/ sound
If not, he must die of starvation and sorrow.	starvation, sorrow.	/s/ sound
When the weather was warm?”	weather, was, warm	/w/ sound
Go then, says the ant, “and dance the winter away”. Thus ending, he hastily lifted the wicket, And out of the door turned the poor little cricket.	ant, and, away he, hastily out, of	/s/ sound /h/ sound /o/ sound

Rhyming words:

Poem lines	Rhyming words
A silly young cricket, accustomed to sing Through the warm, sunny months of gay summer and spring, Began to complain when he found that, at home, His cupboard was empty, and winter was come.	sing, spring home, come
Not a crumb to be found On the snow-covered ground; Not a flower could he see, Not a leaf on a tree.	found, ground see, tree
At last by starvation and famine made bold, All dripping with wet, and all trembling with cold, Away he set off to a miserly ant, To see if, to keep him alive, he would grant	bold, cold ant, grant
Him shelter from rain. And a mouthful of grain. He wished only to borrow; He'd repay it tomorrow;	rain, grain borrow, tomorrow
But tell me, dear cricket, Did you lay anything by when the weather was Warm?" quoth the cricket, "Not I!"	dear, near
My heart was so light That I sang day and night, For all nature looked gay". "For all nature looked gay". "You sang, sir, you say?"	light, night gay, gay, say
Thus ending, he hastily lifted the wicket, And out of the door turned the poor little cricket.	wicket, cricket

Rhyme scheme:

Poem lines	Device
A silly young cricket, accustomed to sing Through the warm, sunny months of gay summer and spring, Began to complain when he found that, at home, His cupboard was empty, and winter was come.	a a b c The rhyme scheme of the stanza is aabc

Not a crumb to be found On the snow-covered ground; Not a flower could he see, Not a leaf on a tree.	a a b b	The rhyme scheme of the stanza is aabb
“Oh! What will become,” says cricket, “of me?” At last by starvation and famine made bold, All dripping with wet, and all trembling with cold, Away he set off to a miserly ant, To see if, to keep him alive, he would grant	a b b c c	The rhyme scheme of the stanza is abbcc
Him shelter from rain. And a mouthful of grain. He wished only to borrow; He’d repay it tomorrow;	a a b b	The rhyme scheme of the stanza is aabb
My heart was so light That I sang day and night, For all nature looked gay”. “For all nature looked gay”. “You sang, sir, you say?	a a b b b	The rhyme scheme of the stanza is aabbb
Go then, says the ant, “and dance the winter away”. Thus ending, he hastily lifted the wicket, And out of the door turned the poor little cricket. Folks call this a fable. I’ll warrant it true: Some crickets have four legs, and some have two.	a b b c c	The rhyme scheme of the stanza is abbcc

Personification

A silly young cricket
a miserly ant
never borrow; never lend
lay anything by
I sang
dance the winter away

metaphor

some have two

Epithet

snow-covered ground

5. No Men are Foreign

- James Falconer Kirkup

Remember, no men are strange, no countries foreign
Beneath all uniforms, a single body breathes
Like ours: the land our brothers walk upon
Is earth like this, in which we all shall lie.
They, too, aware of sun and air and water,
Are fed by peaceful harvests, by war 's long winter starv'd.
Their hands are ours, and in their lines we read
A labor not different from our own .
Remember they have eyes like ours that wake
Or sleep, and strength that can be won
By love. In every land is common life
That all can recognize and understand.
Let us remember, whenever we are told
To hate our brothers, it is ourselves
That we shall dispossess, betray, condemn.
Remember, we who take arms against each other
It is the human earth that we defile.
Our hells of fire and dust outrage the innocence
Of air that is everywhere our space own,
Remember, no men are foreign, and no countries strange.

About the Author

James Falconer Kirkup (1918-2009) born James Harold Kirkup, was an English poet, translator and travel writer. He wrote over 30 books, including autobiographies, novels and plays. Kirkup wrote his first book of poetry, *The Drowned Sailor at the Downs*, which was published in 1947. His home town of South Shields now holds a growing collection of his works in the Central Library, and artefacts from his time in Japan are housed in the nearby Museum. His last volume of poetry was published during the summer of 2008 by Red Squirrel Press, and was launched at a special event at Central Library in South Shields.

Summary

James Falconer Kirkup wants to establish that all human beings are the same. Though they live in far-off lands, they are physically and in their form are one. They are really sharing nature's gifts like sun, air and water. All have to work for their 'bread and butter'. So he concludes that one should not use weapons against the other. He suggests the axiom 'You Live and Let others Live'.

Figure of speech:

S. No	Lines	Figure Of Speech
1.	Beneath all uniforms, a single body breathes.	Metaphor
2.	Their hands are ours.	Simile
3.	And in their lines, we read.	Imagery
4.	A labour not different from our own	Metaphor
5.	Are fed by peaceful harvests, by war's long winter starv'd.	Transferred Epithet
6.	Our hells of fire and dust outrage the innocence.	Metaphor
7.	Of air that is everything our own,	Internal Rhyme
8.	Remember, no men are strange, no countries foreign Remember, no men are foreign, and no countries strange	Anaphora
9.	Is earth like this, in which we all shall lie	Internal Rhyme
10.	They, too, aware of sun and air and water,	Internal Rhyme

Alliteration:

Poem line	Words in alliteration	Sound
Remember, no men are strange, no countries foreign	no, no	/n/ sound
Like ours: the land our brothers walk upon	like, land ours, our	/l/ sound /o/ sound
Is earth like this, in which we all shall lie	which, we	/w/ sound
Beneath all uniforms, a single body breathes.	body breathes	/b/ sound
Are fed by peaceful harvests, by war's long winter starv'd.	by, by	/b/ sound
A labour not different from our own	our, own	/o/ sound
Ore sleep, and strength that can be won	sleep, strength	/l/ sound
By love. In every land is common life	love, land, life	/l/ sound
To hate our brothers, it is ourselves	our, ourselves	/o/ sound
Our hells of fire and dust outrange the innocence	our, outrage	/o/ sound

Of air that is everywhere our own,	of, our, own	/o/ sound
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Metaphor-war's long winter

Metaphor - Their hands are ours

Metaphor - hells of fire

Personification

innocence of air

Glossary

Condemn - express complete disapproval

Labour - hardwork

Betray - disloyal

Defile - damage the purity or appearance

Outrage - extremely strong reaction of anger, shock

Appreciation questions:

Based on the understanding of the poem, read the following lines and answer the questions:

1. Beneath all uniforms, a single body breathes
Like ours: the land our brothers walk upon
Is earth like this. In which we all shall lie
 - a. What is found beneath all uniforms?
Ans: A single body is found beneath all uniforms.
 - b. What is the same for everyone of us?
Ans: **THE LAND AND THE EARTH**
 - c. Where are we all going to lie finally?
Ans: Finally, we all are going to lie in the earth.

2. They, too aware of sun and air and water
Are fed by peaceful harvests, by war's long winter starved
 - a. What is common for all of us?
Ans: The sun, air and water is common for all of us.
 - b. How are we fed?
Ans: We are fed by peaceful harvests.
 - c. Mention the season referred here.
Ans: The season mentioned is long winter.

3. Their hands are ours, and in their lines we read
A labour not different from our own.

- a. Who does 'their' refer to?
Ans: 'their' refers to **people of other countries.**
- b. What does the poet mean by 'lines we read'?
Ans: The phrase 'lines we read' means the marks on the hands of the people who work hard are looked at by us.
- c. What does not differ?
Ans: The labour is hard work of others is not different from ours.
4. Let us remember, whenever we are told
 To hate our brothers, it is ourselves
 That we shall dispossess, betray, condemn
- a. Who tells us to hate our brothers?
Ans: **The power hungry leaders and politicians**
 . The poet calls the alien 'our brothers'.
- b. What happens when we hate our brothers?
Ans: **WE HATE OURSELVES**
- c. What do we do to ourselves?
Ans: **We deprive, betray and condemn ourselves**
 By hating others, we are really disloyal to ourselves.
5. Our hells of fire and dust outrage the innocence
 Of air that is everywhere our own
 Remember, no men are foreign, and no countries strange.
- a. What outrages the innocence?
Ans: **The smoke and dust of war**
- b. Who are not foreign?
Ans: The men who live in other countries are not foreigners.
- c. What is not strange?
Ans: The **other** countries are not strange.
6. By love. In every land is common life
 That all can recognize and understand
- a. What is the life 'in every land'?
Ans: 'Common life' lived by the people everywhere.
- b. Can anyone understand that?
Ans: Yes, all can recognize and understand the normal life lived by the people of other countries.
7. Remember, we who take arms against each other
 It is the human earth that we defile
- a. Is it correct to take arms against each other?
Ans: No, it is not correct to take arms against each other.
- b. What is the view of the poet?
Ans: The poet is against waging war.

- c. What is the result of taking arms against each other?
Ans: The earth by which all human being live is turned into a polluted state where no humanbeing can live.
8. Remember they have eyes like ours that wake.
Or sleep, and strength that can be won
By love. In every land is common life.
- a. What does a labour have?
Ans: A labour has eyes like everyone.
- b. How can sleep and strength be won?
Ans: They can be won by love.
- c. Where can common life be seen?
Ans: Common life can be seen in every land.
9. Remember, we who take arms against each other
It is the human earth that we defile.
- a. Who takes the arms?
Ans: Human beings take the arms.
- b. What does man defile?
Ans: Man defiles the human earth.
10. A labour not different from our own.
- a. Name the figure of the speech implied.
Ans: Metaphor
11. Their hands are ours
- a. Name the figure of the speech implied.
Ans: Simile
12. Of air that is everywhere our own,
- a. Name the figure of the speech implied.
Ans: Internal rhyme

6. The House on Elm Street

- Nadia Bush

It sat alone.
What happened there is still today unknown.
It is a very mysterious place,
And inside you can tell it has a ton of space,
But at the same time it is bare to the bone.

At night the house seems to be alive,
Lights flicker on and off.
I am often tempted to go to the house,
To just take a look and see what it is really about,
But fear takes over me.

I drive past the house almost every day.
The house seems to be a bit brighter
On this warm summer day in May.
It plays with your mind.
To me I say, it is one of a kind.

Beside the house sits a tree.
It never grows leaves,
Not in the winter, spring, summer or fall.
It just sits there, never getting small or ever growing tall,
How could this be?

Rumors are constantly being made,
And each day the house just begins to fade.
What happened inside that house?
I really don't know.
I guess it will always be a mystery.

Nadia Bush, is basically an academician. She has specialised in the Dept. of communication. She has completed Ph.D in Communication in the University of Southern Mississippi. She is an editor, writer at Mississippi Gulf Coast Community College. She is a senior Instructor in the Department of Communication, University of South Alabama. She is conducting courses in Public Speaking, Principles of Advertising etc., She has presented many papers in her field of Communication in different Seminars. She has written this poem under the general heading 'dark poem' This The House on Elm Street' is published in April 2017.

Summary

Nadia Bush, the poetess, says it is a poem of fantasy. It is purely imaginative. It describes about a lonely house. Nobody lives there. Nearby there is a tree without leaves, not getting shorter nor growing taller. She concludes that for her, the house is a mystery.

Appreciation questions:

Read the given lines and answer the questions given below:

1. It sat alone
What happened there is still today unknown
It is a very mysterious place,
And inside you can tell it has a ton of space,
But at the same time it is bare to the bone.
 - a. What does 'it' refer to?
Ans: It refers to the house.
 - b. Pick out the line that indicate the size of the house.
Ans: And inside you can tell it has a **ton of space**.

2. I drive past the house almost every day
The house seems to be a bit brighter
On his warm summer day in May
It plays with your mind.
 - a. To whom does 'I' refer to?
Ans: 'I' refer the author or the poet or the narrator.
 - b. Pick out the alliterated words in the 2nd line.
Ans: The words are **be bit brighter**.

3. It never grows leaves
Not in the winter, spring, summer or fall
It just sits there never getting small or ever growing tall
 - a. What does 'it' refer to?
Ans: It refers to 'the tree'
 - b. In what way the tree is a mystery?
Ans: Usually, a tree has leaves but this tree is without leaves in all the season. Further it doesn't grow.

4. Rumors are constantly being made,
And each day the house just begins to fade
What happened inside that house?
 - a. Does the house remain the same every day?
Ans: One is not sure about it. It is told that the house gets faded every day.
 - b. How does the poet consider the house to be a mystery?

Ans: The poet considers the house to be a mystery, because nobody knows what happened inside that house.

5. What happened inside that house?

I really don't know

I guess it will always be a mystery.

a. Does the poet know what happened in the house?

Ans: The poet doesn't know what happened in the house. Her very words are; I really don't know.

b. What is the mystery about the house?

Ans: There is no sign of life inside the house. That is the mystery about the house.

6. At night the house seems to be alive,

Lights flicker on and off.

a. How does the house seem at night?

Ans: The house seems to be alive at night.

b. What does the lights do?

Ans: The lights flicker on and off.

7. I am often tempted to go to the house,
To just take a look and see what it is really about,
But fear takes over me.

a. Who is tempted?

Ans: The poet is tempted.

b. What is she tempted to do?

Ans: She is tempted to go to the house.

c. Why does she want to go to the house?

Ans: She wants to take a look and see what is the real mystery about the house.

d. Why doesn't she go there?

Ans: As fear engulfs her, she doesn't go there.

8. Lights flicker on and off.

a. Name the figure of the speech implied.

Ans: Oxymoron

9. It just sits there, never getting small or ever growing tall,

a. Name the figure of the speech implied.

Ans: Internal rhyme

10. Lights flicker on and off.

a. Name the figure of the speech implied.

Ans: Assonance

Figure of speech:

S. No	Lines	Figure Of Speech
1.	Lights flicker on and off.	Onomatopoeia
2.	Lights flicker on and off .	Oxymoron
3.	On this warm summer day in May .	Internal rhyme
4.	It just sits there, never getting small or ever growing tall,	Internal rhyme
5.	Lights flicker on and off .	Assonance
6.	It just sits there, never getting small or ever growing tall ,	Oxymoron

Alliteration:

Poem lines	Words in alliteration	Sound
But at the same time, it is bare to the bone.	bare, bone	/b/ sound
Lights flicker on and off.	on, off	/o/ sound
I am often tempted to go to the house,	tempted, to, to	/t/ sound
The house seems to be a bit brighter.	be, bit brighter	/b/ sound

Rhyming words:

Poem lines	Device
It sat alone. What happened there is still today unknown. It is a very mysterious place, And inside you can tell it has a ton of space, But at the same time it is bare to the bone.	alone, unknown, bone place, space
I drive past the house almost every day. The house seems to be a bit brighter On this warm summer day in May. It plays with your mind. To me I say, it is one of a kind.	day, may mind, kind
Beside the house sits a tree. It never grows leaves, Not in the winter, spring, summer or fall. It just sits there, never getting small or ever growing tall, How could this be?	tree, be fall, tall
Rumors are constantly being made, And each day the house just begins to fade.	made, fade

Rhyme scheme:

Poem lines		Device
It sat alone.	a	Rhyme scheme of this stanza is aabba
What happened there is still today unknown.	a	
It is a very mysterious place,	b	
And inside you can tell it has a ton of space,	b	
But at the same time it is bare to the bone.	a	
At night the house seems to be alive,	a	Rhyme scheme of this stanza is abcde
Lights flicker on and off.	b	
I am often tempted to go to the house,	c	
To just take a look and see what it is really about,	d	
But fear takes over me.	e	
I drive past the house almost every day.	a	Rhyme scheme of this stanza is abacc
The house seems to be a bit brighter	b	
On this warm summer day in May.	a	
It plays with your mind.	c	
To me I say, it is one of a kind	c	
Beside the house sits a tree.	a	Rhyme scheme of this stanza is abcca
It never grows leaves,	b	
Not in the winter, spring, summer or fall.	c	
It just sits there, never getting small or ever growing tall,	c	
How could this be?	a	
Rumors are constantly being made,	a	Rhyme scheme of this stanza is aabcd
And each day the house just begins to fade.	a	
What happened inside that house?	b	
I really don't know.	c	
I guess it will always be a mystery.	d	

Metaphor

mysterious place

bare to the bone

Hyperbole

a ton of space

Personification -

It plays with your mind.

the house sits a tree.

Alliteration

And inside you can tell it has a ton of space,

But at the same time it is bare to the bone.

The house seems to be a bit brighter
I drive past the house almost every day
Not in the winter, spring, summer or fall.
It just never getting small or ever growing tall,
What happened inside that house?



7. **Stopping by Woods on a Snowy Evening**

- **Robert Frost**

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.

About the Author

Robert Frost (1874-1968) was an American poet noted for his realistic descriptions of rural life. Born on 26 March 1874, he spent his first 40 years as an unknown entity. He received four Pulitzer prizes for poetry and was a special guest at President John F. Kennedy's inauguration. Frost became a poetic force and the unofficial Poet Laureate of the United States. Some of his famous works are The Road Not Taken, West Running Brook, Mending Wall, After Apple Picking etc.

Summary

After a long travel the poet entered a wood. He wondered to whom the wood belongs to! He realized that the owner of the wood lived in a village. He was happy that the owner would not be able to see him stopping in his woods to watch snow fill the woods. The poet felt that the horse would think it very strange to stop near the woods as he had never done like this before. He was actually standing between the woods and a frozen lake. The time was evening. The horse indicated that the poet has made a mistake by shaking its head. The poet felt that the woods are lovely, dark and deep. He suddenly realized that he had worldly commitment which would not allow him to stop in the woods for a long time.

Glossary

queer (adj.) : strange, odd

woods (n) : an area of land covered with a thick growth of trees.

harness (n) : Straps and fittings by which a horse is fastened to a cart or carriage

frozen (adj.) : in ice form

sweep (v) : to move swiftly and smoothly

downy(adj): Soft and fluffy

flake (n) : a small piece of snowflake

Read the following lines and answer the following questions.

1. He will not see me stopping here
To watch his woods fill up with snow.
 - a) Who does 'he' refer to?
Ans: He refers to the person to whom the woods belong to. (or) He refers to the owner of the woods.
 - b) Identify the season with these lines
Ans: It is a winter season.

2. My little horse must think it queer
To stop without a farmhouse near
 - a) Who is the speaker?
Ans: The poet is the speaker.
 - b) Why should the horse think it queer?
Ans: It is a strange thing for the horse to see the poet stopping by a place where there is no farm house.
 - c) Pick out the rhyming words.
Ans: Queer; near

3. He gives his harness bells a shake
To ask if there is some mistake.
 - a) Whom does 'he' refer to in these lines?
Ans: The horse is referred in these lines.
 - b) Why does 'he' give his harness bells a shake?
Ans: The horse wants to check whether anything has gone wrong with the poet.
 - c) How does the horse communicate with the poet?
Ans: The horse shakes his head and makes sound out of his harness bell.

4. The woods are lovely, dark and deep,
But I have promises to keep
 - a) How are the woods?
Ans: The woods are very beautiful, very dense and quiet.
 - b) Who does 'I' refer to?
Ans: 'I' refers to the poet.

- c) What are the promises the speaker is talking about?
Ans: The speaker is talking about the worldly commitments he has to fulfil.
5. And miles to go before I sleep,
And miles to go before I sleep.
- a) Why the poet has used the same line twice?
Ans: To stress the fact that he cannot stay any more in the wood but has to return to his own place as he has promises to keep, he repeats the last line.
- b) Explain: miles to go before I sleep
Ans: The poet wants to admire nature's beauty and live in the dream world. But, in reality he cannot do the same. He might have come from the practical life long before and so he has to travel a long distance and reach the place to carry on with his regular duties.
6. "Whose woods these are I think I know.
His house is in the village though;"
- a) Where did the poet stop?
Ans: The poet stopped in a wood.
- b) Where did the owner of the wood live?
Ans: The owner lived in the village.
- c) What did the poet realize?
Ans: The poet realized that he knew the owner of the wood.
7. "Between the woods and frozen lake
The darkest evening of the year".
- a) Where was the poet standing?
Ans: The poet was standing between the wood and frozen lake.
- b) What was the time?
Ans: It was evening.
8. "The only other sound's the sweep
Of easy wind and downy flake".
- a) Did the poet hear any other sound?
Ans: Yes, he heard some sound.
- b) What was it?
Ans: It was the sound of the sweeping wind.
- c) What was falling down?
Ans: Snow flakes were falling down.
- d) How are the wind and flakes described?
Ans: They are said to be easy wind and downy flakes.

Figure of speech table:

Lines	Figure of speech
His house is in the village though	Alliteration
He will not see me stopping here	Alliteration
To watch his woods fill up with snow	Alliteration
He gives his harness bells a shake	Alliteration
To watch his woods fill up with snow	Hyperbole
He give his harness bells a shake	Metaphor
To ask if there is some mistake	Personification
He will not see me stopping here	Alliteration
But I have promises to keep, And miles to go before I sleep	Allegory and symbolism*
*(the entire poem is an allegory with an inner meaning in addition to its surface meaning. The 'promises' are symbolic of life's responsibilities and 'sleep' is symbolic of death)	

Imagery - "The woods are lovely, dark and deep,"
 Personification - My little horse must think it queer.
 Personification - He gives his harness bells a shake

Read the following lines from the poems you have studied and answer the questions given below:

- "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".

 - Write the words in alliteration in the second line.
Ans: His, house, the, though
 - Write the words in alliteration in the third line.
Ans: See, stopping
 - Write the words in alliteration in the fourth line.
Ans: Watch, woods, with
 - What is the figure of speech used in the fourth line.
Ans: Hyperbole

- "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".

 - Write the words in alliteration in the line 1.
Ans: He, his, harness
 - Write the words in alliteration in the third line.

- Ans:** Sound, sweep
- c) What is the figure of speech used in the first and second line.
Ans: Metaphor
- d) Pick out the rhyming words.
Ans: Shake, mistake, flake
- e) What is the rhyme scheme of the stanza.
Ans: It is a a b a
3. "My little horse must think it queer"
a) Name the figure of speech used.
Ans: Personification
4. "But I have promises to keep,
And miles to go before I sleep",
a) Name the figure of speech used.
Ans: Allegory and symbolism.

Complete the summary of the Poem by filling in the blanks.

After a long travel the poet entered a wood. He wondered to whom the wood belongs to! He realized that the owner of the wood lived in a village. He was happy that the owner would not be able to see him stopping in his woods to watch snow fill the woods. The poet felt that the horse would think it very strange to stop near the woods as he had never done like this before. He was actually standing between the woods and a frozen lake. The time was evening. The horse indicated that the poet has made a mistake by shaking its head. The poet felt that the woods are lovely, dark and deep. He suddenly realized that he had worldly commitment which would not allow him to stop in the woods for a long time.

Answer the questions in two or three sentences.

1. What information does the poet highlight about the season and the time of the day in the poem?
Ans: The poet says that it is winter season. The woods are filled with snow and the lake is frozen. The evening time is very dark due to the winter season and that particular day sees the darkest evening of that year.
2. In which way is the reaction of the speaker different from that of the horse? What does it convey?
Ans: The poet stops by the woods and he wants to admire the beauty of the woods being filled up with snow. But, his little horse thinks that it a strange thing to see the poet standing in an unknown place. It conveys the fact that the little horse is not used to his master's such strange activity.

3. What are the sounds heard by the poet?

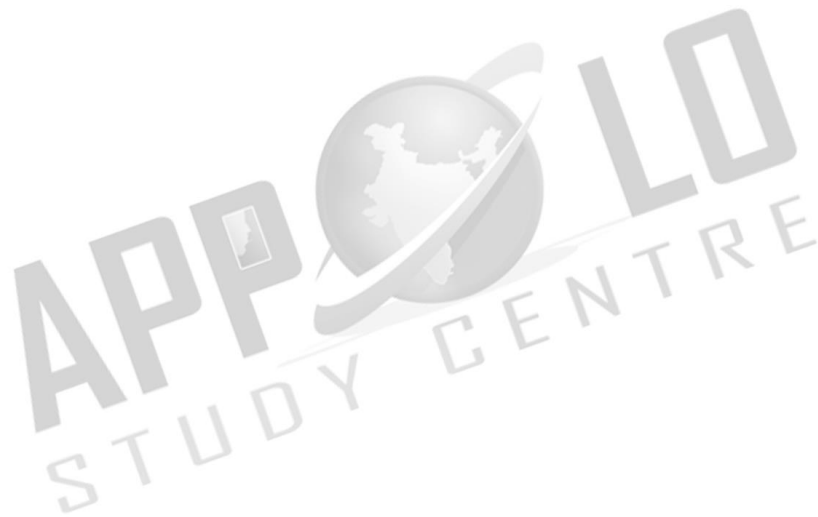
Ans: Except the sound of the horse's harness bell, the only other sound he could hear are the gentle sound of the wind and the flakes of snow that falls on the woods.

4. The poet is aware of two choices. What are they? What choice does he make ultimately?

Ans: The two choices that lie before the poet are, to stay in the woods to admire its beauty or to go back to his place. The poet chooses the second one.

5. Pick out words from the poem that bring to mind peace and quiet.

Ans: 'easy wind', 'sonny flake', 'darkest evening', 'lovely', 'dark and deep'.



8. A POISON TREE

- William Blake

I was angry with my friend;
I told my wrath, my wrath did end.
I was angry with my foe:
I told it not, my wrath did grow.

And I water'd it in fears,
Night and morning with my tears:
And I sunned it with smiles,
And with soft deceitful wiles.

And it grew both day and night,
Till it bore an apple bright .
And my foe beheld it shine,
And he knew that it was mine.

And into my garden stole,
When the night had veiled the pole;
In the morning glad I see,
My foe outstretched beneath the tree.

About the author

William Blake (1757 - 1827) was an English Poet, painter and print maker. Blake is now considered a seminal figure in the history of English Poetry. He was born in London. He was a boldly imaginative rebel in both his thought and his art. Some of his famous poems are "The Lamb" and "The Tiger".

Summary

Once the poet was angry with his friend. He expressed his anger and it ended. They became friendly but when he grew angry with his foe, he did not reveal it and allowed his anger grow. Day and night he watered it with his tears and allowed it to grow. He cheated his foe with false smiles and cunning tricks. The tree kept growing and yielded a bright apple which tempted his foe to eat it stealthily during the night. The next morning the poet was happy to see his foe lying outstretched under the tree.

Glossary

wrath (n.) - anger

foe (n.) - enemy

deceitful, (adj.) - cunning, treacherous

wiles (n.) - tricks

veiled (v.) - covered

Appreciation questions:

Read the following sets of poetic lines and answer the questions given below:

1. I was angry with my friend
I told my wrath 'my wrath did end.
a) Who does 'I' refer to?
Ans: 'I' refers to the poet.
b) How did the anger of the poet come to an end?
Ans: The poet told the reason of his anger to the friend. The anger came to an end.
c) Write a synonym for 'wrath'.
Ans: Anger

2. And I watered it in fears
Night and morning with my tears;
a) What does 'it' refer to?
Ans: 'it' refers to anger.
b) How is 'it' watered?
Ans: It is watered with fears and tears.

3. In the morning glad I see
My foe outstretched beneath the tree
a) How did the poet feel in the morning?
Ans: The poet was very glad in the morning.
b) Who is the 'foe' referred to here?
Ans: 'Foe' refers to the enemy with whom the poet grew enmity.
c) Why was the 'foe' found lying outstretched beneath the tree?
Ans: The 'foe' ate the apple from the poison tree of anger and so fell on the ground, outstretched.

4. And it grew both day and night,
Till it bore an apple bright.
a) Who does 'it' refer to?
Ans: 'it' refers to **anger**
b) What does 'apple' signify?
Ans: 'apple' refers to anger.
c) What grew both day and night?
Ans: The **anger** grew both day and night.

5. "I was angry with my friend;
I told my wrath, my wrath did end.
I was angry with my foe:
I told it not, my wrath did grow.
a) Pick out the rhyming words.
Ans: Friend, end; foe, grow
b) Name the rhyming scheme used.
Ans: a a b b

6. "And I water'd it in fears,
Night and morning with my tears:
And I sunned it with smiles,
And with soft deceitful wiles".
- Name the figure of speech used in the first two lines.
Ans: Metaphor
 - Write the words in alliteration in the third line.
Ans: Sunned, smile
 - Pick out the rhyming words.
Ans: Fears, tears; smiles, wiles
 - What is the rhyme scheme of the stanza.
Ans: It is a a b b
7. "And it grew both day and night,
Till it bore an apple bright.
And my foe beheld it shine,
And he knew that it was mine".
- Name the figure of speech used in the first line.
Ans: Personification
 - Name the figure of speech used in the third line.
Ans: Personification
 - Pick out the rhyming words.
Ans: Night, bright; shine, mine
 - What is the rhyme scheme of the stanza.
Ans: It is a a b b
8. "And into my garden stole"
- Name the figure of speech used in this line.
Ans: Metaphor

Figure of speech

"A Poison Tree"

S. No	Lines	Figure Of Speech
1.	And I <u>s</u> unned it with <u>s</u> miles	Alliteration
2.	Till it <u>b</u> ore an apple <u>b</u> right	Alliteration
3.	Till it bore an apple bright	Symbolism*/ Metaphor
4.	<u>H</u> e gives <u>h</u> is <u>h</u> arness bells a shake	Alliteration
5.	And I water'd it in fears	Metaphor
6.	Night and morning with my tears	Metaphor
7.	And into my garden stole	Metaphor
8.	And it grew both day and night	Personification
9.	And my foe beheld it shine	Personification
	*(the speaker's anger bears an "apple bright". But, the apple is a symbol of a poisonous fruit that will kill a man)	

10. My foe outstretched beneath the tree. IMAGERY

Personification

- **Waters the wrath with fear**
- **I told my wrath, my wrath did end**

Imagery

- **Throughout the poem**

Allusion

- **"Garden.. apple...tree" alludes to Adam & Eve, the Garden of Eden.**

Read the following lines from the poem and answer the questions that follow:

1. "I was angry with my friend;
I told my wrath, my wrath did end.
I was angry with my foe:
I told it not, my wrath did grow.
a) Pick out the rhyming words.
Ans: Friend, end; foe, grow
b) Name the rhyming scheme used.
Ans: a a b b

2. "And I water'd it in fears,
Night and morning with my tears:
And I sunned it with smiles,
And with soft deceitful wiles".
a) Name the figure of speech used in the first two lines.
Ans: Metaphor
b) Write the words in alliteration in the third line.
Ans: Sunned, smile
c) Pick out the rhyming words.
Ans: Fears, tears; smiles, wiles
d) What is the rhyme scheme of the stanza.
Ans: It is a a b b

3. "And it grew both day and night,
Till it bore an apple bright.
And my foe beheld it shine,
And he knew that it was mine".
a) Name the figure of speech used in the first line.
Ans: Personification
b) Name the figure of speech used in the third line.
Ans: Personification
c) Pick out the rhyming words.
Ans: Night, bright; shine, mine

d) What is the rhyme scheme of the stanza.

Ans: It is a b b

4. "And into my garden stole"

a) Name the figure of speech used in this line.

Ans: Metaphor

Complete the summary by filling in the given spaces with suitable words.

Once the poet was angry with his friend. He expressed his (i) anger and it ended. They became friendly but when he grew angry with his foe, he (ii) did not reveal it and allowed his anger to grow. Day and night he watered it with his tears and allowed it to grow. He (iii) cheated his foe with false smiles and cunning tricks. The tree kept growing and yielded a bright apple which (iv) tempted his foe to eat it stealthily during the night. The next morning the poet was happy to see his foe lying (v) outstretched under the tree.

Poem Appreciation

Figure of Speech

There is alliteration in the line: And I sunned it with smiles.

The sound /s/ is repeated in the words 'sunned' and 'smiles'.

9. ON KILLING A TREE

- Gieve Patel

It takes much time to kill a tree,
Not a simple jab of the knife
Will do it. It has grown
Slowly consuming the earth,
Rising out of it, feeding
Upon its crust, absorbing
Years of sunlight, air, water,
And out of its leprous hide
Sprouting leaves.
So hack and chop
But this alone won't do it.
Not so much pain will do it.
The bleeding bark will heal
And from close to the ground
Will rise curled green twigs,
Miniature boughs
Which if unchecked will expand again
To former size.
No,
The root is to be pulled out –
One of the anchoring earth;
It is to be roped, tied,
And pulled out – snapped out
Or pulled out entirely,
Out from the earth-cave,
And the strength of the tree exposed
The source, white and wet,
The most sensitive, hidden
For years inside the earth.
Then the matter
Of scorching and choking
In sun and air,
Browning, hardening,
Twisting, withering,
And then it is done.

About the Author

Dr. Gieve Patel is one of the prominent Indian poets. His famous works include Evening, Forensic Medicine, and From Bombay Central. He has also penned three plays. He has been conducting a poetry workshop in Rishi Valley School for more than a decade. This poem is taken from his poetry collection 'Poems' published in 1966.

Summary

The poet explains the process of killing a tree. A lot of work has to be done in order to kill a tree completely. It cannot be accomplished by merely cutting it with an axe. The tree has grown strong with the help of absorbing water for countless years. Even the trunk of the tree gives rise to new green twigs. The discolored parts of the tree sprouts new twigs and leaves. In a short period, they grow into a new tree. So, to kill a tree completely, one should take out its roots completely from the soil. Then they should be exposed to the air and the sun, only then the tree will be completely killed.

Glossary:

jab (v) : to poke, or thrust abruptly or sharply with a short, quick blow

crust (n) : the brown, hard outer portion or surface

leprous (adj) covered with scales

hide (n) the strong thick outer skin

miniature (adj.) : very small

Appreciation questions

Read the following sets of poetic lines and answer the questions given below:

1. It takes much time to kill a tree,
Not a simple jab of the knife
Will do it.
 - a) Can a 'simple jab of the knife' kill a tree?
Ans: No, a 'simple jab of the knife' cannot, kill a tree.
 - e) Why does it take much time to kill a tree?
Ans: It is time consuming. The tree grows from its crust by absorbing water for many years.
2. It has grown
Slowly consuming the earth,
Rising out of it, feeding
Upon its crust, absorbing
 - a) How has the tree grown?
Ans: The tree has grown by nourishing itself by absorbing water for many years.
 - b) What does the tree feed from the crust?
Ans: The tree feeds the years of sunlight, water and oxygen from the crust.
3. And out of its leprous hide
Sprouting leaves.
 - a) What does the phrase 'leprous hide' mean?
Ans: 'Leprous hide' refers to the discolored bark of the tree.
 - b) What comes out of the leprous hide?
Ans: Small leaves start growing out of the leprous hide.

4. The bleeding bark will heal
And from close to the ground
Will rise curled green twigs,
Miniature boughs
- What will happen to the bleeding bark?
Ans: The bleeding bark will heal itself in the course of time.
 - What will rise from close to the ground?
Ans: The trunk of the tree near the ground will give rise to new twigs and small branches.
5. The root is to be pulled out –
One of the anchoring earth;
- Why should the root be pulled out?
Ans: The root should be pulled out to kill a tree.
 - What does 'anchoring earth' mean?
Ans: 'Anchoring earth' means the roots extend deep inside the earth like an anchor.
6. Upon its crust, absorbing
Years of sunlight, air, water,
And out of its leprous hide
Sprouting leaves.
- What are the necessary things for a tree to grow?
Ans: Water, sunlight, air and good soil.
 - What do you mean by leprous hide?
Ans: Leprous hide means discoloured bark of the tree.
 - Why does the poet refer to the bark to a leper here?
Ans: The skin of the leprous man is rough and discoloured and so is the bark.
7. Miniature boughs
Which if unchecked will expand again
To former size.
- How are the boughs?
Ans: The boughs are tiny.
 - What will happen if it is unchecked?
Ans: If it is unchecked, new boughs will grow as small as the earlier ones.
 - How long will it grow to the former size?
Ans: It will grow to the former size in the course of time.
8. It is to be roped, tied,
And pulled out – snapped out
Or pulled out entirely

- a) Why should the root be roped?
Ans: As it extends deep in the earth the root should be roped.
- b) What does snapped mean?
Ans: Snapped means to make a sudden break.
- c) Is it necessary to pull out the root entirely?
Ans: Yes, the root should be removed completely from the earth.
9. And the strength of the tree exposed
 The source, white and wet,
 The most sensitive, hidden
- a) What is the real strength of the tree?
Ans: The root is the real strength.
- b) What does 'white and wet' mean here?
Ans: The root contains sap which is a white liquid.
- c) What is white and wet sap made up of?
Ans: 'White and wet sap' is made up of all important nutrients to sustain it.
10. Of scorching and choking
 In sun and air,
 Browning, hardening
- a) What will happen on the exposure to the sun and the air?
Ans: The exposure to the sun and the air will weaken the tree.
- b) How is it related to human suffering?
Ans: Human being also have to go through a lot of sufferings before the heart stop functioning.
- c) Explain the word 'browning' and hardening.
Ans: Browning - when it is exposed to bright sunlight the green colour will become brown.
Ans: Hardening - after exposure to sunlight - softness fades off and becomes hard.

Figure Of Speech
"On killing a tree"

S. No	Lines	Figure Of Speech
1.	Slowly consuming the earth	Personification / Imagery
2.	Rising out of it, feeding	Imagery
3.	Upon its crust - absorbing	Imagery
4.	Years of sunlight, air, water	Imagery
5.	And out of leprous hide	Imagery
6.	Sprouting leaves	Imagery
7.	It takes much time to kill a tree	Personification
8.	The bleeding bark will heal	Personification
9.	And out its leprous hide	Personification
10.	One of the anchoring earth	Metaphor

11.	The <u>b</u> leeding <u>b</u> ark will heal	Alliteration
12.	It <u>t</u> akes much <u>t</u> ime to Kill a tree	Alliteration
13.	Leprous hide	Metaphor
14.	The jab of a knife	Metaphor
15.	It takes much time to kill a tree	Irony and sarcasm
16.	Not a simple jack of the knife	Irony and sarcasm

Metaphors -Leprous hide
The jab of a knife
bleeding bark

Personification

- the tree has been personified from the title till the end of the poem.
"has grown"

Read the following lines from the poem and answer the questions in a sentence or two:

1. Slowly consuming the earth
Rising out of it, feeding
 - a) Name the figure of speech used in the first line.
Ans: Imagery
 - b) Name the figure of speech used in the second line.
Ans: Imagery
2. Upon its crust – absorbing
Years of sunlight, air, water
And out of leprous hide
Sprouting leaves
 - a) Name the figure of speech used in the first line.
Ans: Imagery
 - b) Name the figure of speech used in the second line.
Ans: Imagery
 - c) Name the figure of speech used in the third line.
Ans: Imagery, metaphor
 - d) Name the figure of speech used in the fourth line.
Ans: Imagery
3. It takes much time to Kill a tree
 - a) Name the figure of speech used in the line.
Ans: Personification
 - b) Pick out the words in alliteration.
Ans: Takes, time
4. The bleeding bark will heal
 - a) Name the figure of speech used in the line.
Ans: Personification

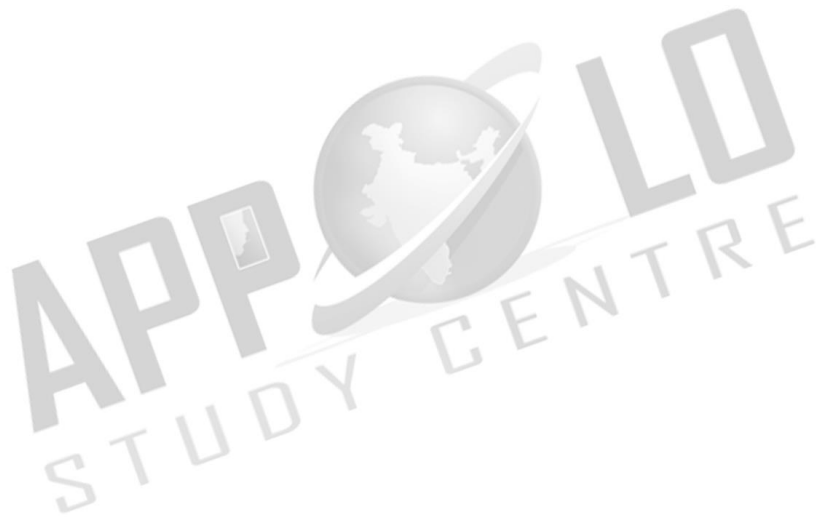
b) Pick out the words in alliteration.

Ans: Bleeding, bark

5. Not a simple jack of the knife

a) Name the figure of speech used in the line.

Ans: Irony and sarcasm.



10. THE SPIDER AND THE FLY

- Mary Botham Howitt

"Will you walk into my parlour?" said the Spider to the Fly,
"Tis the prettiest little parlour that ever you did spy;
The way into my parlour is up a winding stair,
And I've many curious things to show when you are there."

"Oh no, no," said the little Fly, "to ask me is in vain,
For who goes up your winding stair
can never come down again."

"I'm sure you must be weary, dear, with soaring up so high;
Will you rest upon my little bed?" said the Spider to the Fly.
"There are pretty curtains drawn around; the sheets are fine and thin"
And if you like to rest awhile, I'll snugly tuck you in!"

"Oh no, no," said the little Fly, "for I've often heard it said,
They never, never wake again, who sleep upon your bed!"

Said the cunning Spider to the Fly, "Dear friend what can I do,
To prove the warm affection I've always felt for you?
I have within my pantry, good store of all that's nice;
I'm sure you're very welcome – will you please to take a slice?"

"Oh no, no," said the little Fly, "kind Sir, that cannot be,
I've heard what's in your pantry, and I do not wish to see!"

"Sweet creature!" said the Spider, "you're witty and you're wise,
How handsome are your gauzy wings, how brilliant are your eyes!
I've a little looking-glass upon my parlour shelf,
If you'll step in one moment, dear, you shall behold yourself."

"I thank you, gentle sir," she said, "for what you're pleased to say,
And bidding you goodmorning now, I'll call another day."
The Spider turned him round about, and went into his den,
For well he knew the silly Fly would soon come back again:
So he wove a subtle web, in a little corner sly,
And set his table ready, to dine upon the Fly.

Then he came out to his door again, and merrily did sing,
"Come hither, hither, pretty Fly, with the pearl and silver wing;
Your robes are green and purple – there's a crest upon your head;
Your eyes are like the diamond bright, but mine are dull as lead!"

Alas, alas! how very soon this silly little Fly,

Hearing his wily, flattering words, came slowly flitting by;
With buzzing wings she hung aloft, then near and nearer drew,
Thinking only of her brilliant eyes, and green and purple hue –
Thinking only of her crested head – poor foolish thing!

At last,
Up jumped the cunning spider, and fiercely held her fast,
He dragged her up his winding stair, into his dismal den,
Within his little parlour – but she ne'er came out again!

And now dear little children, who may this story read,
To idle, silly flattering words, I pray you ne'er give heed:
Unto an evil counsellor, close heart and ear and eye,
And take a lesson from this tale, of the Spider and the Fly.

About the Author

Mary Botham Howitt (1799-1888) was an English poet. She was born at Coleford, in Gloucestershire. She was educated at home and read widely. She commenced writing verses at a very early age. Together with her husband William Howitt she wrote over 180 books.

Summary

The poem begins with the spider's alluring of the fly. He gives an invitation to the fly to come into his home. The spider describes his parlour as the prettiest one. The spider kindles the curiosity of the fly so that she may enter his home. Fortunately, the fly was aware of the fact that its life was insecure and refused to get into his home. Now the spider pretends to be a sympathizer and asks her to come and rest in his home. He offers her food and a bed to rest. This time also the fly declined the spider's offer very politely. The next weapon that the spider uses is vanity. The spider praises the robes and eyes of the fly and also praises her head. He invites her to look at herself in the looking glass which is in his parlour. The fly is bewitched by the words of the spider and she falls a prey to her own engrossment.

Glossary

parlour (n) - a tidy room in a house used for entertaining guests

winding (v) - a twisting movement or course

weary (v) - very tired, especially from hard work

pantry (n) - a room where beverages, food, dishes are stored

subtle (adj.) - delicate or faint and mysterious

Flattering (v) - to praise or compliment insincerely

counsellor (n) - a person who advises

Appreciation questions

Read the following lines from the poem and answer the questions in a sentence or two:

1. "The way to into my parlour is up a winding stair,
And I've many curious things to show when you are there".
 - a) How can the fly reach the spider's parlour?
Ans: The fly can reach the spider's parlour through a winding stair.
 - b) What will the fly get to see in the parlour?
Ans: The fly will get to see many curious things in the parlour.

2. "Oh no, no," said the little fly, "kind sir, that cannot be,
I've heard what's in your pantry, and I do not wish to see!"
 - a) Is the fly willing to enter the spider's pantry?
Ans: No the fly is not willing to enter the spider's pantry in the beginning.
 - b) Can you guess what was in the pantry?
Ans: It is all the spider's attempt to convince the fly. There would have been nothing as mentioned here. **May be prey or dead flies**

3. "Sweet creature!" said the spider, "you're witty and you're wise,
How handsome are your gauzy wings, how brilliant are your eyes!"
 - a) List the words used by the spider to describe the fly.
Ans: Witty, wise, handsome, brilliant are the words used by the spider to describe the fly.
 - b) Why does the spider say that the fly is witty?
Ans: **because the fly is clever to avoid entering the web..**

4. "The spider turned him round about, and went into his den,
For well he knew the silly fly would soon come back again:"
 - a) Why is the poet using the word den to describe the spider's web?
Ans: The spider's evil intent is clear. Den means a comfortable place for any animal. The web is the home of insects.
 - b) Why was the spider sure that the fly would come back again?
Ans: The spider thought the fly is silly. The spider was confident that she had fallen for his honey tongued words and was sure the fly would come back.

5. "With buzzy wings she hung aloft, then near and nearer drew,
Thinking only of her brilliant eyes, and green and purple hue"
 - a) Who does she refer to?
Ans: She refers to the fly.
 - b) What was 'she' thinking of?

Ans: The fly is thinking only of her own beauty of eyes, wings and purple head.

6. "And now dear little children, who may this story read,
To idle, silly flattering words, I pray you ne'er give heed:"
- a) Who does 'I' refer to?
Ans: I refers to the poet – Mary Bothan Howitt.
- b) What is the advice given to the readers?
Ans: The poet advises the children not to pay attention to silly flattering words.
7. "There are pretty curtains drawn around; the sheets are fine and thin,
And if you like to rest awhile, I'll snugly tuck you in!"
- a) What does the pretty curtains refer here?
Ans: The pretty curtains are the web's sting.
- b) What will the spider do if the fly comes inside?
Ans: The spider will make the fly's stay comfortable.
- c) What does 'you' refer here?
Ans: You refers to the fly here.
8. "Said the cunning spider to the fly, "dear friend what can I do,
To prove the warm affection I've always felt for you?"
- a) How does the spider persuade this time?
Ans: The spider persuades the fly by calling her dear friend.
- b) What character is mentioned here about the spider?
Ans: The spider's character is mentioned here as cunning.
9. "I've a little looking-glass upon my parlour shelf,
If you'll step in one moment, dear, you shall behold yourself".
- a) What is the offer of the spider to the fly here?
Ans: The spider offers the fly to have a look at herself in the little glass in his parlour.
- b) How does the spider address the fly?
Ans: The spider addresses the fly as 'dear'.
10. "So he wove a subtle web, in a little corner sly,
And set his table ready, to dine upon the fly"
- a) What does the spider do to persuade the fly?
Ans: The spider weaves a web in the little corner.
- b) What are the arrangements made by the spider.
Ans: He carefully sets a dinning table and waits for the fly.
11. "Your robes are green and purple – there's a crest upon your head;
Your eyes are like the diamond bright, but mine are dull as lead!"

- a) What colour robes does the fly wear?
Ans: The fly wears robes of green and purple.
- b) What are the eyes of the fly compared to?
Ans: The eyes of the fly are compared to diamond.
- c) How are the spider's eyes?
Ans: The spider's eyes are like lead.

12. "Up jumped the cunning spider, and fiercely held her fast.
 He dragged her up his winding stair, into his dismal den"

- a) What did the spider do when the fly went near the web?
Ans: The spider pounced on her and fiercely caught her.
- b) How is the spider's web?
Ans: The spider's web is like a winding stair case.

13. "Unto an evil counsellor, close heart and ear and eye,
 And take a lesson from this table, of the spider and the fly."

- a) Whose words of flattery should we not give importance to?
Ans: We should not give importance to the words of the evil counsellor, close friend, etc...
- b) What is the lesson from the poem?
Ans: Always be cautious of all flattery and advice.

Figure of speech

The Spider and the Fly by Mary Botham Howitt"

S. No	Lines	Figure of speech
1.	Tis the prettiest little parlour that ever you did spy (i sound)	Assonance
2.	Oh no, no, "said the little fly," to ask me is in vain	Repetition
3.	Come hither, hither, pretty fly,	Repetition
4.	Thinking only of her brilliant eyes, and green and purple hue	Alliteration
5.	Soaring up so high	Alliteration
6.	You're witty and you're wise	Alliteration
7.	It is the prettiest little parlour ('t' sound)	Consonance
8.	Your eyes are like the diamond	Simile
9.	Mine are dull as lead	Simile
10.	How handsome are your gauzy wings, how brilliant are your eyes.	Anaphora
11.	Your robes are green and purple.	Metaphor

Read the following lines from the poem and answer the questions in a sentence or two:

1. 'T is the prettiest little parlour that ever you did spy;
 - a) Name the figure of speech used in the line.
Ans: Consonance, assonance
 - b) Pick out the words in alliteration.
Ans: Prettiest, parlour

2. How handsome are your gauzy wings, how brilliant are your eyes.
 - a) Name the figure of speech used in the line.
Ans: Anaphora

3. "Your eyes are like the diamond bright, but mine are dull as lead!"
 - a) Name the figure of speech used in the line.
Ans: Anaphora
 - b) Pick out the words in alliteration.
Ans: Diamond, dull

4. "Sweet creature!" said the spider, "you're witty and you're wise,"
 - a) Pick out the words in alliteration.
Ans: Sweet, spider; witty, wise

Appreciate the Poem

Anthropomorphism means to endow a nonhuman character with human traits and behaviour. For example: Throughout the poem, we see the spider and the fly behave like human beings. We see a pantry, bed, mirror, and stairs and so on.

11. THE RIVER

- Caroline Ann Bowles

River, river, little river!
Bright you sparkle on your way;
O'er the yellow pebbles dancing,
Through the flowers and foliage glancing,
Like a child at play.

River, river! Swelling river!
On you rush through rough and smooth;
Louder, faster, brawling, leaping.
Over rocks, by rose-banks, sweeping
Like impetuous youth.

River, river! Brimming river!
Broad and deep, and still as time;
Seeming still, yet still in motion,
Tending onward to the ocean,
Just like mortal prime.

River, river! Headlong river!
Down you dash into the sea,
Sea that line hath never sounded,
Sea that sail hath never rounded,
Like eternity.

About the Author

Caroline Ann Bowles (1786-1854) was an English poet and the wife of Robert Southey, the poet laureate of Britain. She was a poet of great merit and produced some of the best work at the threshold of the Victorian era. She wrote various other works including 'The Little Ladybird', 'Chapter on Churchyard' and 'Tales of the Factories'.

Summary

In the poem "The River", the poet compares the flow of the river with different stages of human life. The first stanza explains how the sparkling river goes dancing over the yellow pebbles and leaves. These acts of the river is compared to a curious and innocent child at play. The second stanza compares the river to a reckless youth who goes through and smooth patches of life. Like a youth, here the river becomes louder, faster and sweeping everything all along the way. In the third stanza, the river becomes like a hard working man who is at the journey of life. Here the deep and broad river seems motionless but it keeps moving towards the sea like a matured man who silently marches towards the goal. In the last stanza the long prime phase of the river reaches the endless sea like a human life attains eternity.

Glossary

Foliage (n): a cluster of leaves, flowers and branches

glancing (adj): touching or hitting something lightly from the side, without causing much damage

swelling (adj): becoming greater in intensity or volume

rose-banks(n): riverbanks where roses (flowers) appear along

impetuous (adj): acting quickly and without thought or care

tending (adj): going in a particular way

headlong (adv): with the head first and the rest of the body following

hath (v): in the past, the third person singular form of the word 'have'.

eternity (n): life continuing without end after death.

Appreciation questions

Read the following lines from the poem and answer the questions in a sentence or two:

1. O' er the yellow pebbles dancing,
Through the flowers and foliage glancing
 - a) How does the river flow?
Ans: The river flows over the yellow pebbles, flower, leaves like a child at play.
 - b) What is meant by 'foliage'?
Ans: Foliage means a cluster of leaves, flowers and branches.
2. River, river! Swelling river!
On you rush through rough and smooth;
 - a) Why does the poet mention the river to be swelling?
Ans: The poet mentions the river to be swelling because as it moves on it takes wider passages and flows louder and faster over rocks.
 - b) What are the surfaces the river flow through?
Ans: The river flows through **the rough and smooth surfaces**
3. Over rocks, by rose-banks, sweeping
Like impetuous youth
 - a) Where does the rose grow?
Ans: The rose grows near the river banks.
 - b) Which stage of man is compared here?
Ans: "youth" stage of the man is compared here.
4. Broad and deep, and still as time;
Seeming still, yet still in motion.
 - a) What is broad and deep?
Ans: The river is broad and deep.
 - b) Is the time still?
Ans: No, the time is not still.

5. Tending onward to the ocean,
Just like mortal prime
- Where is the river flowing to?
Ans: The river is flowing to the ocean.
 - What does the poet mean by 'mortal prime'?
Ans: "mortal prime" means the river is like a man in his prime.
6. "Through the flowers and foliage glancing.
Like a child at play".
- What is compared to a child?
Ans: The river is compared to a child.
 - Is the river like a child? Why?
Ans: The river, like a child is bright and sparkling as it flow by. It daces like a child.
7. River. River! Swelling river.
On you rush through rough and smooth.
- Why does the poet call it a "swelling river"?
Ans: The poet calls it a swelling river because it grows up in its course.
8. "Broad and deep, and still as time;
Seeming still. Yet still in motion."
- What does the word "still" mean in either case?
Ans: It refers to both the apparent stillness (motionless state) of the river and its continuing motion.
9. "River, river! Head long river!
Down you dash into the sea."
- What is meant by "head long"?
Ans: Headlong means with the head first and the rest of the body following.
 - What does the word "you" refer to?
Ans: The word "you" refers to the river.
10. River, river! Headlong river!
Down you dash into the sea,
Sea that line hath never sounded,
Sea that sail hath never rounded,
Like eternity.
- What do the river and the sea remind the poet of?
Ans: The river reminds the poet of the transient human life and the sea reminds him of the infinite time.
 - How does the sea remind you of eternity?
Ans: Sea is endless we do know where it begins from, and where it would end.

Figure of speech

“The River”

S. No	Lines	Figure Of Speech
FIGURE OF SPEECH		
1.	Through the flowers and foliage glancing Like a child at play.	Simile
2.	Like impetuous youth	Simile
3.	Broad and deep and still as time	Simile
4.	Just like mortal prime	Simile
5.	Like eternity	Simile
6.	Seeming still, yet still in motion	Alliteration
ALLITERATION		
7.	R iver, r iver, little r iver	Alliteration
8.	Through the f lowers and f oliage glancing	Alliteration
9.	On you r ush through r ough and smooth	Alliteration
10.	Tending o nward to the o cean	Alliteration
11.	D own you d ash into the sea	Alliteration
12.	S ea that s ail hath never rounded	Alliteration
EPITHET		
13.	Little river	Epithet
14.	Swelling river	Epithet
15.	Brimming river	Epithet
16.	Head long river	Epithet
IMAGERY		
17.	Bright you sparkle on your way.	Imagery
18.	O'er the yellow pebbles dancing	Personification
19.	Louder, faster, brawling, leaping	Imagery
20.	Broad and deep, and still as time	Imagery
21.	On you rush through rough and smooth	Imagery
22.	Down you dash into the sea.	Imagery
23.	yellow pebbles	Imagery
24.	Sea that line hath never sounded	Anaphora
25.	S ea that s ail hath never rounded	Anaphora

C. Read the following lines and answer the questions

1. Bright you sparkle on your way;
O'er the yellow pebbles dancing
Through the flowers and foliage glancing
Like a child at play.
 - a) Pick out the rhyming words
Ans: Way play; dancing glancing

2. Mention the rhyme scheme of the poem
Ans: The rhyme scheme of the poem is a b b a

3. Through the flowers and foliage glancing.
Like a child at play.
 - a) Mention the figure speech used in the above line.
Ans: Simile
 - b) Give various other examples from the poem.
Ans: Like impetuous youth → simile
Broad and deep and still as time → simile
Just like mortal prime → simile
Like eternity → simile

4. Seeming still, yet still in motion
 - a) Pick out the words in alliteration from the above line.
Ans: Seeming still
 - b) Identify other examples from the poem for alliteration.
Ans: River, river, little river → Alliteration
Through the flowers and foliage glancing → Alliteration
On you rush through rough and smooth → Alliteration
Tending onward to the ocean → Alliteration
Down you dash into the sea → Alliteration
Sea that sail hath never rounded → Alliteration

5. Pick out the example for imagery from the poem.
Epithet
 - a) little river b) swelling river
 - c) brimming river d) head long river

6. Pick out the examples for imagery from the poem.
Imagery
 - a) bright you sparkle on your way.
 - b) O' er they yellow pebbles dancing
 - c) louder, faster, brawling, leaping
 - d) broad and deep, and still as time
 - e) on you rush through rough and smooth
 - f) down you dash into the sea.

12. THE COMET

- Norman Little Ford

Rampaging through the heavens
Never stopping day or night,
A spectacle of a lifetime
A comet in full flight.

Faster than a cheetah
With a tail that's miles long,
Bigger than a mountain
So powerful and strong.

The outer ice is melting
Causing vapor from the force,
And leaves a trail behind it
As it travels on its course.

If one should come too close to earth
The atmosphere will shake,
With shockwave reaching to the ground
Causing the land to quake.

Scientists say the chemicals
In the dust they leave behind,
Could have started life on the earth
Which resulted in mankind.

I cannot say if this is true
I do not have the right,
But I know no better spectacle
Than a comet in full flight.

About the Author

Norman Little ford (18 May 1889 - 20 May 1947) was an American poet, born in Maryland, USA. Most of his works focused on life and nature. His poems are simple but deep in thought and provoke the readers to absorb the ideas beyond the usual.

Summary

The poet describes a moving comet which speeds through the heavens and never takes a break by day or night. When a comet is in full flight, it gives a spectacular scene which can never be compared to anything else for a lifetime. The comet is compared to a cheetah for its speed and a mountain as it is powerful and strong. The outer ice melts which causes a vapour from the force and leaves behind a trail as it travels on its way. if it comes very close to the atmosphere, it causes a shake

which in turn produces a shock wave that reach the Earth's surface. According to the scientists the comets leave behind chemicals in the form of dust which resulted in the emerging of life on earth and mankind came into existence. But the poet is not sure whether this principle is true or not but he knows for sure that whatever the truth may be, the sight of the comet in full flight is the best spectacular sight.

Glossary:

rampaging (v) - going through an area making a lot of noise and causing damage

spectacle (n) - an unusual or unexpected event or situation that attracts attention, interest

comet (n) - an icy small Solar body, which when passing close to the Sun, warms and begins to release gases that are seen on rare occasions from the earth as a bright line in the sky

trail (n) - a path often made or used for a particular purpose

quake (v) - a sudden violent movement of the earth's surface, some times causing great damage (short form of earthquake).

Appreciation question:

Read the following lines and answer the questions.

1. Rampaging through the heavens
Never stopping day or night,
 - a) How does the comet travel?
Ans: The comet travels without stopping by day or night.
 - b) Which word could you replace 'rampaging' with?
Ans: a. charging b. rolling c. **speeding** d. flying

2. Faster than a cheetah
With a tail that's miles long,
 - a) Why is the comet compared to a cheetah?
Ans: The comet is compared to a cheetah for its speed.
 - b) Whose tail is compared here?
Ans: The comet's tail is compared here.

3. With shockwave reaching to the ground
Causing the land to quake
 - a) What is reaching to the ground?
Ans: The shockwave is reaching to the ground.
 - b) What is causing the land to quake?
Ans: The shockwave is causing the land to quake.

4. In the dust they leave behind,
Could have started life on the earth
Which resulted in mankind
 - a) What does the word 'they' refer to?
Ans: 'They' refers to the comets.

- b) According to scientists, how did life start on earth?
Ans: According to scientists, life started on earth when the comets left behind chemicals in the form of dust.
5. But I know no better spectacle
Than a comet in full flight.
a) Who does 'I' refer to?
Ans: 'I' refers to the poet.
b) What is the best spectacle mentioned in the above lines?
Ans: The sight of the comet in full flight is the best spectacle.
6. Bigger than a mountain
So powerful and strong
a) Which is compared to a mountain?
Ans: The comet is compared to a mountain
b) Why is the comet compared to it?
Ans: The comet is compared to the mountain because it is as powerful and strong as the mountain.
7. And leaves a trail behind it
As it travels on its course.
a) What does 'it' refer to?
Ans: 'It' refers to the comet.
b) What does it leave behind?
Ans: It leaves a trail behind.
c) When does it leave a trail behind?
Ans: It leaves a trail as it travels along its course.
8. If one should come too close to earth
The atmosphere will shake
a) What does the word 'one' refer to?
Ans: The word 'one' refers to the comet.
b) What will happen when it comes closer to the earth?
Ans: The atmosphere will shake.
9. Scientists say the chemicals
In the dust they leave behind,
Could have started life on the earth
Which resulted in mankind
a) What is present in the dust?
Ans: The chemicals are present in the dust.
b) How is mankind created on earth?
Ans: Mankind is created on earth from the dust particles of the comets.

10. I cannot say if this is true
 I do not have the right,
 a) Is the poet sure about the principle?
Ans: No, the poet is not sure about the principle.

Figure of speech
“The Comet”

S. No	Lines	Figure of speech
1.	A comet in <u>f</u> ull <u>f</u> light.	Alliteration
2.	Faster than a cheetah	Metaphor
3.	Bigger than a mountain	Metaphor
4.	Causing vapor <u>f</u> rom the <u>f</u> orce	Alliteration
5.	If one should <u>c</u> ome too <u>c</u> lose to earth	Alliteration
6.	The outer ice is melting (i sound)	Assonance
7.	If one should come too close to earth ('o' sound)	Assonance

Imagery
 Rampaging through the heavens
 A tail that's miles long
 The outer ice is melting
 Leaves a trail behind it

Refrain -A comet in full flight.

13. THE STICK - TOGETHER FAMILIES

- Edgar Albert Guest

The stick-together families are happier by far
Than the brothers and the sisters who take separate highways are.
The gladdest people living are the wholesome folks who make
A circle at the fireside that no power but death can break.
And the finest of conventions ever held beneath the sun
Are the little family gatherings when the busy day is done.

There are rich folk, there are poor folk, who imagine they are wise,
And they're very quick to shatter all the little family ties.
Each goes searching after pleasure in his own selected way,
Each with strangers likes to wander, and with strangers likes to play.
But it's bitterness they harvest, and it's empty joy they find,
For the children that are wisest are the stick-together kind.

There are some who seem to fancy that for gladness they must roam,
That for smiles that are the brightest they must wander far from home
That the strange friend is the true friend, and they travel far astray
They waste their lives in striving for a joy that's far away,
But the gladdest sort of people, when the busy day is done,
Are the brothers and the sisters who together share their fun.

It's the stick-together family that wins the joys of earth,
That hears the sweetest music and that finds the finest mirth;
It's the old home roof that shelters all the charm that life can give;
There you find the gladdest play - ground, there the happiest spot to live.
And, O weary, wandering brother, if contentment you would win,
Come you back unto the fireside and be comrade with your kin.

About the Author

Edgar Albert Guest (20 August 1881 in Birmingham, England - 5 August 1959 in Detroit, Michigan) was a prolific English - born American poet who was popular in the first half of the 20th century and became known as the people's poet. His poems often had an inspirational and optimistic view of everyday life.

Summary

The poet brings out the difference in the attitudes of children living in joint family and nuclear family. The stick-together families are the happiest of all. Where as the brothers and sisters of nuclear families take separate ways. The gladdest people are the children from joint family who circle near the fireside. No power other than death can break their relationship. The rich and the poor folk imagine themselves to be wise and in the process they shatter their family ties. Each of them goes searching for pleasure in their own selected way, they harvest only bitterness

and find empty joy. But the wisest among them are the children of the stick – together families. When the busy day is done, they share their fun together. The stick-together family wins the joy of the earth. The old house shelters all the charm of life. The poet invites wandering brothers to come and join the stick-together families in their fireside and have fun.

Glossary

conventions (n) - a large formal meeting of people who have a similar interest

shatter (v) - to break suddenly into very small pieces

astray (adv.) - away from the correct path or correct way of doing something

mirth (n) - laughter, humour or happiness

comrade (n) - a friend

Appreciation questions:

Based on your understanding of the poem, answer the questions in a sentence or two:

1. The gladdest people living are the wholesome folks who make
A circle at the fireside that no power but death can break.
 - a) Who are the gladdest people living?
Ans: The gladdest people living are the wholesome folks.
 - b) Where do they gather?
Ans: They gather at the camp fire.
 - c) What can break their unity?
Ans: Only death can break their unity.

2. And the finest of conventions ever held beneath the sun
Are the little family gatherings when the busy day is done.
 - a) When do they have their family gatherings?
Ans: They have their family gathering when their work is over.
 - b) Where do they have their family conventions?
Ans: **They have their family conventions at beneath the sun**

 - c) What does the poet mean by 'finest conventions'?
Ans: **Finest conventions means Family get together**

3. There are rich folk, there are poor folk, who imagine they are wise,
And they're very quick to shatter all the little family ties.
 - a) What do the rich and poor folk imagine themselves to be?
Ans: The rich and the poor folk thought that they were wise.
 - b) What do they do to their families?
Ans: They will shatter all the little family ties.
 - c) Whom does 'they' refer to?
Ans: 'They' refer to the rich and the poor folk.

4. There are some who seem to fancy that for gladness they must roam,
That for smiles that are the brightest they must wander far from home
- Why do they roam?
Ans: They roam for gladness (or) happiness.
 - According to them, when do they get bright smiles?
Ans: They get bright smiles when they move far away from home.
5. But the gladdest sort of people, when the busy day is done,
Are the brothers and the sisters who together share their fun.
- Who are the gladdest people?
Ans: . **brothers and the sisters who together share their fun.**
 - When do they share their fun?
Ans: They share their fun when the busy day is over.
 - What does 'who' refer to?
Ans: '**Who**' **refers to the brothers and sisters of the together family**
It's the stick-together family that wins the joys of earth
That hears the sweetest music and that finds the finest mirth;
- Who wins the joys of the earth?
Ans: The joint family wins the joy of the earth.
 - How do they find their joy?
Ans: They find their joy by hearing to sweet music.
 - What does the poet mean by 'stick-together family'?
Ans: Stick-together family means joint family.
6. Each goes searching they after pleasure in his own selected way,
Each with strangers likes to wander, and with strangers likes to play.
- What are they searching?
Ans: They are searching for pleasure.
 - What do they like to do with the strangers?
Ans: They like to wander and also to play with the strangers.
7. But it's bitterness they harvest, and it's empty joy they find,
For the children that are wisest are the stick together kind.
- What do they harvest?
Ans: They harvest only bitterness.
 - What do they find?
Ans: They find an empty joy.
 - Who are the wisest?
Ans: The children from the stick-together family are the wisest.
8. There are some who seem to fancy that for gladness they must roam,
That for smiles that are the brightest they must wander far from home.
- Whom does the word 'they' refer?
Ans: 'they' refer to the children of nuclear family.
 - Why do they roam?

Ans: They roam for gladness.

9. But the gladdest sort of people, when the busy day is done,
Are the brothers and the sisters who together share their fun.

a) Who share their fun?

Ans: The brothers and the sisters share their fun.

b) When do they share their fun?

Ans: They share their fun when the day is over.

10. It's the stick-together family that wins the joys of earth,
That hears the sweetest music and that finds the finest mirth;

a) Who wins the joy of the earth?

Ans: The stick-together family wins the joy of the earth.

b) Which is called as the finest mirth?

Ans: The sweetest music is called as the finest mirth.

c) Who hears the sweet music?

Ans: The stick-together family hears the sweet music.

11. It's the old home roof that shelters all the charm that life can give;
There you find the gladdest play-ground, there the happiest spot to live.

a) What do they get from the old home roof?

Ans: The life's charm.

b) Which is referred as the happiest spot to live?

Ans: The old home is referred as the happiest spot to live.

12. And, O weary, wandering brother, if contentment you would win,
Come you back unto the fireside and be comrade with your kin.

a) What is the meaning of the word 'weary'?

Ans: Weary means tired.

b) What is the advise given by the poet?

Ans: The poet advises them to come back to the fire side and become friends with them.

Figure of speech:

S. No	Lines	Figure Of Speech
1.	The gladdest people living are the wholesome folks who make	Imagery
2.	There are rich folk, there are poor folk, who imagine they are	Imagery
3.	It's the old home roof that shelters all the charm that life can give;	Metaphor
4.	That the strange friend is the true friend, and they travel far astray	Imagery
5.	It's the stick-together family that wins the joys	Personification

	of earth.	
6.	There you find the gladdest play-ground, there the happiest spot to live.	Metaphor
7.	Each goes searching after pleasure in his own selected way. Each with strangers like to wander, and with strangers likes to play.	Anaphora
8.	That for smiles that are the brightest they must wander far from home. That the strange friend is the true friend and they travel far astray.	Anaphora
9.	And, O weary wandering brother, if contentment you would win.	Apostrophe/ personification

Imagery - That hears the sweetest music

Answer the following:

1. There are rich folk, there are poor folk, who imagine they are wise,..
 - a) Pick out the words in alliteration.
Ans: There are, folk; there are, folk
 - b) Mention the rhyme scheme of the poem.
Ans: The rhyme scheme of the poem is aa bb cc.
2. It's the stick-together family that wins the joys of earth.
 - a) Name the figure of speech used in the line.
Ans: Personification
3. That hears the sweetest music and that finds the finest mirth;
 - a) Name the figure of speech used in the line.
Ans: Imagery
 - b) Pick out the words in alliteration.
Ans: Finds, finest
4. It's the old home roof that shelters all the charm that life can give;
There you find the gladdest play-ground, there the happiest spot to live.
 - a) Name the figure of speech in the given line.
Ans: Metaphor
 - b) Pick out the words in alliteration.
Ans: The, that; their, the; gladdest, ground

14. Special Hero

- Christina M. Kerschen

When I was a baby,
you would hold me in your arms.
I felt the love and tenderness,
 keeping me safe from harm.
I would look up into your eyes,
and all the love I would see.
 How did I get so lucky,
you were the dad chosen for me.
There is something special
 about a father's love.
Seems it was sent to me
from someplace up above.
 Our love is everlasting,
I just wanted you to know.
That you're my special hero
and I wanted to tell you so.

Christina M Kerschen

Summary

The poet, Christina says when she was a baby her father held her with love and tenderness, protecting her from harm. She is able to see her father's love through his eyes. She is lucky having chosen him as her dad. This love she gets from some place up above. The love between the child and the father is everlasting. So the poet considers her father as a special hero.

Glossary

tenderness (n) – gentleness and kindness

everlasting (adj) – lasting forever or a very long time

special(adj) – different from what is usual

Answer the following questions.

1. Who is the speaker?

Ans: The poet is the speaker.

2. Who is the special hero mentioned in the poem?

Ans: The father is the special hero mentioned in the poem.

3. How did the child feel when it was held by its dad?

Ans: The child felt love and tenderness.

4. Seems it was sent to me
From someplace up above.
a) What do the above lines mean?
Ans: The poet clearly says one inherits one's own father from above.
5. What did the child want to tell its dad?
Ans: The child wanted to tell its dad that he was a special hero to her.

Work in pairs and answer the questions below.

1. "There is something special
about a father's love".
Identify the alliteration in the given lines.
's' omething 's' pecial
2. Pick out the rhyming words from the poem.
- see, lucky, me
 - love, above
 - know, hero, so

Appreciation Questions

1. When I was a baby,
a) Who is referred here as 'I'?
Ans: "I" refers to the poet.
2. You would hold me in your arms,
a) Who is referred here as 'you' and 'yours'?
Ans: Both the terms 'you' and 'yours' refer to the father or dad.
3. I felt the love and tenderness,
keeping me safe from harm.
a) What was the child's feeling?
Ans: The child or the baby felt kindness and a protective attitude.
4. I would look up into your eyes.
and all the love I would see.
a) Where does the baby see the father's love?
Ans: The baby sees the father's love through his eyes.
5. How did I get so lucky
You were the dad chosen for me.
a) Did the baby feel happy about her father?
Ans: Yes, the baby felt happy about her father.

6. There's something special about a father's love.
 a) What is the view about father's love?
Ans: The baby says 'father's love is always special or something different or 'peculiar'.
7. Seems it was sent to me from some place up above.
 a) Where does the baby get his/her father's love?
Ans: It is said that 'from some place up above' meaning heaven.
8. 'Our love is everlasting.,
 I wanted you to know.
 a) What does the baby want to tell?
Ans: The baby wants to tell the love between the child and the father is perennial or everlasting.
9. That you're my special hero,
 and I wanted to tell you so.
 a) Is the father a hero for the baby or child?
Ans: Yes, sure the father is not just a hero but a 'special hero'.

Figure of Speech:

No	Poem Lines	Figure of speech
1.	Keeping me <u>safe</u> from <u>harm</u>	Oxymoron
2.	There is <u>something</u> <u>special</u>	Alliteration

Rhyming words and scheme

	Poem Lines	Rhyming words	Rhyme scheme
1.	When I was a baby, You would hold me in your arms, I felt the love and tenderness, Keeping me safe from harm	—	a b c d The Rhyme scheme of the stanza is a b c d
2.	I would look up into your eyes, and all the love I would see. How did I get so lucky, You were the dad chosen for me	see, lucky me	a b b b The Rhyme scheme of the stanza is a b b b
3.	There is something special about a father's love. Seems it was sent to me from some place up above.	love, above.	a b c b The Rhyme scheme of the stanza is a b c b
4.	Our love is everlasting, I just wanted you to know That you're my special hero and I wanted to tell you so	know, her, so	a b b b The Rhyme scheme of the stanza is a b b b

15. Making Life Worth While

- George Eliot

Every soul that touches yours -
 Be it the slightest contact -
 Get there from some good;
Some little grace; one kindly thought;
 One aspiration yet unfelt;
 One bit of courage
For the darkening sky;
 One gleam of faith

To brave the thickening ills of life;
 One glimpse of brighter skies -
To make this life worthwhile
And heaven a surer heritage.

About the Authors

Mary Ann Evans (1819 - 1880), known by her pen name George Eliot, was an English novelist, poet, journalist, translator, and one of the leading writers of the Victorian era. She wrote seven novels.

Summary

In our life, we meet many good human beings. We should learn good qualities like gracefulness, kindness and hope from them. We must possess a bit of courage to face the darker sides of our life. We should also have an eye on the brighter sides to make our life worthwhile. If we make our life worthwhile, then it will be a heaven not only for us but also for our fellow beings.

Glossary:

grace (n) - elegance, charm

aspiration (n) - a hope or ambition of achieving something, desire, wish

courage (n) - bravery, valour

gleam (n) - shine brightly

glimpse (n) - glance, quick look

worthwhile (adj) - valuable, purposeful

heritage (n) - inheritance

Comprehension questions.

1. What should we learn from every soul?

Ans: We should learn good qualities from every soul.

2. What qualities will help us brave the thickening ills of life?

Ans: Aspiration, courage and faith are the qualities to brave the thickening ills of life.

3. Why should we make this life worthwhile?

Ans: People who live a purposeful life in this world will inherit heaven after their death.

4. What does the poet assure if we make our life worthwhile?

Ans: The poet assures that if we make our life worthwhile, it becomes a heaven to us.

2. Fill in the blanks:

1. We should have a **aspiration** in life.

2. A **bit of courage** is need for the darkening sky.

3. One must have a **glimpse** of brighter skies to make the life worthwhile.

Appreciation Questions

Read the poetic lines and answer the following question:

1. Every soul that touches yours –

Be it the slightest contact –

a) What touches us?

Ans: Every soul touches us.

b) What does 'it' refer to?

Ans: It refers to the soul.

2. Get there from some good;
Some little grace; one kindly thought;

a) What should we learn from every soul?

Ans: We should learn good things, grace and kind thoughts from every soul.

3. One bit of courage
For the darkening sky;

a) What do we need for the darkening sky?

Ans: We need a bit of courage for the darkening sky.

4. One gleam of faith
To brave the thickening ills of life;

a) What is the meaning of the word 'gleam'?

Ans: Gleam means shine brightly.

b) What do we need to brave the thickening ills of life?

Ans: We need a gleam of faith to brave the thickening ills of life.

c) What does 'ills of life' refer to?

Ans: The ills of life refers to the problems and the struggles of life.

5. One glimpse of brighter skies –
To make this life worthwhile
And heaven a surer heritage.

- a) What do we need to make the life worthwhile?
Ans: We must have a glimpse of brighter skies to make the life worthwhile.
- b) What does the word 'worthwhile' mean?
Ans: Worthwhile means valuable or purposeful
- c) Why should we make this life worthwhile?
Ans: Life is a gift given by God to us. So we have to make our life worthwhile.

Figure of Speech:

	Poem Lines	Figure of speech
1.	<i>One aspiration yet unfelt; One bit of courage</i>	<i>Anaphora</i>
2.	<i>Every soul that touches yours -</i>	<i>Assonance</i>
3.	<i>Get there from some good;</i>	<i>Assonance</i>

Alliteration

	Poem Lines	Words in Alliteration	Sound
1.	<i>To brave the thickening ills of life</i>	the, thickening	/ th / sound
2.	<i>And heaven a surer heritage</i>	heaven, heritage	/ h / sound

16. A Thing of Beauty

- John Keats

A thing of beauty is a joy forever
Its loveliness increases, it will never
Pass into nothingness; but will keep
A bower quiet for us, and a sleep
Full of sweet dreams, and health, and quiet breathing
Therefore, on every morrow, are we wreathing
A flowery band to bind us to the earth,
Some shape of beauty moves away the pall
From our dark spirits. Such the sun, the moon,
Trees old, and young, sprouting a shady boon
For simple sheep; and such are daffodils
with the green world they live in: and clear rills
That for themselves a cooling covert make
'Gainst the hot season; the mid forest brake,
Rich with a sprinkling of fair musk – rose blooms;
An endless fountain of immortal drink,
pouring unto us from the heaven's brink

About the Authors

John Keats (1795 – 1821) was a British Romantic poet. Although trained to be a surgeon, Keats decided to devote himself wholly to poetry. Keats' secret, his power to sway and delight the readers, lies primarily in his gift for perceiving the world and living his moods and aspirations in terms of language. "A Thing of Beauty" is an excerpt from his poem 'Endymion: A Poetic Romance'. The poem is based on a Greek legend, in which Endymion, a beautiful young shepherd and poet who lived on Mount Latmos, had a vision of Cynthia, the Moon Goddess. The enchanted youth resolved to seek her out and so wandered away through the forest and down under the sea.

Theme

Things of beauty have an embalming effect. They help us cope with negativity. They make life more meaningful. God has blessed us with objects of beauty. We need to bond with them.

Summary

The poet says that a beautiful thing is a source of endless joy. It has eternal beauty which never fades away. A beautiful thing is like a shady shelter which gives us sleep full of sweet dreams, health and relaxation.

Our attachments to the earthly things are like a flowery wreath. They are traps which bind us to the materialistic things and keeps us away from eternal happiness. The earth is full of hatred, greed and negativity. According to the poet, the gloom and sadness caused by this negativity fades away with the positive vibes of the beautiful things that surrounds us.

Ans: A bower quiet for us, and a sleep - metaphor
Of noble natures, of the gloomy days - alliteration
That for themselves a cooling covert make - imagery

2. What do you understand by a bower?

Ans: A bower is a pleasant place in the shade under a tree. It protects persons/animals from the hot rays of the sun.

3. What kind of sleep does it provide?

Ans: It provides us a sound sleep, full of sweet dreams, health and peaceful breathing.

4. What removes the pall from our dark spirits?

Ans: Some beautiful shapes or a thing of beauty removes the pall of sadness from our hearts or spirits.

5. What are we doing every day?

Ans: We are weaving a flowery wreath to bind us to the beauties of the earth.

6. How do 'daffodils' and 'rills' enrich the environment?

Ans: Daffodils bloom among the green surroundings. The rills and small streams of clear water make a cooling shelter for themselves against the hot season.

7. What makes the mid - forest brake rich?

Ans: The mid forest brake is made rich by blooming of beautiful musk - roses.

8. What image does the poet use in these line?

Ans: 'An endless fountain of immortal drink ...'

The poet uses the image of 'an endless fountain of immortal drink' to describe the beautiful bounty of the earth.

Appreciation Questions

4. A thing of beauty is a joy forever

a) How does a thing of beauty remain a joy forever?

Ans: A thing of beauty provides eternal and everlasting joy to us.

5. Pass into nothingness; but will keep

A bower quiet for us and a sleep.

a) Explain, "never pass into nothingness".

Ans: The joy that a thing of beauty gives us is eternal. It never loses its importance.

- b) What is meant by 'bower'?
- Ans:** A 'bower' refers to a peaceful, quiet place under the shade of trees.
6. Therefore, on every morrow, are we wreathing
A flowery band to bind us to the earth,
- a) What are the flowery bands that bind us to the Earth?
- Ans:** Here, beautiful and pleasant things have been referred to as flowery bands.
7. "Some shape of beauty moves away the pall
From our dark spirits"
- a) Explain: "Some shape of beauty".
- Ans:** The poet here means that beauty in some forms or some beautiful objects please us, immensely.
- b) Why are our spirits referred to as 'dark'?
- Ans:** The poet refers our spirits as 'dark' because of the hopelessness we feel.
8. An endless fountain of immortal drink,
Pouring unto us from the heaven's brink
- a) What is the effect of the immortal drink?
- Ans:** The effect of the immortal drink is that it gives us immense joy and pleasure.

Figure of Speech:

No	Poem Lines	Figure of speech
1.	<i>A sleep full of sweet dreams</i>	Metaphor
2.	<i>Are we wreathing a flowery band</i>	Metaphor
3.	<i>An endless fountain of immortal drink</i>	Metaphor
4.	<i>Pouring unto us from the heaven's brink</i>	Metaphor
5.	<i>Trees old, and young, sprouting a shady boon</i>	Imagery
6.	<i>A flowery band to bind us to the earth</i>	Imagery
7.	<i>Clear rills that for themselves a cooling covert make.</i>	Imagery
8.	<i>The mid forest brake, rich with a sprinkling of fair musk – rose blooms.</i>	Imagery
9.	<i>An endless fountain of immortal drink,</i>	Imagery
10.	<i>Pouring into us from the heaven's brink</i>	Imagery

Alliteration

No	Poem Lines	Words in Alliteration	Sound
1.	<i>A flowery band to bind us to the earth.</i>	band, bind	/b/ sound
2.	<i>That for themselves a cooling covert make</i>	cooling, covert that, themselves	/k/ sound /th/ sound

Rhyming words and rhyming scheme

	Poem Lines	Rhyming words	Rhyme scheme	
1.	<i>A thing of beauty is a joy forever Its loveliness increases, it will never pass into nothingness; but will keep A bower quiet for us, and a sleep</i>	forever, never keep, sleep	a a b b	The Rhyme scheme of the stanza is a a b b
2.	<i>Full of sweet dreams, and health, and quiet breathing Therefore, on every morrow, are we wreathing A flowery band to bind us to the earth, Some shape of beauty moves away the pall</i>	breathing Wreathing	a a b c	The Rhyme scheme of the stanza is a a b c
3.	<i>From our dark spirits. Such the sun, the moon. Trees old, and young sprouting a shady boon For simple sheep; and such are daffodils With the green world they live in: and clear rills</i>	moon, boon daffodils, rills	a a b b	The Rhyme scheme of the stanza is a a b b
4.	<i>That for themselves a cooling covert make 'Giants the hot season; the mid forest brake, Rich with a sprinkling of fair musk – rose blooms; An endless fountain of immortal drink, Pouring upto us from the heaven's brink</i>	make, brake drink, brink	a a b c c	The Rhyme scheme of the stanza is a a b c c

Imagery:

'shady boon'

'clear rills'

'daffodils in green world'

'grandeur of dooms'

'cooling covert'

Antithesis: old and young

Transferred epithet: gloomy days

Symbol: - 'simple sheep' — refers to mankind as Christ is considered the shepherd who leads human souls out of the dark world of sins and temptations



17. Lessons in Life

- Brigette Bryant & Daniel Ho

Having a friend is like planting a flower
Show love and kindness it one day will bloom
Let's be aware as we walk on this planet
Even the tiniest creature needs room.
Lessons in life aren't always so simple
Nothing you're given will ever come free
Even the smallest of gifts deserves "thank you"
I respect you and you respect
I think of you and you think of me.

Remember everyone here is important
When you're forgotten it makes you feel sad
Know that you matter and you make a difference
Let no one shame you or make you feel bad.

Lessons in life aren't always so simple
Nothing you are given will ever come free
Even the smallest of gifts deserves "thank you"
I respect you and you respect
I think of you and you think of me.

Summary

Daniel Ho says if one showers, love and kindness one would see it bloom. In this planet 'Earth', the tiniest creature has a space to live. We are not given anything free or any 'freebies'. We need to express 'thanks' to what we get. Every man is important; so give respect and take respect.

Glossary

kindness (n) - humble

bloom (v) - come into

tiniest (adj) - smallest

forgotten (v) - out of mind

deserves (v) - be qualified for

Answer the following questions:

1. What is planting a flower compared to?
Ans: 'Planting a flower' is compared to 'having a friend'.
2. What does the tiniest creature need?
Ans: Even the tiniest creature needs 'space to live'.

3. What do the smallest gifts deserve?
Ans: The smallest gifts deserve an expression of gratitude.
4. What will happen if you fail to give importance to others?
Ans: They feel sad
5. What do you learn from your lessons in life?
Ans: 'Live and Let others live' is the lesson learnt by me.
i.e. love ,kindness and thankfulness to fellow human beings

Answer the following questions:

1. Remember everyone here is important
When you're forgotten it makes you feel sad
Know that you matter and you make a difference
Let no one shame you or make you feel bad.
 - a) Pick out the rhyming words:
Ans: The rhyming words are 'sad and bad'.
2. 'Having a friend is like planting a flower'. Explain.
 - a) What is the figure of speech used in this line?
Ans: Simile

Appreciation Questions

1. 'Having a friend is like planting a flower'
 - a) What is friendship according to the poet?
Ans: It is like planting a flower.
2. 'Let's be aware as we walk on this planet
Even the tiniest creature needs room'.
 - a) Do we have space for a smallest creature?
Ans: Yes, in this earth, the smallest creature has the space to live.
3. "Even the smallest of gifts deserves "thankyou"
 - a) Should man 'thank' for what we get?
Ans: Sure. According to the poet, nature showers gifts to man. So he should say 'thanks' for the gifts
4. 'I respect you and you respect
I think of you and you think of me'
 - a) According to the poet, is life reciprocal?
Ans: Yes, Life is reciprocal (ie) why he says 'I respect you and you respect (me)' and so on.

5. 'Remember everyone here is important
When you're forgotten it makes you feel sad
a) What should one remember in life?
One should remember that everyone in this world is important otherwise it will have a bad effect on us.
6. 'Know that you matter and you make a difference
Let no one shame you or make you feel bad'
a) Is 'individuality' important according to the poet?
Ans: According to the poet, every individual has innate potential to make a change in the society.
b) What is the suggestion of the poet in terms of happenings around you?
Ans: We should not get influenced or affected by the happenings around us.

Figure of Speech:

	Poem Lines	Figure of speech
1.	<i>'Having a friend is like planting a flower'</i>	<i>Simile</i>
2.	<i>Even the tiniest creature needs room. Even the smallest of gifts deserves "thank you"</i>	<i>Anaphora</i>
3.	<i>I respect you and you respect</i>	<i>Internal Repetition</i>
4.	<i>Lessons in life aren't always so simple Nothing you're given will ever come free "Even the smallest of gifts deserves "thankyou" 'I respect you and you respect I think of you and you think of me'</i>	<i>Repetition stanza two & four</i>
5.	<i>'I respect you and you respect I think of you and you think of me'</i>	<i>Anaphora/internal repetition</i>

ALLITERATION

No	Poem Lines	Words in Alliteration	Sound
1.	<i>Let's be aware as we walk on this planet</i>	<i>we, walk</i>	<i>/w/ sound</i>
2.	<i>Lessons in life aren't always so simple</i>	<i>aren't, always</i>	<i>/a/ sound</i>
3.	<i>When you're forgotten it makes you feel sad</i>	<i>forgotten, feel</i>	<i>/f/ sound</i>
4.	<i>Know that you matter and you make a difference</i>	<i>matter, make</i>	<i>/m/ sound</i>

	<i>Let no one shame you or make you feel bad'</i>	<i>you, you</i>	/u/ sound
5.	<i>I respect you and you respect</i>	<i>you, you respect, respect</i>	/u/ sound /r/ sound
6.	<i>I think of you and you think of me</i>	<i>think, think you, you</i>	/th/ sound /u/ sound

RHYMING WORDS AND RHYMING SCHEME

	Poem Lines	Rhyming words	Rhyme scheme
1.	<i>'Having a friend is like planting a flower' Show love and kindness it one day will bloom 'Let's be aware as we walk on this planet Even the tiniest creature needs room</i>	bloom, room	a b c b The rhyme scheme of the stanza is a b c b
2.	<i>Lessons in life aren't always so simple Nothing you're given will ever come free "Even the smallest of gifts deserves "thank you" 'I respect you and you respect I think of you and you think of me'</i>	free, me	a b c d b The rhyme scheme of the stanza is a b c d b
3.	<i>'Remember everyone here is important When you're forgotten it makes you feel sad 'Know that you matter and you make a difference Let no one shame you or make you feel bad'</i>	sad, bad	a a b b The rhyme scheme of the stanza is a b c b

Read the poetic lines and answer the following question:

*'Remember everyone here is important
When you're forgotten it makes you feel sad
'Know that you matter and you make a difference
Let no one shame you or make you feel bad'*

- Pickout the rhyming words:
sad, bad

Ans: *'Having a friend is like planting a flower'.*

2. What is the figure of speech used in this line?
Simile
Ans: “**Lessons** in life are not always so simple”
3. Pick out the words of alliteration in this line.
Ans: lesson, life



18. My Computer Need a Break

- Shanthini Govindan

My computer has always been so brainy and smart -
It seems to know mountains of information by heart.

If I type in a question, and give my mouse a click,
My computer always gives me the answer really quick!

But of late, my computer has been behaving badly too,
It's so absent-minded, that I don't know what to do.

It forgets to 'save' my work, and store it away,
And instead, makes it vanish in the most dreadful way.

My computer doesn't check that my spellings are right,
And hides my files, so that they vanish from sight.
And one day, my naughty computer actually gobbled a worm,
And behaved so erratically that it made me squirm.

Then my computer caught a virus, and fell very sick,
So I had to call in a doctor, double quick.
As the doctor examined my computer, I just had to say,
'Doctor, do you think my tired computer wants a holiday?'

About the Author

Shanthini Govindan is a widely published, award-winning author of children's literature in English in India, who has written over 50 books for children including poetry, picture books and short stories for children of all ages.

Summary

The poetess speaks about how a Computer works with its capacity to store mountains of information. Then she says the Computer loses its ability and fails to 'save and store' information. Further it behaves erratically, being caught by 'Virus'. The poetess asks the readers whether the Computer needs a holiday.

Glossary

brainy (adj) - very intelligent

absent-minded (adj) - being forgetful

vanish (v) - disappear

dreadful (adj) - unpleasant

gobbled (v) - ate hastily or greedily

erratically (adv) - unsteadily or unpredictably

squirm (v) - to twist the body in discomfort

Figure of Speech:

1. Metaphor - containing an implied comparison.
2. Personification - a thing, quality or idea is represented as a person.

3. Hyperbole - exaggeration for effect and not meant to be taken literally.

	Poem Lines	Figure of speech
1.	<i>My computer has always been so brainy and smart</i>	<i>Metaphor</i>
2.	<i>Then my computer caught a virus, and fell very sick -</i>	<i>Metaphor</i>
3.	<i>It seems to know mountains of information by heart;</i>	<i>Hyperbole</i>
4.	<i>It's so absent minded</i>	<i>Personification</i>
5.	<i>My naughty computer gobbled a worm</i>	<i>Personification</i>

ALLITERATION

No	Poem Lines	Words in Alliteration
1.	<i>But of late, my computer has been behaving</i> <i>badly</i> <i>too-</i>	<i>behaving, badly</i>
2.	<i>And instead, makes it vanish in the most dreadful</i> <i>way</i>	<i>makes, most</i>
3.	<i>And behaved so erratically that it made me</i> <i>squirm</i>	<i>made, me</i>
4.	<i>So I had to call in a doctor, double quick</i>	<i>doctor, double</i>
5.	<i>If I type in a question, and give my mouse a</i> <i>click</i>	<i>my, mouse</i>
6.	<i>Then my Computer caught a virus, and fell</i> <i>very</i> <i>sick</i>	<i>virus, very</i>

RHYMING WORDS AND RHYMING SCHEME

	Poem Lines	Rhyming words	Rhyme scheme
1.	<i>My computer has always been so brainy and</i> <i>smart -</i> <i>It seems to know mountains of information by</i>	<i>smart,</i> <i>heart</i> <i>click,</i> <i>quick</i>	<i>a</i> <i>a</i> <i>b</i> <i>b</i> The Rhyming of the stanza is <i>a a b b</i>

	<p>heart. If I type in a question, and give my mouse a click, My computer always gives me the answer really quick!</p>			
2.	<p>But of late, my computer has been behaving badly too, It's so absent-minded, that I don't know what to do. It forgets to 'save' my work, and store it away, And instead makes it vanish in the most dreadful way.</p>	<p>too, do away, way</p>	<p>a a b b</p>	<p>The Rhyming of the stanza is a a b b</p>
3.	<p>My computer doesn't check that my spellings are right, And hides my files, so that they vanish from sight. And oneday, my naughty computer actually gobbled a worm, And behaved so erratically that it made me squirm</p>	<p>right, sight worm, squirm</p>	<p>a a b b</p>	<p>The Rhyming of the stanza is a a b b</p>
4.	<p>Then my computer caught a virus, and fell very sick, So I had to call in a doctor, double quick. As the doctor examined my computer, I just had to say, 'Doctor, do you think my tired computer wants a holiday?'</p>	<p>sick, quick say, holiday</p>	<p>a a b b</p>	<p>The Rhyming of the stanza is a a b b</p>

Hyperbole - mountains of information by heart.

Comprehension Questions:

Answer the following questions:

1. How does the poet describe her computer?
Ans: The poet describes her computer as brainy and smart; and it responds very quickly.
2. What happened to the computer?
Ans: The computer caught virus and become sick
3. List four things that the computer could not do after it became absent - minded?
Ans:
 - a. It forgot to save and store
 - b. File got vanished
 - c. It didn't check the spellings right
 - d. Hid all the files
4. What made the poet squirm?
Ans: The computer behaved erratically and that made the poet squirm.
5. Why did the poet call the doctor?
Ans: The poet called the doctor thinking that the computer was attacked by 'Virus'.

Appreciation Questions

Read the poetic lines and answer the following question:

1. My Computer has always been so brainy and smart-
It seems to know mountains of information by heart
 - a) Who is referred to here as 'My'?
Ans: 'My' refers to the poet.
 - b) How does the Computer function?
Ans: It functions with smartness, storing millions of information.
2. If I type in a question, and give my mouse a click;
My Computer always gives me the answer really quick;
 - a) How can one work on a computer?
Ans: One can work on a Computer by typing in and clicking the mouse.
 - b) Can you get the answer quickly?
Ans: Yes, sure. If you click the mouse, you get the answer immediately.
3. But of late, my Computer has been behaving badly too,
It's so absent minded, that I do not know what to do,
 - a) What is the behaviour of the Computer now?

- Ans:** It is absent – minded.
- b) Does the poet know to rectify the machine?
Ans: No, she does not know 'what to do!'
4. It forgets to 'save' my work, and store it away,
And instead, makes it vanish in the most dreadful way.
- a) What does the computer forget?
Ans: The computer forgets to 'Save' and 'Store' its input.
- b) Does the input appear intact?
Ans: No, the input vanishes in the most dreadful way.
5. My Computer doesn't check that my spelling are right,
And hides my files, so that they vanish from sight,
- a) Does the poet's work get verified?
Ans: No, the input of the poet does not get verified.
- b) Are the files intact inside the Computer?
Ans: No, the files are hidden, and do not come to the view of the poet.
6. And one day, my naughty computer actually gobbled a worm,
And behaved so erratically that it made me squirm,
- a) Does the poet use personification in the first line?
Ans: Yes, the poet treats the computer as a bird gulping down a worm.
- b) Does the poet feel satisfied with the work of her computer?
Ans: No, the poet does not feel satisfied with the work of her computer.
7. Then my computer caught a virus, and fell very sick,
So I had to call in a doctor, double quick
- a) What is a 'Virus'?
Ans: Anything that corrupts the functioning of our body or mind is called 'Virus'. Now it is related to the Computer too.
- b) Whom does the poet call 'Doctor'?
Ans: The poet calls the individual who repairs the Computer as 'Doctor'.
8. As the doctor examined my computer, I just had to say,
Doctor, do you think my tired computer wants a holiday?
- a) Does the doctor examine the computer?
Ans: Yes, the doctor examines the computer.
- b) What is the poet's view about the computer's malfunctioning?
Ans: The poet comically questions whether the computer needs a holiday too.
9. My computer has always been so brainy and smart-
- a) Name the figure of speech employed here.
Ans: The poet employs 'Metaphor' here.

10. It seems to know mountains of information by heart
 a) What is the allusion used here?
Ans: 'Encyclopedea' is the allusion used here.
 b) What is the figure of speech used?
Ans: 'Hyperbole' is the figure of speech used here.
11. It's so absent-minded, that I don't know what to do
 a) Tell the Figure of Speech employed here.
Ans: "Personification" is the Figure of Speech employed here.
12. And one day, my naughty computer actually gobbled a worm,
 a) Is the computer personified here?
Ans: Yes, sure. It is personified here.

Fill in the blanks.

- 1) Computers are brainy and smart.
- 2) We get answers for questions by a click.
- 3) The computer forgot to save and store the poet's work.
- 4) The computer actually gobbled a worm.
- 5) The poet feels that his computer needs a holiday.

Pick out the rhyming words from the poem:

1. smart - heart
2. click - quick
3. right - sight
4. sick - quick

Match the poetic lines with Figures of Speech:

- | | | |
|----------------------------|---|-----------------|
| 1. So brainy | - | Metaphor |
| 2. Mountains | - | Hyperbole |
| 3. It's so absent minded | - | Personification |
| 4. Computer gobbled a worm | - | Personification |
| 5. Very sick | - | -Metaphor |

Find the alliterating words from the poem:

1. save - serve
2. doctor - double
3. virus - very
4. makes - most
5. gobble - gong

7th Term - 1

19. Your Space

- David Bates

Speak gently! – It is better far
 To rule by love, than fear
Speak gently – let not harsh words mar
 The good we might do here!

Speak gently! – Love doth whisper low
 The vows that true hearts bind;
And gently Friendship's accents flow;
 Affection's voice is kind.

Speak gently to the little child!
 Its love be sure to gain;
Teach it in accents soft and mild:-
 It may not long remain.

Speak gently to the young, for they
 Will have enough to bear –
Pass through this life as best they may,
 'T is full of anxious care!

Speak gently to the aged one,
Grieve not the care-worn heart;
The sands of life are nearly run,
 Let such in peace depart!

Speak gently, kindly, to the poor;
 Let no harsh tone be heard;
They have enough they must endure,
 Without an unkind word!

Speak gently to the erring – know,
 They may have toiled in vain;
Perchance unkindness made them so;
 Oh, win them back again!

Speak gently! – He who gave his life
 To bend man's stubborn will,
When elements were in fierce strife,
 Said to them, 'Peace, be still.'

Speak gently! - 'tis a little thing
Dropped in the heart's deep well;
The good, the joy, which it may bring,
Eternity shall tell.

SUMMARY

We should speak gently to all the people. If we speak gently to children, they will also learn-to-speak gently. If we speak gently to old people, they will be happy. We don't know - how good it is to speak gently. God also likes those people who speak gently. We will be rewarded highly for speaking gently. To speak gently is a great virtue. Though it is a little thing, it has much value.

Glossary

harsh - rough

doth - does

whisper - low voice

accents - emphasise

anxious - feeling worried or showing worry

grieve - be sorrowful

depart - leave/go

endure- suffer patiently

toiled - worked hard

vain - producing no results

stubborn - one refusing to change one's opinion

strife- disagreement

eternity - without end

Answer the following questions in a sentence or two.

1. Why should we speak gently?

Ans: The hard words that we speak will destroy the good deeds hence We should speak gently so that can win the hearts of others

2. What do you infer about speaking with others from this poem?

Ans: We should be kind and speak gently to everyone. He may be a child or an aged one. Whoever may be, we should speak gently., because at all levels there are problems and sadness for everyone but with kind and gentle words they can be overcome.

3. What are the disadvantages of speaking harshly?

Ans: Speaking harshly to people will deprive us of all the good we do here. Beside nobody will like us.

4. Why does the poet tell us to speak gently to young children?

Ans: If we speak gently to young children, we can surely gain their love. The child must be taught the ways of the world with love and gentle care.

5. How should you speak with old people?

Ans: The old people are already sad and tired. We should speak to those old people with care as they have only a brief time in this world.

1. Speak gently – It is better far
To rule by love, than fear.

a) How should we speak to others?

Ans: We should speak gently to others.

b) How can we rule the people?

Ans: We can rule over people by love and not by fear.

2. “Speak gently – let not harsh words mar
The good we might do here.

a) How should our words be?

Ans: We should not use harsh words because harsh words destroy the good things that we do in life.

3. Speak gently! – Love doth whisper low
The vows that true hearts bind;
And gently friendship’s accents flow;
Affection’s voice is kind.

a) What do gentle words do?

Ans: Gentle words bind hearts and friendship which last forever.

b) What do you mean by ‘doth’?

Ans: ‘Doth’ is the old form of ‘does’.

4. Speak gently to the little child
Its love be sure to gain;
Teach it in accents soft and mild
It may not long remain.

a) How can we gain the love of the child?

Ans: We can surely gain the love of the child by speaking gently.

b) How should we talk to the child?

Ans: We should talk in a soft and mild voice.

5. Speak gently to the young, for they
Will have enough to bear.
Pass through this life as best they may
‘T is full of anxious care.

a) What do the young need?

Ans: The young need a life full of gentle care.

b) How do the gentle words help the young?

Ans: The gentle words help the young to pass their life in the best way.

6. Speak gently to the aged one,
Grieve not the care - worn heart;
The sands of life are nearly run
Let such in peace depart

a) How are the old people?

Ans: The old people are filled with grievances and worries.

b) What do you mean by 'sands of life'?

Ans: It means the short life of the old people.

7. Speak gently, kindly, to the poor;
Let no harsh tone be heard;
They have enough they must endure,
Without an unkind word!

a) How should we talk to the poor?

Ans: We should speak kindly to the poor and we should not use harsh words to them.

b) Why should we be kind to the poor?

Ans: The poor people have already suffered a lot in this world. So we should be kind to the poor.

8. Speak gently to the erring - know,
They may have toiled in vain;
Perchance unkindness made them so;
Oh, win them back again!

a) What do you mean by 'erring'?

Ans: 'Erring' refers to the people who have done mistakes in their lives.

b) What has made them to do mistakes?

Ans: Unkindness done to them has made them to do mistakes.

c) How can we win them back?

Ans: We can win them back by means of good words.

9. Speak gently! - He who gave his life.
To bend man's stubborn will,
When elements were in fierce strife,
Said to them, 'Peace be still'

a) Whom does 'He' refer to?

Ans: He refers to Jesus Christ.

b) Why did Christ give his life?

Ans: Christ gave up life to mend man's stubborn will.

c) What does Jesus Christ wish to see in the world?

Ans: Jesus christ wishes to see peace in the world.

10. Speak gently - 'tis a little thing
 Dropped in the hearts deep well;
 The good, the joy, which it may bring
 Eternity shall tell

a) What is a 'little thing'?

Ans: "Speaking gently" is a little thing.

b) What do gentle words bring us?

Ans: Gentle words bring us goodness and joy forever.

Figure of Speech

1. Pick out the Rhyming words and identify the rhyme scheme.

S. No	Poetic lines	Rhyming words	Rhyme scheme
1.	Speak gently! - It is better far To rule by love, than fear "Speak gently - let not harsh words mar The good we might do here.	far, mar fear, here	a b a b
2.	Speak gently! - Love doth whisper low The vows that true hearts bind; And gently friendship's accents flow; Affection's voice is kind.	low, flow blind, kind	a b a b
3.	Speak gently to the little child Its love be sure to gain; Teach it in accents soft and mild It may not long remain.	child, mild gain, remain	a b a b
4.	Speak gently to the young, for they Will have enough to bear. Pass through this life as best they may 'T is full of anxious care.	they, may bear, care	a b a b
5.	Speak gently to the aged one, Grieve not the care - worn heart; The sands of life are nearly run Let such in peace depart	one, run heart, depart	a b a b
6.	Speak gently, kindly, to the poor; Let no harsh tone be heard; They have enough they must endure,	poor, endure heard,	a b a b

	With out an unkind word!	word	
7.	Speak gently to the erring - know, They may have toiled in vain; Perchance unkindness made them so; Oh, win them back again!	know, so vain, again	a b a b
8.	Speak gently! - He who gave his life. To bend man's stubborn will, When elements were in fierce strife, Said to them, 'Peace be still'	life, strife still, will	a b a b
9.	Speak gently - 'tis a little thing Dropped in the hearts deep well; The good, the joy, which it may beings Eternity shall tell	thing, being well, tell	a b a b

1. Speak gently - It is better far
Speak gently! - Love doth whisper low
- It is called "Repetition"

2. Love doth whisper low
Figure of speech - Personification

3. Pass through this life as best they may
'T is full of anxious care.
a) Pick the words of alliteration
through, this, they

4. And gently friendship's accents flow;
Affection's voice is kind.
Identify the figure of speech employed in the given lines.
Personification

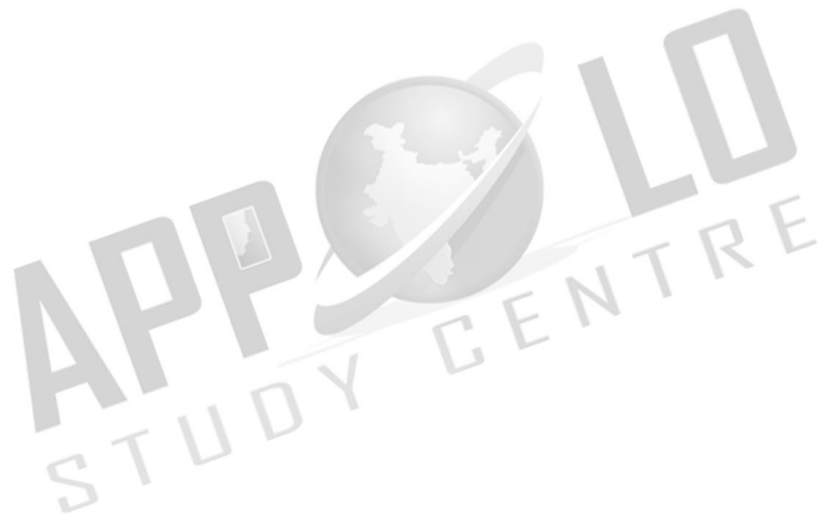
Pick out the words which rhyme with the given words and write similar rhyming words on your own:

1. far - mar - car
2. fear - here - sheer
3. low - flow - slow
4. kind - bind - mind

5. remain - gain - sane
 6. they - may - bay

Take a stanza from the poem. Write it in the blanks and find the rhyme scheme:

Lines from the poem	Rhyme scheme (a/b/c/d)
<i>Speak gently, kindly, to the poor</i>	a
<i>Let no harsh tone be heard</i>	b
<i>They have enough they must endure</i>	a
<i>With out an unkind word</i>	b



20. Sea Fever

- John Masefield

I must go down to the seas again, to the lonely sea and the sky,
And all I ask is a tall ship and a star to steer her by;
And the wheel's kick and the wind's song and the white sail's shaking,
And a grey mist on the sea's face, and a grey dawn breaking.
I must go down to the seas again, for the call of the running tide
Is a wild call and a clear call that may not be denied;

And all I ask is a windy day with the white clouds flying,
And the flung spray and the blown spume, and the sea-gulls crying.
I must go down to the seas again, to the vagrant gypsy life,
To the gull's way and the whale's way where the wind's like a whetted knife;
And all I ask is a merry yarn from a laughing fellow-rover,
And quiet sleep and a sweet dream when the long trick's over.

About the Author

John Masefield (1878–1967) was an English Poet and writer. He was appointed poet laureate of the United Kingdom in 1930.

Summary

In the poem, sea fever, Masefield expresses his desire for sailing once again in the quiet sea, under the quiet sky. He expresses his desire for the need of a well built ship to sail and star in the dark sky to act as a guide. Soon the adventures would begin and as each day dawns, he would wake up to see the early grey mist rise from the sea. He wishes that there would be strong winds that would blow away the thick white clouds in the sky and take the sail forward throughout the day.

The poet would like to be a wandering gypsy. He would miss the sea gulls and the white whales and most of all, his time spent with his fellow men at the deck, listening to tales and good and silent sleep which drifts into a sweet dream.

Glossary

Star to steer - the north star is the pole star which tells the sailor where North is and thus they can steer the ship correctly

flung - threw

spume - sea foam

vagrant - wandering

whetted - sharpened

yarn - A long or rambling story especially one that is impossible

flurried - worried

rover - wanderer

trick - a period of stay on the ship after the voyage

Choose the best answer.

1. The title of the poem 'Sea Fever' means _____.

a) flu fever

b) the poet's deep wish to be at sea

c) the poet's fear of the sea

2. The poet asks for _____.

a) a fishing net

b) a big boat

c) a tall ship

3. The poet wants to lead a life at sea like _____.

a) the gulls and whales

b) the penguins and sharks

c) the pelicans and dolphins

Appreciation:

1. Fill in the blanks with correct rhyming words from the poem.

Ans: Sky, by; knife, life; rover, over;

2. Quote the line that has been repeated in the poem.

Ans: I must go down to the seas again.

3. Write the poetic device which is used in the line below.

And a grey mist on the sea's face....

Ans: personification

4. What poetic device is used for the comparison in the below line?

....where the wind's like a whetted knife.

Ans: simile

I. Read the lines and answer the questions given below:

1. I must go down to the sea again, to the lonely sea and the sky.

a) Where does the poet want to go?

Ans: The poet wants to go to the sea.

b) What does the poet wish to do?

Ans: The poet wishes to sail in the sea.

2. And the wheel's kick and the wind's song and the white sail's shaking.
 a) What according to the poet are the pleasures of sailing?
Ans: The fast ride of the ship, the sound of the blowing wind and the waves which move the ship up and down are the pleasures of sailing.
3. And all I ask is a windy day with the white clouds flying.
 And the flung spray and the blown spume, and the sea gulls crying.
 a) Why does the poet ask for a windy day?
Ans: The poet asks for a windy day so that sailing would be easy, safe and comfortable.
 b) What does 'blown spume' mean?
Ans: It refers to the mass of bubbles that forms on the top of waves when the sea is rough.
 c) What does 'flung spray' mean?
Ans: In this poem 'flung spray' refers to the saltiness of the sea water on his tongue and nose.
4. And all I ask is a merry yarn from a laughing fellow – rover
 And quiet sleep and a sweet dream when the long trick's over.
 a) What kind of human company does the poet want?
Ans: The poet wants a person who is merry-making, fun-loving and a lover of wandering.
 b) What does 'quiet sleep' refer to?
Ans: 'quiet sleep' refers to peaceful sleep.
 c) What does the poet want to hear from his fellow men?
Ans: The poet wants to hear happy stories from his fellow men.
 d) What does the poet want to do after his voyage is over?
Ans: The poet wants to have a peaceful sleep with good dreams after his voyage.
1. And a grey mist on the sea's face and a grey dawn breaking
 a) During what time of the day does the poet wish to go down to the seas?
Ans: The poet wishes to go down to the sea when the dawn is breaking.
2. I must go down to the sea's again to the vagrant gypsy life.
 a) What kind of life does the poet want to live?
Ans: The poet wants to live a life of a gypsy who wanders from place to place.
3. And all I ask is a tall ship and a star to steer her by
 a) What does the star indicate?
Ans: The star indicates the 'north star' through which the sailor finds out the direction.

4. I must go down to the seas again, for the call of the running tide
Is a wild call and a clear call that may not be denied
- a) What cannot be denied by the poet?
Ans: The call from the sea cannot be ignored or denied.
- b) Why does the poet not want to ignore the call?
Ans: The poet longs to get back to the sea. It is his strong desire. So he does not want to ignore the call.
5. To the gull's way and the whale's way where the wind's like a whetted knife.
- a) What would the poet miss if he became a wandering gypsy?
Ans: The poet would miss the sea gulls and the white whales.

Poetic Lines	Figure of speech
I must go down to the seas again, to the lonely sea and the sky, And a grey mist on the sea's face, and a grey dawn breaking.	Personification
To the gull's way and the whale's way where the wind's like a whetted knife;	Simile
I must go down to the seas again. [Repeated three times in the poem]	Repetition

ALLITERATION	
I must go down to the seas again, to the lonely sea and the sky,	seas, sea
And all I ask is a tall ship and a star to steer her by;	star, steer
And the wheel's kick and the wind's song and the white sail's shaking,	wheel, white song, sail's
And a grey mist on the sea's face, and a grey dawn breaking.	grey, grey
Is a wild call and a clear call that may not be denied;	call, call
And all I ask is a windy day with the white clouds flying,	windy, with, white
And the flung spray and the blown spume, and the sea-gulls crying.	spray, spume
To the gull's way and the whale's way where the wind's like a whetted knife;	way, whale's where, whetted
And quiet sleep and a sweet dream when the long trick's over.	sleep, sweet

Rhyming words & rhyme scheme:

Poetic lines	Rhyming words	Rhyme scheme
I must go down to the seas again, to the lonely sea and the sky,	sky	a
And all I ask is a tall ship and a star to steer her by;	by	a
And the wheel's kick and the wind's song and the white sail's shaking,	shaking	b
And a grey mist on the sea's face, and a grey dawn breaking.	breaking	b
I must go down to the seas again, for the call of the running tide	tide	c
Is a wild call and a clear call that may not be denied;	denied	c
And all I ask is a windy day with the white clouds flying,	flying	a
And the flung spray and the blown spume, and the sea-gulls crying.	crying	a
I must go down to the seas again, to the vagrant gypsy life,	life	b
To the gull's way and the whale's way where the wind's like a whetted knife;	knife	b
And all I ask is a merry yarn from a laughing fellow-rover,	rover	c
And quiet sleep and a sweet dream when the long trick's over.	over	c

Imagery: Imagery is used to make readers perceive things involving their five senses

“I must go down to the seas again, to the lonely sea and the sky”,

“And all I ask is a windy day with the white clouds flying”

“And quiet sleep and a sweet dream when the long trick's over.

21. **Courage**

- **Edgar Albert Guest**

Courage isn't a brilliant dash,
A daring deed in a moment's flash;
It isn't an instantaneous thing
Born of despair with a sudden spring
It isn't a creature of flickered hope
Or the final tug at a slipping rope;
But it's something deep in the soul of man
That is working always to serve some plan.

Courage isn't the last resort
In the work of life or the game of sport;
It isn't a thing that a man can call
At some future time when he's apt to fall;
If he hasn't it now, he will have it not
When the strain is great and the pace is hot.
For who would strive for a distant goal
Must always have courage within his soul.

Courage isn't a dazzling light
That flashes and passes away from sight;
It's a slow, unwavering, ingrained trait
With the patience to work and the strength to wait.
It's part of a man when his skies are blue,
It's part of him when he has work to do.
The brave man never is freed of it.
He has it when there is no need of it.

Courage was never designed for show;
It isn't a thing that can come and go;
It's written in victory and defeat
And every trial a man may meet.
It's part of his hours, his days and his years,
Back of his smiles and behind his tears.
Courage is more than a daring deed:
It's the breath of life and a strong man's creed.

About the Authors

Edgar Albert Guest (1881-1959) was a prolific England-born American poet who was popular in the first half of the 20th century and became known as the People's Poet. His poems often had an inspirational and optimistic view of everyday life.

Summary:

Edgar Albert Guest elaborates that courage does not come from being intelligent. It comes spontaneously at a moment of flash. Courage always lives in the soul of every man. It always has its time to serve the situation.

If courage is not developed in the younger stage, it cannot be developed at any stage of life. One who strives to reach his goal should have courage to overcome the hurdles on his path.

Courage is a part of a man. It is with him all through his life, in his happiness and in his sorrow. Courage is essential in one's life and every strong man has courage as the breath of his life.

Glossary

instantaneous - happening or done immediately

flickered - shone unsteadily

strive - make great effort

ingrained - firmly established and hard to change

Read these lines and name the figure of speech used in the given lines:

1. Courage isn't a brilliant dash,
A daring deed in a moments flash,
a) Pick out the rhyming words.
Ans: Dash - flash
b) Pick out the words of alliteration in the second line.
Ans: Daring deed
2. With the patience to work and the strength to wait.
a) Name the figure of speech used in the line.
Ans: personification

Appreciation Questions:

I. Answer the following questions:

1. Can courage be developed suddenly? Why?
Ans: No, courage cannot be developed suddenly. It is an inherent character.
2. When should we have courage?
Ans: All those who make great efforts towards a goal, should have courage. Courage should be with us throughout our life.
3. Give an example for dazzling light.
Ans: 'Fire fly' is an example for dazzling light.
4. Can a courageous man be defeated? Why?

Ans: No. even though a courageous man is defeated, he rises again and fights till he succeeds. **No, a courageous man cannot be defeated. This is so because a brave man can never be freed of it.**

5. What is the 'breath of life'?

Ans: 'courage' is the "breath of life".

6. What are the characteristics of a courageous man?

Ans: Patience and strength

1. It isn't an instantaneous thing

Born of despair with a sudden spring

a) What does 'it' refer to?

Ans: 'it' refers to courage.

b) What does 'born of despair' mean?

Ans: born of hopelessness'.

2. It's a slow, unwavering, ingrained trait.

With the patience to work and the strength to wait.

a) What is an 'ingrained trait'?

Ans: courage

b) Why does a courageous man need patience?

Ans: A courageous man needs patience because **courage is a slow, steady and firm quality.**

3. It's part of his hours, his days and his years,

Back of his smiles and behind his tears.

a) What does 'tears' mean?

Ans: 'Tears' means the sorrows and sufferings in one's life.

3. But it's something deep in the soul of man

That is working always to serve some plan

a) Where does courage reside?

Ans: Courage resides deep in the soul of each and every man.

b) Why do we need courage?

Ans: Courage is needed to face any obstacle bravely.

4. For who would strive for a distant goal

Must always have courage within his soul

a) What is meant by 'distant goal'?

Ans: The long term goal in one's life.

b) What do we need to reach our goal?

Ans: We need courage to reach our goal.

5. It's written in victory and defeat

And every trail a man may meet.

a) What are the opposite traits mentioned?

Ans: Victory and defeat.

b) When does a man meet courage?

Ans: When a man faces any obstacles and strives for a success, he meets courage.

6. Courage is more than a daring deed

It's the breath of life and a strong man's creed.

a) What do you mean by 'daring deed'?

Ans: A courageous act is called as 'daring deed'.

b) How is courage important for a man?

Ans: Courage is equal to the air we breathe and it is one of the noble characters of a strong man.

Literary Appreciation

Rhyme Scheme: A rhyme scheme is the pattern of rhymes at the end of each line of a poem or song. It is usually referred to by using letters to indicate which lines rhyme; lines designated with the same letter rhyme with each other.

Work in pairs and answer the following.

Figure of speech:

1. Pick out the alliterated words.

ALLITERATION

1.	A daring deed in a moment's flash; Born of despair with a sudden spring That is working always to serve some plan.	<u>d</u> aring <u>d</u> eed <u>s</u> udden <u>s</u> pring <u>s</u> erve <u>s</u> ome
2.	It isn't a thing that a man can call At some future time when he's apt to fall; If he hasn't it now, he will have it not For who would strive for a distant goal	<u>t</u> hing <u>t</u> hat; <u>c</u> an <u>c</u> all <u>t</u> ime <u>t</u> o; <u>f</u> uture <u>f</u> all <u>h</u> e <u>h</u> asn't; <u>h</u> e <u>h</u> ave, <u>w</u> ho <u>w</u> ould
3.	That flashes and passes away from sight; With the patience to work and the strength to wait. It's part of him when he has work to do. He has it when there is no need of it.	<u>f</u> lashes <u>f</u> rom <u>w</u> ith <u>w</u> ork <u>w</u> ait; <u>t</u> he <u>t</u> o <u>w</u> hen <u>w</u> ork: <u>h</u> im <u>h</u> e <u>h</u> as <u>h</u> e <u>h</u> as; <u>n</u> o <u>n</u> eed

4.	<p>It isn't a thing that can come and go; And every trial a man may meet. It's part of his hours, his days and his years, Back of his smiles and behind his tears. Courage is more than a daring deed:</p>	<p><u>thing</u> <u>that</u>; <u>can</u> <u>come</u> <u>man</u> <u>may</u> <u>meet</u> <u>his</u> <u>hours</u>; <u>his</u> <u>his</u></p> <p><u>Back</u> <u>behind</u> <u>daring</u> <u>deed</u></p>
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2. Pick out the rhyming words and rhyme scheme.

S. No	Poetic lines	Rhyming words	Rhyme scheme
1.	<p>Courage isn't a brilliant dash, A daring deed in a moment's flash; It isn't an instantaneous thing Born of despair with a sudden spring It isn't creature of flickered hope Or the final tug at a slipping rope; But it's something deep in the soul of man That is working always to serve some plan.</p>	<p>dash flash thing spring hope rope man plan</p>	<p>a a b b c c d d</p>
2.	<p>Courage isn't the last resort In the work of life or the game of sport; It isn't a thing that a man can call At some future time when he's apt to fall; If he hasn't it now, he will have it not When the strain is great and the pace is not. For who would strive for a distant goal Must always have courage within his soul.</p>	<p>resort sport call fall not not goal soul</p>	<p>a a b b c c d d</p>
3.	<p>Courage isn't a dazzling light That flasher and passes away from sight; It's a slow, unwavering, ingrained trait With the patience to work and the strength to wait. It's part of a man when his skies are blue, It's part of him when he has work to</p>	<p>light sight trait wait</p> <p>blue do it it</p>	<p>a a b b</p> <p>c c d d</p>

	do. The brave man never is freed of it . He has it when there is no need of it .		
4.	Courage was never designed for show ; It isn't a thing that can come and go ; It's written in victory and defeat And every trial a man may meet . It's part of his hours, his days and his years , Back of his smiles and behind his tears . Courage is more than a daring deed : It's the breath of life and a strong man's creed .	show go defeat meet years tears deed creed	a a b b c c d d



6th Term 2

22. Team Work

- Edgar Albert Guest

It's all very well to have courage and skill
And it's fine to be counted a star,
But the single deed with its touch of thrill
Doesn't tell the man you are;
For there's no lone hand in the game we play,
We must work to a bigger scheme,
And the thing that counts in the world to-day
Is, How do you pull with the team?
They may sound your praise and call you great,
They may single you out for fame,
But you must work with your running mate
Or you'll never win the game;
Oh, never the work of life is done
By the man with a selfish dream,
For the battle is lost or the battle is won
By the spirit of the team.
You may think it fine to be praised for skill,
But a greater thing to do
Is to set your mind and set your will
On the goal that's just in view;
It's helping your fellowman to score
When his chances hopeless seem;
Its forgetting self-till the game is o're
And fighting for the team.

About the Author

Edgar Albert Guest began his illustrious career in 1895 at the age of fourteen when his work first appeared in the Detroit Free Press. His column was syndicated in over 300 newspapers, and he came to be known as "The Poet of the People". Guest was made Poet Laureate of Michigan, the only poet to have been awarded the title. His poems often had an inspirational and optimistic view of everyday life.

Summary

The poem, "team work" speaks about the traits required for the team members. If a person takes part in a sports event with courage and spirit, he / she may be considered a star but single action doesn't say much about one. The great thing in a game of today is how one is able to cope up with a team. People may praise and single out a player for his deed but he/ she must know how to get

himself/ herself adjusted to the tune of his team. If this is not observed, the team will not win. It is by the spirit of the team, the team wins or loses.

A man with a selfish dream cannot lead the team to score, but the team spirit alone can lead to achieving great heights. In a team, the players must set their minds and will on the goal and help the fellowman. Team members must set aside their personal problems till the game gets over, meaning that they must give their best to win

Glossary

Deed - Act; Achievement

Scheme- Plan

Fame - Glory

Mate - Companion; Partner

Spirit - Will; Determination

O're - A (poetic) abbreviation for 'over'

Answer the following questions.

1. What qualities are needed to play a game?

Ans: Courage and skill, team spirit are the qualities needed to play a game.

2. What helps one win the game?

Ans: The attitude to co-operate with the team helps one win the game.

3. How is team spirit created?

Ans: **Through selfless dream** .The members must set aside their personal problems till the game is over.

4. Why does a lone hand never win a game?

Ans: In a team game, a lone **hand** can never win it by oneself.

Read the lines and answer the questions given below:

1. It's helping your fellowman to score
When his chances hopeless seem;
Its forgetting self till the game is o' re
And fighting for the team.

- i. What does 'It' stand for here?

Ans: **Team work**

- ii. Write the rhyme scheme for the above lines.

Ans: **ab ab**

2. They may sound your praise and call you great,
They may single you out for fame,
But you must work with your running mate
Or you'll never win the game;

i. Whom does 'they' refer to?

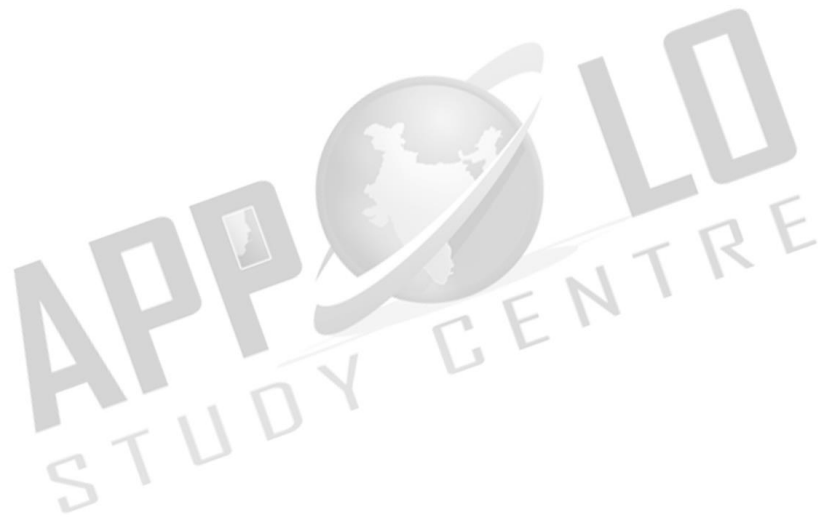
Ans: They refers to **people around you.**

ii. Which lines talks about team spirit?

Ans: The **third line**, "but you must work with your running mate" talks about team spirit.

iii. Pick out the rhyming words from the given lines.

Ans: skill-thrill; star-are; play-day; scheme-team; great-mate; fame-game; done-won; dream-team; do-view; skill-will; score-o're; seem-team.



6th Term 2

23. From a Railway Carriage (Taken from A Child s Garden Of Verses)

- Robert Louis Stevenson

Faster than fairies, faster than witches,
Bridges and houses, hedges and ditches;
And charging along like troops in a battle,
All through the meadows the horses and cattle:
All of the sights of the hill and the plain
Fly as thick as driving rain;
And ever again, in the wink of an eye,
Painted stations whistle by.
Here is a child who clambers and scrambles,
All by himself and gathering brambles;
Here is a tramp who stands and gazes;
And there is the green for stringing the daisies!
Here is a cart run away in the road,
Lumping along with man and load;
And here is a mill and there is a river:
Each a glimpse and gone forever!

Robert Louis Balfour Stevenson (13 Nov 1850 – 3 December 1894) was a Scottish novelist, poet, essayist, musician and travel writer. His famous works are 'Treasure Island', 'Kidnapped', 'Strange Case of Dr. Jekyll & Mr. Hyde' and 'A Child's Garden of Verses'.

Summary:

The tone of "From a Railway Carriage" is filled with a child's excitement during a train journey.

From a railway carriage belongs to a considerable poetic tradition: that of conveying the experience of a railway journey through the rhythm of verse.

The poet passes through the country side with bridges, houses, hedges and ditches. The meadow with horses and cattle grazing. He sees the hills and plains and painted stations that pass by. There is a child seen clambering and scrambling and gathering brambles all by himself. A tramp is seen standing and gazing. Daisies are seen in full blooms. A car is seen lumping along the road with man and load. A mill and a river is also seen as we pass by.

Glossary

Charge - To make a rush at or sudden attack upon a person or thing

Clamber - Climb or move in an awkward and laborious way using both hands and feet

Brambles - A prickly scrambling shrub of the rose family especially a blackberry

Tramp - A person who travels from place to place on foot in search of work or as a beggar

Stringing - Hang so that it stretches in a long line

Lumping - Carry with difficulty

Glimpse - See or perceive briefly or partially

Answer the following questions:

1. What does 'charges along like troops in a battle' mean?

Ans: The train seems to be rushing at somebody or something or trying to attack somebody or something suddenly.

2. What word could best replace 'charges' in the poem - marches, rushes or pushes?

Ans: The word '**MARCHES**' would best replace the word 'charges' in the poem.

3. Why does the child clamber and scramble?

Ans: The child clambers and scrambles because **to get blackberries.**

Read these lines and answer the questions given below:

1. Faster than fairies, faster than witches,
Bridges and houses, hedges and ditches;

- i. What is faster than fairies and witches?

Ans: The train's movement is faster than fairies and witches.

- ii. Why does the poet mention 'bridges and houses, hedges and ditches? Where are they?

Ans: The train is moving through the country side.

2. Here is a child who clambers and scrambles,
All by himself and gathering brambles;

- i. Where do you think the child is?

Ans: The child is on the side of the railway track.

- ii. What does 'gathering brambles' mean?

Ans: It means collecting blackberries.

3. And ever again, in the wink of an eye,
Painted stations whistle by.

- i. 'In the wink of an eye' means very quickly. Explain 'painted stations whistle by'

Ans: The train crosses stations that are enroute on hearing the guard's whistle.

4. Each a glimpse and gone forever;

i. What 'each' over here? Why is it gone forever?

Ans: The objects seen through the window of the railway compartment passing off during the journey are 'each' and it will not be seen again, so it is mentioned 'gone forever'

5. All through the meadows the horses and cattle:

All of the sights of the hill and the plain

Fly as thick as driving rain;

i. Where are the horses and cattle's seen?

Ans: They are seen in the meadows.

ii. What are they doing in the meadows?

Ans: They are grazing in the meadows.

iii. Where is the train passing through?

Ans: The train is passing through hills and plains.

iv. Name the figure of speech used in the third line.

Ans: Simile

6. Here is a tramp who stands and gazes;

And there is the green for stringing the daisies!

i. Who is a 'tramp'?

Ans: 'tramp' means a person who travels from place to place on foot in search of work or as a beggar.

ii. What is he doing?

Ans: He is standing and gazing at the passengers in the train.

iii. What does 'stringing' mean?

Ans: It means hang so that it stretches in a long line.

7. Here is a cart run away in the road,

Lumping along with man and load;

i. What is on the road?

Ans: A cart is on the road.

ii. What does the cart carry?

Ans: It carries man and load

iii. How is its movement?

Ans: Its movement is like lumping.

iv. Why is the cart lumping?

Ans: Its is lumping because it is overloaded.

8. And here is a mill and there is a river:

Each a glimpse and gone forever!

i. What is seen through the carriage window?

Ans: A mill and a river are seen.

ii. How long are these seen by the passenger?

Ans: The passengers just have a glimpse of these.

Appreciating the Poem

1. And charging along like troops in a battle

Fly as thick as driving rain are the lines that depict the figure of speech – simile

2. rhyming words from the poem.

Witches	- ditches	battle	- cattle
Plain	- rain	eye	- by
Scrambles	- brambles	gazes	- daisies
Road	- load	river	- forever

The imagery

Charging along like troops in a battle

All through the meadows the horses and cattle

All of the sights of the hill and the plain

Fly as thick as driving rain

In the wink of an eye

Painted stations

Child who clammers and scrambles

Gathering brambles

A tramp who stands and gazes

Stringing the daisies

Lumping along with man and load

Here is a mill and there is a river

Similes

Charging along like troops in a battle.

Fly as thick as driving rain.

Alliteration

Faster than fairies

Houses, hedges

Child who clammers

Lumping along with man and load

Glimpse and gone forever

Metaphor

And here is a mill and there is a river:

Each a glimpse and gone for ever!

Personification

In "Painted stations whistle by"

Anaphora

All through the meadows the horses and cattle:

All of the sights of the hill and the plain

24. Indian Seasons

- Nisha Dyrene

Summer comes
in a blaze of heat
with sunny smiles
and dusty feet

Then seasons change
to muddy roads
monsoons and mangoes
leapfrogs and toads

Spring is pretty
but short and sweet
when you can smell the grass
from your garden seat

Autumn is English
in red, yellow and brown
Autumn is Indian
whenever leaves fall down

Summary

Nisha Dyrene the poet of "Indian Seasons" has described the beauty of the four seasons that prevails in India. Her optimistic outlook is brought out through the way she describes the seasons.

The four basic seasons in India namely the summer season, the rainy season the spring season and the autumn season are depicted clearly in the poem. The poem brings out only the positive aspects of the seasons. The poem makes the reader to feel.

Summer an oil painting, rainy an etching, spring a water colour and autumn a mosaic of all.

Glossary

blaze - bright flame or fire

leap - to jump high

dusty - covered with tiny bits of sand

toad - a small brown animal similar to a frog

Read the lines and answer the questions given below:

1. Summer comes
in a blaze of heat with
sunny smiles
and dusty feet

a) Does the poet welcome the summer? How do you know?

Ans: Yes, the poet welcomes the summer. The poet welcome the summer by expressing that the sun smiles on the earth.

b) Which line tells you that there is no rain in summer?

Ans: **sunny smiles and dusty feet**

2. Spring is pretty
but short and sweet
when you can smell the grass
from your garden seat

a) How does the poet describe the spring season?

Ans: The poet describes that the spring season is pretty short and sweet.

b) Which line tells you that the garden is fresh?

Ans: The line "when you can smell the **grass**" tells that the garden is fresh.

c) Who does 'you' refer to?

Ans: 'you' refers to the person who owns the garden .

3. Autumn is English
in red, yellow and brown
autumn is Indian
whenever leaves fall down

a) How is autumn in India?

Ans: During autumn season, leaves wither and fall down in India.

b) Compare the English autumn with the Indian autumn.

Ans: The English autumn turns the green leaves into red, yellow and brown but the Indian autumn makes the leaves fall down.

4. Then seasons change
to muddy roads
monsoons and mangoes
leapfrogs and toads

a) In which season can we see frogs and toads?

Ans: During rainy season frogs and toads are seen more in number.

b) How do they move, according to the poet?

Ans: Frogs and toads jump high and move.

5. Spring is pretty
but short and sweet
when you can smell the grass
from your garden seat

a) Which season is mentioned in the above lines?

Ans: Spring season is mentioned in the above lines

b) What does the poet enjoy in the spring season?

Ans: The poet enjoys the smell of grass in the spring season.

c) What makes the garden smell sweet?

Ans: The smell of the grass makes the garden smell sweet.

6. Summer comes
in a blaze of heat
with sunny smiles
and dusty feet

a) How is the heat of the sun?

Ans: It is like the heat of a bright flame.

b) What does the sun do?

Ans: The sun smiles on the earth.

c) What do you mean by "dusty feet"?

Ans: The roads and streets are dusty because of no rain in the summer season.

Which season am I? Read the poem, understand and solve the riddle:

1. I make the feet dusty. **Summer**
2. Frogs and toads will visit when I am there. **Rainy**
3. I am pretty short and sweet. **Spring**
4. I make your garden smell sweet. **Spring**
5. Leaves will wither because of me. **Autumn**

Pick out the rhyming words from the poem and write them in the table:

Stanza - 1	Stanza - 2	Stanza - 3	Stanza - 4
heat - feet	roads - toads	sweet - seat	brown - down

Find example of alliteration and write them in the blanks:

1. in a blaze of heat with sunny smiles - sunny, smiles
2. to muddy roads monsoons and mangoes - muddy, monsoons, mangoes
3. spring is pretty but short and sweet - spring, short, sweet

Personification

Sunny smiles

Dusty feet

Spring is pretty

Metaphor

autumn is English

Autumn is Indian

work in pairs, find answers for the questions and share in the class:

1. Name the seasons mentioned in the poem?
Ans: Summer, rainy, spring and autumn are the four seasons mentioned in the poem.
2. What does the summer bring?
Ans: The summer brings heat and dust.
3. Which word refers to 'rain'?
Ans: The word "monsoons" refers to rain.
4. Why does the poet say the 'spring is pretty'?
Ans: During spring seasons the flowers bloom. New leaves sprout out. So the poet says that the spring is beautiful.
5. When is it autumn in India? Why does the post say this? Is there an autumn season in India?
Ans: The months of September, October and November are called autumn season but in India it is called a post monsoon period. As there is no particular autumn season in India, when ever leaves wither it is considered as autumn season.
6. How is the summer in India?
Ans: In India, summer is very hot. It burns like a fire.
7. What are the creatures seen during rainy season?
Ans: Frogs and toads are seen during rainy season.
8. Why does the poet say that spring is pretty?
Ans: During spring season temperature becomes pleasant and new leaves sprout out, flowers bloom, so the poet says that spring is pretty.

9. What happens during autumn season?

Ans: Leaves wither out during autumn season.

10. How does the leaf change during autumn season?

Ans: The leaves change from their green colour to red, yellow and brown. Finally the leaves fall down.



25. A Tragic Story

William Makepeace Thackeray

There lived a sage in days of yore,
And he a handsome pigtail wore;
But wondered much and sorrowed more,
Because it hung behind him.

He mused upon this curious case,
And swore he'd change the pigtail's place,
And have it hanging at his face,
Not dangling there behind him.

Says he, " The mystery I've found -
Says he, " The mystery I've found!
I'll turn me round," he turned him round;
But still it hung behind him.

Then round and round, and out and in,
All day the puzzled sage did spin;
In vain-it mattered not a pin -
The pigtail hung behind him.

And right and left and round about,
And up and down and in and out
He turned; but still the pigtail stout
Hung steadily behind him.

And though his efforts never slack,
And though he twist and twirl, and tack,
Alas! Still faithful to his back,
The pigtail hangs behind him.

About the Author

William Makepeace Thackeray was one of the great novelists of the (English Victorian Age. His 'Vanity Fair' is one of the finest and best-known novels in English literature. Thackeray wrote in a colorful, lively style, with a simple vocabulary and clearly- structured sentences. These qualities, combined with his honest view of life, give him an important place in the history of realistic literature.

The theme of the poem is 'when men are too learned or too wise, they lose the sight of reality.'

Summary:

once upon a time there lived a sage. He had a handsome pigtail. He was worried and pondered over his pigtail's place. He wanted to change it's place. He wanted it hanging at his face. He didn't like it hanging there behind him. So he turned right and left and roundabout, up and down, and in and out but it still hung behind him. However, he tried, his efforts were in vain. But he didn't slack in his efforts. Nevertheless, his pigtail hung faithfully behind him.

Glossary

sage - wise man

yore - long ago

pigtail - a plaited lock of hair worn singly at the back

mused - thought over

curious - eager to learn more

mystery - puzzle

stout - thick in structure

Answer the following questions:

1. What made the sage upset?

Ans: A long pigtail hung behind him. This upset the sage.

2. Why did the sage spin all day?

Ans: The sage spun all the day so that his pigtail which hung behind him might come to the front.

3. What solution did he arrive at for the mystery that he found?

Ans: He found out the way to bring the pigtail to the front by turning himself round and round, around and around, left and right.

4. Was he finally successful in changing his pigtails position? Support your answer with a line from the poem?

Ans: No, the sage was not successful in changing his pigtail's position. The lines

“Alas! Still faithful to his back

Hung steadily behind him”

5. Did something dreadful happen? How would you describe the events in the poem – comedy or tragedy?

Ans: No, nothing dreadful happened. The pigtail was in the same place hanging behind the sage. The events happened are completely comical.

6. Who is a sage?
Ans: Sages are wise men.
7. What does the sage worry about?
Ans: The sage worries about his pig tail which hung behind him.
8. What did the sage muse?
Ans: The sage mused to change the pigtail's position.
9. Was the sage a wiseman?
Ans: No, the sage was not a wise man. The sage was worried over a pigtail which was actually useless.
10. What did the sage do to change the pigtail's position?
Ans: He turned himself in different directions. He turned right and left and out and in. He did this continuously without stopping throughout the day.

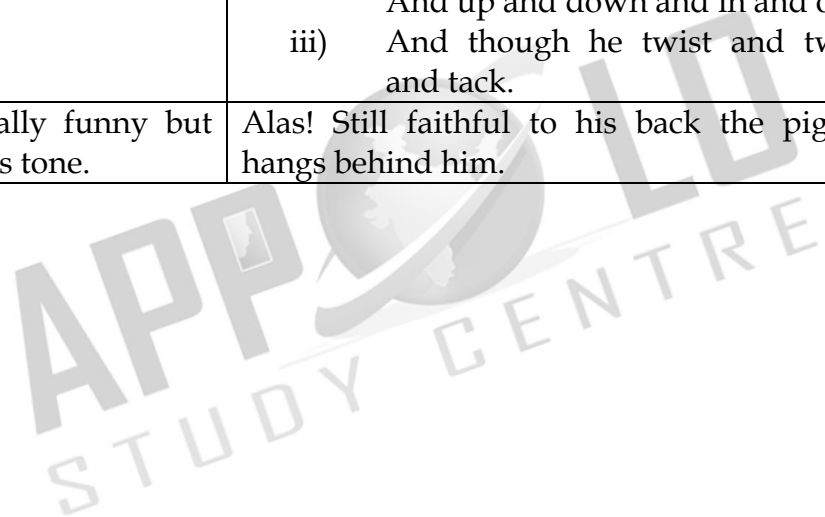
Read these poetic lines and answer the questions given below:

1. But wondered much and sorrowed more
Because it hung behind him.
 - a) What was he wondering about?
Ans: He was wondering about the pigtail hung behind him.
 - b) What does the word 'it' refer to here?
Ans: 'It' refers to the pigtail.
2. And though his efforts never slack
And though he twist, and twirl, and tack,
Alas! Still faithful to his back
The pigtail hangs behind him.
 - a) Pick out the rhyming words from the above lines and give the rhyme scheme for the same.
Ans: Rhyming words:
Slack - tack - back.
Rhyming scheme:
aaab
 - b) Did he quit trying? How can you say?
Ans: He did not quit his trying. He turned round and round, in and out continuously throughout the day without stopping. He did not give up his efforts.
3. 'He mused upon this curious case'
What is the figure of speech used in this line?
Ans: **Hyperbole**
Alliterated words: curious case.

4. Can this poem be called an ironic poem? Justify your answer.
Ans: Yes, this can be called as an ironic poem. The poet indirectly emphasizes that right from the olden days the too learned are too foolish and irrational. Usually sages are wise men but here the sage is pictured as a fool.
5. There lived a sage in days of yore
 And he a handsome pigtail wore.
 a) When did the sage live?
Ans: The sage lived many years ago.
 b) What did he have?
Ans: He had a beautiful pigtail hanging behind him.
6. He mused upon this curious case
 And swore he'd change the pigtail's place
 And have it hanging at his face,
 Not dangling there behind him.
 a) What did he decide?
Ans: He decided to change the pigtail's position.
 b) Where did he plan to change the pigtail?
Ans: He planned to change the pigtail to hang at his face.
 c) What do you mean by 'mused'?
Ans: "Mused" means thought over.
7. Says he "the mystery I've found-
 Says he "the mystery I've found!
 a) Whom does 'he' refer to?
Ans: 'He' refers to the sage.
 b) What is the mystery he has found?
Ans: He had found the solution to change the pigtail's position.
8. And though his efforts never slack
 And though he twist and twist and tack,
 Alas! Still faithful to his back,
 The pigtail hangs behind him.
 a) Was the sage successful in his attempt?
Ans: No, the sage was not successful in his attempt.
 b) What was the effort put in by the sage?
Ans: The sage tried and tried, turned and turned, throughout the day without stopping.
 c) What kind of a man was the sage?
Ans: The sage was a foolish man. He did not have any practical knowledge.

Fill in the table with the appropriate poem lines. A few lines may be used more than one time:

Pick the line or lines that	
Suggest the sage lacked practical common sense.	Eg: And swore he'd change the pigtail's place.
make the poem humorous	i) And have it hanging at his face. ii) I'll turn me round. iii) Then round and round and out and in. All day the puzzled sage did spin.
Show the clowning movements of the sage.	i) The round and round and out and in. ii) And right and left and round about. And up and down and in and out. iii) And though he twist and twist and tack.
that are usually funny but have a serious tone.	Alas! Still faithful to his back the pigtail hangs behind him.



POEM & AUTHOR

S. No	POEM	AUTHOR
1.	Life	Henry Van Dykes
2.	I am Every Woman	Rakhi Nariani Shirke
3.	The Secret of the Machines	Rudyard Kipling
4.	The Ant and the Cricket	Adapted from Aesop's Fables
5.	No Men Are Foreign	James Falconer Kirkup
6.	The House on Elm Street	Nadia Bush
7.	Stopping by Woods on a Snowy Evening	Robert Frost
8.	A poison tree	William Blake
9.	On killing a tree	Gieve Patel
10.	The spider and the fly	Mary Botham Howitt
11.	The river	Caroline Ann Bowles
12.	The comet	Norman Little Ford
13.	The stick-together families	Edgar Albert Guest
14.	Special Hero	Christina M Kerschen
15.	Making life worthwhile	George Eliot
16.	A thing of beauty	John Keats
17.	Lessons in life	Bridgette Bryant & Daniel Ho
18.	My computer needs a break	Shanthini Govindan
19.	Your space	David bates
20.	Sea fever	John Masefield
21.	Courage	Edgar Albert Guest
22.	Team work	Edgar Albert Guest
23.	From a railway carriage	Robert Louis Balfour Stevenson
24.	Indian seasons	Nisha Dyrene
25.	A tragic story	William Make Peace Thackeray