

## POETRY

## SWEETEST LOVE, I DO NOT GOE

John Donne

*JOHN DONNE (1572- 1631), the pioneer of a new kind of lyrical and satirical verse called 'Metaphysical', was born in London into a prosperous Roman Catholic family of traders at a time when England was staunchly anti-Catholic. Donne was forced to leave Oxford University without a degree because of his religion. He studied law, and read theology. He also participated in two Naval expeditions and became secretary to a powerful noble, a job he lost when he was briefly sent to prison for secretly marrying his patron's niece. In 1615, at the age of 42, Donne accepted ordination in the Anglican Church and soon became one of the greatest preachers of his time. In love – lyricism, Donne broke completely with the Petrarchan tradition, introducing an intellectual and colloquial tone. His love poems use the latest discoveries of science and geography to hammer home a point and combine passion with verbal and intellectual 'teasing'. Donne is well known for his Songs and Sonnets, Satires and the Elegies and Sermons. Genuine poetic feelings, harsh metres, strained and whimsical images characterise all his poetic creations.*



**A. Work in small groups and discuss these questions :**

- 1 Yours is a very loving family. You have always lived together. But now you have to leave them to go to a different city to pursue your studies. How would you feel, leaving the members of your family?
- 2 Imagine yourself at a railway platform /bus-stand to see off your younger brother/ sister who studies in Bangalore. What do you say to him/her? What feelings do you have at that time?

## SWEETEST LOVE, I DO NOT GOE

Sweetest love, I do not goe,  
For wearinesse of thee,

Nor in the hope the world can show  
A fitter Love for mee;  
But since that I  
Must dye at last, 'tis best,  
To use my selfe in jest  
Thus by fain'd deaths to **dye**.

**Yesternight the Sunne went hence,**  
And yet is here to day,



He hath no desire nor sense,  
Nor halfe so short a way:  
Then feare not mee,  
But beleive that I shall make  
Speedier journeys, since I take 15  
More wings and spurres then hee.

O how feeble is mans power,  
That if good fortune fall,  
Cannot adde another houre,  
Nor a lost houre recall!  
But come bad chance,

And wee joyne to it our strength,  
And wee teach it art and length,  
It selfe o'r us to advance

**B.1. 1. Read the following sentences and write 'T' for true and 'F' for false statements :**

- The poet wants to go away because he is tired of his beloved.
- The poet has found another lady who is more beautiful.
- The poet intends to go on a longer journey than what the Sun undertakes.
- Man's power is very weak.
- The poet loves his beloved so intensely that he will come back very soon.

**B.1. 2. Answer the following questions briefly :**

- Why does the poet want to go away from his beloved?
- What are the things that the sun does not have?
- What will make the speaker's journey speedier?
- What makes a man's power feeble?
- How do sighing and weeping affect the speaker?
- How does the beloved waste the speaker's life?
- In what way will the lovers remain united?

When thou sigh'st, thou sigh'st not winde,

25

But sigh'st my soule away,

When thou weep'st, unkindly kinde,

My lifes blood doth decay.

It cannot bee

That thou lov'st mee, as thou say'st,

30

If in thine my life thou waste,

Thou art the best of mee.

Let not thy divining heart

Forethinke me any ill,

Destiny may take thy part,

35

And may thy feares fulfil;

But thinke that wee

Are but turn'd aside to sleepe;

They who one another keepe

Alive, ne'r parted bee.

40

**B.2.1. Complete the following sentences on the basis of the poem:**

- (i) The speaker's beloved sighs away .....
- (ii) The speaker's life-blood decays when .....
- (iii) The speaker asks his beloved not to forethink him .....
- (iv) They who keep one another alive can never .....

**GLOSSARY AND NOTES**

**wearinesse** (*Old spelling* ): weariness (modern spelling) tiredness

**jest** (*n*): something done to amuse, joke

**dye** (*v*): die(Donne's special way of writing 'y' for 'i' )

**yesternight** (*adv*): last night

**spurres** (*OE*): spurs (*ME*) motive, appendage (example of pun)

**then** (*OE*): than (*ME*)

**feeble** (*adj*): frail, weak

**sigh'st** (*V, OE*): sighs (*ME*), moan, groan

**divining** (*adj*): perceiving, heavenly (example of pun)

**part** (*n*): favour you, take your role

**parted** (*v*): left

**C. 1. Long Answer Questions**

1. Read the following lines carefully:

*'When thou sigh'st, thou sigh'st not winde,  
But sigh'st my soule away,'*

This is an example of hyperbole. Find out other examples of hyperbole in the poem.

2. Write a note on the use of hyperbole in the poem.

3. *But beleeve that I shall make  
Speedier journeys, since I take  
More wings and spurres then hee.*

Comment on the power of love in the light of these lines.

4. Explain:

*'They who one another keepe  
Alive, ne'r parted bee.'*

5. Summarise the poems in about 100 words.

6. What arguments does the poet give at the time of parting with his beloved?

7. How can lovers overcome 'bad chance'?
8. What images from Nature are used in the poem?
9. Which images do you like the most?

### C. 2. GROUP DISCUSSION

Discuss the following in **groups or pairs**:

1. True love knows no distance.
2. Love is the basis of a happy family life

### C. 3. COMPOSITION

- a. You had to leave your mother for the first time. Write a letter to your mother describing your feelings at the time of parting and also promising your speedy return to her.
- b. Write a paragraph in about 100 words on 'meeting and parting with your loved ones'.

### D. WORD STUDY

#### D.1. Dictionary Use

**Ex. 1.** Read carefully the following line taken from the poem:

*When thou sigh'st, thou sigh'st not winde,*

In the above sentence, 'thou', 'sigh'st' and 'winde' are the old usages. The modern equivalents of these words are 'you', 'sighs' and 'wind' respectively.

**Write the modern spelling of the following words:**

goe	wearinesse	thee
mee	selfe	dye
sunne	hath	halfe
feare	beleeve	journeyes
hee	adde	houre
wee	joyne	thou
winde	soule	weep'st

**Ex. 2.** Look up a dictionary and write two meanings of the following words – the one in which it is used in the lesson and the other which is more common

desire      wing      spur      fortune      aside

#### D.2. Word-formation

**Ex. 1.** Read carefully the following line taken from the poem:

*Yesternight the Sunne went hence,...*

In the above sentence the word 'yesternight' is made of 'yester' and 'night'. Find out other such words in the poem.

### D.3. Word-meaning

**Ex 1.** Write the antonyms of the following words and use them in your sentences:

sweetest	_____	hope	_____
yesternight	_____	belief	_____
feeble	_____	waste	_____

### E. GRAMMAR

**Read the following lines carefully:**

*Sweetest love, I do not goe,*

*For wearinessse of thee,*

*Nor in the hope the world can show*

*A fitter Love for mee;*

The lines make use of a negative sentence structure, which can be rewritten as

"I go **neither** for weariness of thee **nor** in the hope the world can show a fitter love for me."

**Ex. 1.** Rewrite the following lines using 'neither..... nor' structure:

- (i) He hath (has) no desire nor sense
- (ii) (Man) cannot adde another houre,  
Nor a lost houre recall!

**Ex. 2.** Construct five sentences describing 'what you do not do or do not like', with the help of 'neither... nor'. For example: 'I play neither cricket nor hockey.'

### F. ACTIVITIES

**Ex. 1.** Have you ever read a poem, story, novel or seen a film on love? Describe the story in about 150 words.

**Ex. 2.** Meet your seniors who are about to leave the college/school after taking their final examination. Try to know how they feel at the time of leaving their college/school.

**Ex. 3.** Prepare a report on 'the last day on the campus', mentioning different activities that take place on that day.



## SONG OF MYSELF

Walt Whitman

*WALT WHITMAN (1819- 1892), the 'people's poet', is perhaps the most individualistic literary figure that America has ever produced. He began working as a carpenter before his twelfth birthday. He also worked as a printer, teacher, and editor and was volunteer nurse during the Civil War. Whitman's poetry, all of which is collected in *Leaves of Grass*, is known for its free rhythms and lack of rhyme. Whitman first published it at his own expense in 1855. However, the free form of the poems and the joyful dedications to the 'importance of the individual' were not well received at first. In fact, his collection of poems cost Whitman his job, as it was taken to be obscene. In 1881, after many editions, *Leaves of Grass* finally found a publisher willing to print it uncensored. Translations of this collection were enthusiastically received in Europe, but Whitman remained relatively unappreciated in America. It was only after his death that he could win appreciation in America for his original and innovative expression of American individualism. His important works include *Leaves of Grass* (1855) and *Drum Taps* (1866).*



**A. Work in small groups and discuss these questions:**

- 1 How will you express your feeling when you feel delighted?
- 2 Which type of song do you like to sing?
- 3 In what way does our singing reveal our mood?

### SONG OF MYSELF

I celebrate myself, and sing myself,  
And what I assume you shall assume,  
for every atom belonging to me as good belongs to you.

I loafe and invite my soul,  
 I lean and loafe at my ease observing a spear of summer grass  
 My tongue, every atom of my blood, form'd from this soil, this air,  
 Born here of parents, born here from parents the same, and their parents the same,  
 I, now thirty-seven years old in perfect health begin.

Hoping to cease not till death,

Creeds and schools in abeyance, . . .  
 Retiring back a while sufficed at what they are, but never forgotten,

I harbour for good or bad, I permit to speak at every hazard,  
 Nature without check with original energy.



**B.1. 1. Read the following sentences and write 'T' for true and 'F' for false statements :**

- The poet enjoys himself and sings for the self.
- The speaker is different from others.
- The poet discards nature's beauty.
- Every atom of blood is the same in all human beings.
- The poet is associated with a particular school of thought.
- The poet has overcome his greed.

**B.1. 2. Answer the following questions briefly:**

- Who is the speaker in this poem?
- How old is he?
- Why does the speaker use 'you' twice?
- What is meant by 'Nature without check with original energy'?
- What is the theme of the poem?
- How does the speaker establish relation between 'me' and 'you'?
- What does he observe in summer?
- What has formed the speaker's blood?
- What does he hope to do?
- What does he want to do with creeds?
- What does he want to speak about?

**GLOSSARY AND NOTES**

**celebrate** (v): rejoice, have a good time  
**assume** (v): accept that something is true, suppose  
**loafe** (old spelling): loaf (modern spelling), wander  
**lean** (v): take support, rest  
**spear** (n): mast, spike, top point  
**creeds** (n): religious beliefs  
**schools** (n): systems of thought  
**in abeyance** (phr): suspended, withheld  
**sufficed** (v): to be enough  
**harbour** (v): believe, keep feelings or thoughts in mind  
**hazard** (n): peril, danger

**C. 1. LONG ANSWER QUESTIONS**

1. Give a summary of the poem.
2. What similarities does the poet draw between two human beings?
3. Explain the line: 'Hoping to cease not till death'
4. Comment on the subjectivism (personal feeling) in the poem.
5. Why does the poet not want to bother himself with 'Creeds and schools'?
6. What does the poet mean by 'Nature without check with original energy'?

**C. 2. GROUP DISCUSSION**

Discuss the following in **groups or pairs**:

1. We dress ourselves not to impress others but to please our 'self'.
2. Failures and success are temporal.

**C. 3. COMPOSITION**

Write a short essay in about 150 words on the following:

- a. Religion does not teach hatred.
- b. Life is a grand battle.

**D. WORD STUDY****D.1. Dictionary Use**

**Ex.1.** Look up a dictionary and write two meanings of the following words – the one in which it is used in the lesson and the other which is more common

assume	observe	form
cease	school	harbour

**D.2. Word-formation**

Read the following lines carefully:

*Hoping to cease not till death  
Retiring back a while.....*

In the above lines, 'hoping' and 'retiring' are derived by adding '-ing' to 'hope' and 'retire' respectively.

**Ex.1.** Select five words from your day- to- day life and add the suffix '-ing' to them to form new words.

**D.3. Word-meaning**

**Ex 1.** Write the antonyms of the following words and use them in your sentences:

perfect.....

cease

hope

permit

original

**E. GRAMMAR**

**Ex. 1. Read the following line from the poem:**

*'I celebrate myself, and sing myself'*

In the given line 'myself' is a reflexive pronoun which has been used twice. Its usage in both the clauses is different. In the first clause, it is a reflexive pronoun, but in the second, it is object to a verb ('sing').

Supply related reflexive pronouns in the following list:

Pronoun	Reflexive Pronoun
I	_____
We	_____
You	_____
They	_____
She	_____
He	_____
It	_____

**Ex. 2.** Construct meaningful sentences with the help of the following verbs. Do not forget to use 'reflexive pronouns' after the verbs; for, these verbs are always followed by them:

enjoy

serve

absent

help

control

## F. ACTIVITIES

**Ex.1.** Interview at least five of your classmates and try to find out:

- What do they do when they are very happy?
- What do they do when they are very sad?
- What do they do when they are very angry?

**Write a comprehensive report in about 250 words**

## NOW THE LEAVES ARE FALLING FAST

W.H. Auden

WYSTAN HUGH AUDEN (1907 -1973), who won the Pulitzer Prize in 1948 for his collection *The Age of Anxiety*, was a versatile and intellectually vigorous poet, verse dramatist, critic, translator and editor. Poetry to him was a 'serious game' which should deepen people's self awareness but it should, in no case, directly affect men's political or religious choices. His early poems exhibit his interest in political affairs and ideas but his later poems are overtly Christian and more personal in tone. As a technician, Auden explored a variety of stanza forms and meters. He had a passion for word-coining and using archaic words, which makes him, at times, difficult to understand. He left England as early as 1939 to settle permanently in the United States. Auden's work is divided into the British and American phases. The notable works of the English phase are *The Orators*, *The Dance of Death*, *Look Stranger*, *Spain*, and *Another Time*. The notable works of the American phase include *New Year Letter*, *For the Time Being*, *The Age of Anxiety*, and *The Shield of Achilles*. The present lyric 'Now the Leaves are Falling Fast' enacts the frustration inherent in human life, the aspirations that are not fulfilled and the sense of loneliness in which every individual lives and dies.



**A. Work in small groups and discuss these questions :**

- 1 There is a season in which trees shed their leaves. Which season is this? What are the other things that take place in this season?
- 2 What feelings do the trees without leaves evoke in you?
- 3 How do old people think about their own life and age when they see a child?

**NOW THE LEAVES ARE FALLING FAST**

Now the leaves are falling fast,  
**Nurse's flowers** will not last;  
 Nurses to the graves are gone,  
 And the **prams** go rolling on.

**Whispering neighbours**, left and right,  
 Pluck us from the real delight:  
 And the active hands must **freeze**  
 Lonely on the separate knees.

Dead in hundreds at the back  
 Follow **wooden** in our track,  
 Arms raised stiffly to reprove  
 In false **attitudes** of love.

Starving through the leafless wood  
 Trolls run scolding for their food:  
 And the nightingale is dumb.  
 And the **angle** will not come.

Cold, impossible, ahead  
 Lists the mountain's lovely head  
 Whose white waterfall could bless  
 Travellers in their last distress.

5

10

15

20



**B.1. Read the following sentences and write 'T' for true and 'F' for false statements :**

- The leaves are falling very fast.
- The nurses are still there to take care of the flowers.
- All the prams are gone to the grave.
- 'Whispering neighbours' disturb the 'real delight' of the ageing persons.
- Old persons feel lonely as they gradually become inactive.

- f) Death freezes the body and separates us from the crowd of the people.
- g) The promises of love are often deceptive.
- h) Starvation and suffering do not characterise human life.
- i) Travellers get one relief in the waterfall of the mountain.
- j) 'The prams go rolling on' suggests the continuity of life.

**B.2 . Complete the following sentences on the basis of the poem:**

- i. Nurses to the .....rolling one.
- ii. Cold, impossible, ahead .....  
.....lovely head  
.....could bless  
.....last distress.

**B.3. Answer the following questions briefly:**

- 1) What does the poet mean when he says "Now the leaves are falling fast"?
- 2) What are the words in the second stanza that suggest death and the effect of death on human body?
- 3) How do we complete our last journey to the grave?
- 4) What do 'Trolls' do in the 'leafless wood'?
- 5) Who are the 'travellers' and how will they be 'blessed'?
- 6) Which words in the first stanza suggest objects from Nature?
- 7) Who are the 'whispering neighbours'?
- 8) How does human life become miserable?
- 9) In what way will the travellers be blessed?

**GLOSSARY AND NOTES**

**Nurse's flowers** (n): flowers growing under or beside a supporting tree called 'nurse'.

**prams** (n): (perambulators) a four wheeled baby carriage.

**whispering neighbours**: agents or messengers of death.

**pluck** (v): detach, take away

**freeze** (v): become ice cold after death

**wooden** (adj): in wooden coffins

**stiffly** (adj): in a hardened, difficult way

**reprove** (v): rebuke

**attitudes** (n): ways of thinking

**trolls** (n): wicked and ugly creatures in Scandinavian mythology.

**angle** (n): artistic or human perspective.

**last distress** (n): end of life, death

### C. 1. Long Answer Questions

1. Falling of leaves suggests the process of death and human waste on a large scale. Explain with reference to the poem.
2. The poet is critical of negative tendencies of the human society. What are these tendencies? Give details.
3. Who are the 'Strolls' in the real world?
4. Though the poet refers to 'death' several times, yet the poem is not a pessimistic one. Justify your answer.

### C. 2. GROUP DISCUSSION

Discuss the following in groups or pairs:

1. Mortality and continuity are the two wheels on which 'life' runs.
2. Love and compassion alone can save humanity.

### C. 3. COMPOSITION

Write a paragraph in about 100 words on each of the following:

- a. If winter comes, can spring be far behind?
- b. Let us make this world a better place to live in.

### D. WORD STUDY

#### D.1. Dictionary Use

**Ex. 1.** Look up a dictionary and write two meanings of the following words – the one in which it is used in the lesson and the other which is more common

last	lonely	reprove	freeze
stiff	attitude	distress	

#### D.2. Word-formation

Read carefully the following sentence taken from the poem:

*And the prams go rolling on..*

In the above sentence the word 'pram' is the shortened form of perambulators. Write down the short forms of the following:

examination \_\_\_\_\_

programme \_\_\_\_\_

department \_\_\_\_\_

congratulation \_\_\_\_\_

modern \_\_\_\_\_

advertisement \_\_\_\_\_

**D.3. Word-meaning****Ex 1.** Write the antonyms of the following words and use them in your own sentences:

falling \_\_\_\_\_

fast \_\_\_\_\_

last \_\_\_\_\_

real \_\_\_\_\_

freeze \_\_\_\_\_

separate \_\_\_\_\_

responsive \_\_\_\_\_

false \_\_\_\_\_

impossible \_\_\_\_\_

bless \_\_\_\_\_

**E. GRAMMAR****Ex. 1.** Read the following sentences carefully:

'And the prams go rolling on'.

The line suggests continuity of an action. It can also be rewritten as: 'And the prams go on rolling.'

Write five similar sentences with 'go on' using the following verbs: swim, walk, read, sleep, sketch.

**Ex. 2.** Read the following sentences carefully:'And the active hands must freeze...'.  
In the above line 'must' suggests 'compulsion' or necessity. 'Must' is different from 'should' and 'ought to' which suggest 'suggestion' or 'obligation'. Fill in the blanks with 'must', 'should', 'ought to' to complete the following sentences:

1. We ..... follow a suitable time-table of study.
2. The young ..... be considerate about the sentiments of their elders.
3. Death does not mean the end of everything, life ..... go on.
4. Why ..... I always follow the fashion?
5. We, the Indians, ..... show respect to the national flag.

**F. ACTIVITIES****Ex. 1.** Have you read any other poem that describes the process of decay and regeneration? Make a summary of the poem and compare the ideas of the two poems.**Ex. 2.** Observe how plants and trees grow and change in different seasons. Write one short paragraph each for the three main seasons. Use pictures of the seasons and paste them on the class-board.

## ODE TO AUTUMN

John Keats

JOHN KEATS (1795- 1821), one of the greatest of English Romantic poets, was born at Moonfields, London. He studied at Clark's School at Enfield. Deeply interested in Cricket and boxing, he grew into a voracious reader especially of Greek mythology. He even started a translation of Virgil's *Aeneid*. His ambition to become a poet was fired by his first acquaintance with Spenser's *Faerie Queene*. His first poem 'Lines in Imitation of Spenser' was published in 1814. His first volume of poetry entitled *Poems* was published in 1817. His poem 'Endymion' was well appreciated by Wordsworth. It was published in 1818. His odes 'On Indolence', 'On a Grecian Urn', 'To Psyche', 'To a Nightingale', 'On Melancholy' and 'Ode to Autumn' made him a great romantic poet of English literature. So did 'Lamia' and 'Hyperion'. He died of tuberculosis in 1821 at the age of 26, but within this short span of life he was able to achieve greatness. His poems and letters have depth beneath their beauty and reflect his awareness of the pains and sufferings of life. To him, 'A Thing of beauty is a joy for ever,' and "Beauty is truth, truth beauty." In the poem 'Ode To Autumn' Keats describes the beauty and characteristic spirit of autumn in a series of memorable pictures, exhibiting the principle of beauty in nature.



**A. Work in small groups and discuss these questions:**

1. How do you feel in different seasons? Which is the most enjoyable one?
2. New leaves and fruits grow on trees in a particular season. Which is that?
3. Have you seen a tree bent and loaded with fruits? What feeling does this sight evoke in you?

## ODE TO AUTUMN

Season of mists and **mellow fruitfulness**,

Close bosom-friend of the maturing sun;

**Conspiring** with him how to load and bless

With fruit the **vines** that round the thatch-eaves run;

To bend with apples the moss'd cottage-trees,

5

And fill all fruit with ripeness to the core;

To swell the gourd, and **plump** the **hazel** shells

With a sweet **kernel**; to set budding more,

And still more, later flowers for the bees,

Until they think warm days will never cease,

10

For Summer has **o'er-brimm'd** their clammy cells.

Who hath not seen thee oft amid thy store?

Sometimes whoever seeks abroad may find  
Thee sitting careless on a **granary** floor,

Thy hair soft-lifted by the **winnowing** wind; 15

Or on a half-reap'd furrow sound asleep,

Drowsed with the fume of poppies, while thy hook

Spares the next **swath** and all its twined flowers:

And sometimes like a **gleaner** thou dost keep

Steady thy laden head across a brook;

20

Or by a cider-press, with patient look,

Thou watchest the last oozings hours by hours.

Where are the songs of Spring? Ay, where are they?

Think not of them, thou hast thy music too, -

While barred clouds bloom the soft-dying day,

25

And touch the stubble-plains with rosy hue;

Then in a wailful **choir** the small **gnats** mourn

Among the river **sallows**, borne aloft

Or sinking as the light wind lives or dies;

And full-grown lambs loud bleat from hilly **bourn**;

30

**Hedge-crickets** sing; and now with treble soft

The **red-breast** whistles from a garden-croft;

And gathering swallows twitter in the skies.



**B.1. 1. Complete the following sentences on the basis of the poem:**

- ..... is the season of mists and mellow fruitfulness.
- ..... fill all fruits with ripeness.
- ..... sits carelessly on a granary floor.
- The 'winnowing wind' softly lifts the hair of .....
- ..... twitter in the sky.

**B.1. 2. Answer the following questions briefly:**

- Who are depicted as friends in the first two lines?
- What happens in autumn?
- In what sense does the Sun conspire with autumn?
- How do the sun and summer help in ripeness of fruits in autumn?
- How are autumn and summer related to spring?

**GLOSSARY AND NOTES**

**mellow** (*adj*): soft and sweet in taste

**fruitfulness** (*n*): abundance

**conspiring** (*v*): scheming

**vines** (*n*): climbing plants whose fruit is the grape

**plump** (*v*): make fleshy or fat

**hazel** (*n*): small trees that produce small nuts

**kernel** (*n*): seed, core

**o'er brimm'd** (*v*): filled so much that some spills over

**granary** (*n*): store-house for grain

**winnowing** (*pp*): blowing a current of air to remove its outer covering

**swath** (*n*): a long strip of land on which crops have been cut

**gleaner** (*n*): one who collects or gathers

**choir** (*n*): chorus

**gnats** (*n*): a small fly with two wings that bite

**swallows** (*adj*): of an unhealthy yellow colour

**bourn** (*n*): domain, land

**hedge-cricket** (*n*): brown green pink insect which makes shrill noise in the bush

**redbreast** (*n*): a bird called robin

**ripeness** (*n*): ready to be gathered

**C. 1. LONG ANSWER QUESTIONS**

1. What is the central idea of the poem?
2. What does Keats mean by the following:  
'T was here we loved in  
Summer day and greener.'
3. Does the poet convey his love to Nature through such lines as given above? If yes, give examples
4. Pick out the images related to different aspects of Nature. Write a note on the use of images in the poem.
5. What do autumn and spring symbolise in the poem? Explain.
6. Do you like this poem? Give two reasons.
7. What does the poet say about the music of autumn? Do you like this music?

**C. 2. GROUP DISCUSSION**

Discuss the following in **groups or pairs**:

1. No season, in itself, is either pleasant or unpleasant.
2. Perception of life changes with maturity

**C. 3. COMPOSITION**

Write a paragraph in about 100 words on the following:

- a) Autumn
- b) Relation between seasons and human life.

**D. WORD STUDY****D.1. Dictionary Use**

**Ex.1.** Look up a dictionary and write two meanings of the following words – the one in which it is used in the lesson and the other which is more common

fruitfulness	bosom	maturing	conspiring
steady	plains	sinking	swallows

**D.2. Word-formation**

Read the following line carefully:

Season of mists and mellow *fruitfulness*

In the above line, 'fruitfulness' is derived from fruit. When '-ful' is added to fruit, it becomes fruitful. Again, when '-ness' is added to fruitful, it becomes fruitfulness.

Make words by adding '-ful' or '-ness' to the following words;

happy      beauty      kind      bounty      joy      duty

**D.3. Word-meaning****Ex. 1.** Match the words in **Column A** with their meaning in **Column B**:**Column A**

mist  
kernel  
granary  
laden  
oozing  
hue

**Column B**

storage for grains  
emission  
colour  
core  
loaded  
fog

**E. GRAMMAR****Ex. 1.** Read the following sentences carefully:

*'Where are the songs of Spring?*

'Where', in the above sentence is an interrogative substitute of an adverb.

Find out such interrogative substitutes of adverbs in the poem.

**F. ACTIVITIES**

**Ex.1.** The last word of the first line of the poem 'fruitfulness' rhymes with the third line 'bless'. Point out which words rhyme with 'run', 'sheils', 'core' and 'bees'.

**Ex.2.** Is there anything special about these sounds? Do they bind the poem?

**Ex.3.** Do different words bind the meaning of the poem?



## AN EPITAPH

Walter de la Mare

*WALTER DE LA MARE (1873- 1956) was born in the village of Charlton in Kent, England. He lost his father at the age of four and had to move with his family to London. He is known for his sensitive concerns with the world of children and the world of the supernatural. His *Songs for Children* and *Peacock Pie* depict world of dreams. But even in these songs there is a note of 'melancholy'. The poet makes us aware of the inhuman condition of modern life. He shows his genius by evincing fresh interest in old themes. Queen Elizabeth II honoured him with the Order of Merit in 1953.*



**A. Work in small groups and discuss these questions:**

1. Kings and rulers build 'memorials' in the memory of their near and dear ones. How do common men remember their friends and relatives who have died?
2. You might have come across some lines of verse written on a grave or on a memorial? What is this called? What is its importance?

### AN EPITAPH

Here lies a most beautiful lady,  
**Light of step and heart** was she;  
I think she was the most beautiful lady  
That ever was in the West Country.  
But beauty **vanishes**; beauty passes, 5  
However, **rare** – rare it be; And when I **crumble**, who will remember  
This lady of the West Country?

**B.1. 1. Read the following sentences and write 'T' for true and 'F' for false statements:**

- a) The poet expresses his sad feeling for a lady.
- b) The lady belonged to the North Country.
- c) The poet considers her the most beautiful lady.
- d) 'Beauty' remains for ever if we take proper care for it.
- e) There are other persons who also know the lady.
- f) The poet feels that after his death nobody will remember her.

**B.1. 2. Answer the following questions briefly:**

- 1) Where does the lady lie?
- 2) How does she look to the poet?
- 3) Was she a kind and considerate lady ?
- 4) What does the poet think about 'beauty'?
- 5) What does the poet mean when he says 'And when I crumble'.

**GLOSSARY AND NOTES**

**epitaph(n):** inscription on a tomb in memory of the dead

**light of step and heart :** had the habit of moving here and there and had no commitment

**vanishes (v):** disappears

**rare(adj):** not common

**crumble(v):** fall down in pieces, here, die

**C. 1. LONG ANSWER QUESTIONS**

1. 'Ambiguity' is a poetic device which is used to suggest more than one meaning and attitude. Comment on the 'ambiguity' in the use of the word 'light' in the second line of the poem?
2. What, according to the poet, are the two qualities of 'beauty'? Discuss with your own comments
3. What will happen when the poet dies?
4. Write a note on the philosophical meaning of the poem.
5. What makes you feel that the poem is 'ironical' in meaning?

**'Irony'** is a poetic device that suggests two layers of meaning: the surface meaning and the implied one.

**C. 2. GROUP DISCUSSION**

Discuss the following in groups or pairs:

1. Great people do not die; they live in our memory by virtue of their deeds.
2. Beauty lies in the eyes of the beholder.

**C. 3. COMPOSITION**

Write a paragraph in about 100 words on the following:

- a. A thing of beauty is a joy for ever.
- b. All that glitters is not gold.

**D. WORD STUDY****D.1. Dictionary Use**

**Ex. 1.** Correct the spelling of the following words:

beautifull      vanises      crumbul      rimembar      ladie

**D.2. Word-formation**

Read the following line carefully:

*I think she was the most beautiful lady*

Mark that '**beautiful**' is derived from '**beauty**' by adding suffix '**-ful**' to it.

Write 10 words that end in '**-ful**'.

**D.3. Word-meaning**

**Ex 1.** Fill in the blanks with the antonyms of the following words given in the box:

beautiful      light      ever      vanish      rare      remember

- i. The stars suddenly ..... from behind the clouds.
- ii. As the room was ..... I could not see anything.
- iii. They created an ..... scene when they fought together.
- iv. A crow is a ..... bird in India.
- v. We can never ..... the valuable sacrifice of the leaders of the freedom struggle movement.

**E. GRAMMAR**

**Ex. 1. Read the following lines from the poem carefully:**

- i. *Here lies a most beautiful lady,*
- ii. *I think she was the most beautiful lady*

The use of 'a most' is uncommon. The use of 'a' before 'most' suggests general observation. 'The most' is commonly used, and here 'the' suggests 'particular' reference.

Fill in the blanks with 'a', 'an' or 'the' to complete the sentences:

- i. Most of ..... students today want to work in ..... U.S.A
- ii. There is ..... red rose on ..... plant, ..... rose has become quite attractive.
- iii. There are very few students in ..... university, who want to pursue research work.
- iv. ..... apple ..... day keeps ..... doctor away.
- v. I have met ..... M. L.A. today.

**F. ACTIVITIES**

**Ex.1.** Request your teacher of social sciences to deliver a lecture on different aspects of the Taj Mahal, namely, historical, location, architectural and human.

**Ex.2.** Do a project work on 'Taj Mahal: a dream in marble'. Paste a picture of the Taj Mahal on it.

**Ex.3.** Prepare a list of some well-known monuments and memorials built in India, mentioning the names of those who built them, the dates/ periods when they were built and the persons in whose memory they were built.

## THE SOLDIER

### Rupert Brooke

*RUPERT BROOKE (1887- 1915) was born in a well-to-do academic family. His father was a housemaster at Rugby School, where Rupert was educated before going to King's College, Cambridge. W.B. Yeats, the famous poet described him as 'the handsomest young man in England.' He assumed a symbolic role that eventually turned into the myth of a young and beautiful fallen warrior. He died of septicaemia on April 23, 1915, off the island of Lemnos in the Aegean on his way to a battle at Gavipoli. Brooke is remembered as a 'war poet' who inspired patriotism in the early phase of the First World War. His reputation chiefly rests on five war sonnets of which 'The soldier' is undoubtedly the best and the most anthologised.*



#### A. Work in small groups and discuss the following:

1. Why do countries go to war? Are the soldiers happy about it?
2. The role of Indian Army in the development of our country.

## THE SOLDIER

If I should die, think only this of me:

That there's some corner of a foreign field

That is for ever England. There shall be

In that rich earth a richer dust concealed;

A dust whom England bore, shaped, made aware,

5

Gave, once, her flowers to love, her ways to roam,

A body of England's, breathing English air,

Washed by the rivers, blest by suns of home.

And think, this heart, all evil shed away,

A pulse in the eternal mind, no less

10

Gives, somewhere back the thoughts by England given;  
 Her sights and sounds; dreams happy as her day;  
 And laughter, learnt of friends; and **gentleness**,  
 In hearts at peace, under an English heaven.



**B.1. 1. Read the following sentences and write 'T' for true and 'F' for false statements:**

- The speaker of the poem is a soldier.
- He is a French soldier.
- The soldier is very sad.
- He praises England.
- He talks about his friends.
- It is a love poem.
- The poet is depicting the miseries of war.
- The poet expresses his indebtedness to England.
- The poem is a sonnet.

**B.1. 2. Answer the following questions briefly:**

- Is the speaker afraid of death?
- If at all he dies in the battle, how would he like to be remembered?
- How can 'some corner of a foreign field' be 'for ever England'?
- 'In that rich earth a richer dust concealed.' What does 'dust' stand for?
- What is meant by the phrase 'A pulse in the eternal mind'?

#### GLOSSARY AND NOTES

**foreign** (adj): a land or country other than one's own

**concealed** (v): hidden

**vanishes (v):** hidden

**bore (v):** gave birth

**roam(v):** walk or travel without a definite aim

**pulse (n):** vibration

**eternal (adj):** lasting for ever

**gentleness (n):** mildness, tenderness

### C. 1. LONG ANSWER QUESTIONS

1. Do you think that the title of the poem is appropriate? Give reasons.
2. Discuss the main ideas contained in the first eight lines, i. e. , octave.
3. What do you understand by patriotism? Is this a patriotic poem? Discuss.
4. Summarise the poem in your own words.
5. How many times does the poet use 'England' or 'English' in the poem? What does it show?
6. How can you show that you love your country?
7. What is a sonnet? Comment on the language of the prescribed poem. Also, mention its rhyme-scheme.

A 'Sonnet' is a poem of 14 lines usually divided in two parts. The first eight lines are called octave and the last six lines are known as sestet. The octave establishes some issue and the sestet resolves it (petrarchan sonnet). It is a concentrated expression of single thought, feeling or situation. Subjectivity, spontaneity, sincerity, reflection, music and melody are some other important characteristics of a sonnet.

### C. 2. GROUP DISCUSSION

Discuss the following in groups or pairs:

1. War does not solve problems.
2. A career in Indian Armed Forces.

### C. 3. COMPOSITION

Write a short essay in about 100 words on the following:

- a. Life of a soldier.
- b. War widows

### D. WORD STUDY

#### D.1. Dictionary Use

**Ex. 1.** Look up a dictionary and write two meanings of each of the following words – the one in which it is used in the lesson and the other which is more common

earth

dust

bore

aware

English

pulse

body

eternal

**D.2. Word-formation**

Read the following line carefully:

*A body of England's, breathing English air,....*

Mark the use of 'England' and 'English', in the line given above.

Write adjectives showing nationality, against the names of the countries given below:

Pakistan	America	Japan	Nepal	Australia
Newzealand	West Indies	Korea	China	Iran

**D.3. Word-meaning**

**Ex 1.** Write the antonyms of the words given below:

die	foreign	roam	evil	eternal
gentleness	peace	heaven	aware	concealed

**E. GRAMMAR**

**Ex. 1.** Read the following lines from the poem carefully:

i. *If I should die, think only of this me*

ii. *There shall be.....*

Can, could, may, might, must, shall, should, will, would –these are modals. They have different meanings in different situations. In the first sentence given above, 'should' suggests a condition or probability. Similarly, shall in the second sentence suggests 'future time'.

**Fill in the blanks with suitable modals to complete the sentences:**

- Amod ..... complete his homework in an hour. (ability).
- Students..... remain in discipline during the period. (compulsion)
- ..... you succeed in life. (wish)
- If ..... rain today. (possibility)
- What ..... I do in this uncommon situation! (advice)
- You ..... to take proper care of your old parents. (moral duty)
- If Chhabi had participated in the dance competition, she ..... have won the admiration of the audience. ( a possibility that did not realise )
- In evening they ..... go out for a walk. (habit)
- ..... you, please, bring a cup of tea for me? (polite request)
- Safdar ..... be in Delhi in the first week of January. (future time)

**F. ACTIVITIES**

**Ex.1.** Take the help of the NCC officer of your school/college and make a list of officer's ranks in the Indian Army from top to bottom; i.e. General .....

**Ex.2.** Name at least two Gallantry Awards of Indian Air Force.

## MACAVITY: THE MYSTERY CAT

T. S. Eliot

THOMAS STEARNS ELIOT (1888- 1965) was born in St. Louis, Missouri, U.S.A. but eventually settled in England. A classicist in literature, an Anglo-catholic in religion, and a royalist in politics, he rose to become one of the greatest poets of the twentieth century. He was also a distinguished critic and a dramatist. He was awarded the Nobel Prize for literature in 1948. His best known poems are *The Waste Land*, *Ash Wednesday* and *Four Quartets*. As a poet and spokesman for his age he truly represents the intellectual, social and philosophical moods of the twentieth century. The present poem 'Macavity: The Mystery Cat' is from his collection called *Old Possum's Book of Practical Cats*, which was made into a very successful music on stage by the great composer Sir Andrew Lloyd Weber. It is a light poem in the mock heroic vein. It does not need any solemn or detailed analysis; its charm comes from its neat rhymes and galloping rhythm as well as the comic effect of a monster-criminal who is in fact a cat.



### A. Work in small groups and discuss the following:

1. The Pet Animals
2. Superstitions related to cats

## MACAVITY: THE MYSTERY CAT

Macavity's a Mystery Cat: he's called the Hidden Paw-  
For he's the master criminal who can **defy** the Law.  
He's the **bafflement** of Scotland yard, the Flying Squad's despair:  
For when they reach the scene of crime – *Macavity's not there!*

Macavity, Macavity, there's no one like Macavity,

He's broken every human law, he breaks the law of gravity.  
 His powers of **levitation** would make a **fakir** stare,  
 And when you reach the scene of crime – *Macavity's not there!*  
 You may seek him in the basement, you may look up in the air –  
 But I tell you once and once again, *Macavity's not there!*

10

Macavity's a **ginger** cat; he's very tall and thin;  
 You would know him if you saw him, for his eyes are sunken in.  
 His brow is deeply lined with thoughts, his head is highly **domed**;  
 His coat is dusty from neglect, his whiskers are uncombed.  
 He sways his head from side to side, with movement like a snake;  
 And when you think he's half asleep, he's always wide awake.

15

Macavity, Macavity, there's no one like Macavity,  
 For he's **fiend** in **feline** shape, a monster of **depravity**.  
 You may meet him in a by-street, you may see him in the square –  
 But when a crime's discovered, then *Macavity's not there!*

20

He's outwardly respectable. (They say he cheats at cards.)  
 And his footprints are not found in any file of Scotland Yard's.  
 And when the **larder**'s looted, or the jewel-case is **rifled**,  
 Or when the milk is missing, or another Peke's been **stifled**,  
 Or the greenhouse glass is broken, and the **trellis** past repair  
 Ay, there's the wonder of the thing! *Macavity's not there!*



And when the foreign Office find a **Treaty**'s gone **astray**,  
 Or the Admiralty lose some plans and drawings by the way,  
 There may be a scrap of paper in the hall or on the stair –  
 But it's useless to investigate, - *Macavity's not there!*

30

And when the loss has been **disclosed**, the Secret Service say:  
 'It *must* have been Macavity!' but he's a mile away.  
 You'll be sure to find him resting, or **a-licking of his thumbs**,  
 Or engaged in doing complicated long division sums.

Macavity, Macavity, there's no one like Macavity,  
 There never was a Cat of such **deceitfulness** and **suavity**.  
 He always has an **alibi**, and one or two to spare:  
 At whatever time the deed took place –  
 MACAVITY WASN'T THERE!

35

And they say that all the Cats whose  
wicked deeds are widely known

40

(I might mention Mungojerrie, I might mention Griddlebone)  
Are nothing more than agents for the Cat who all the time  
Just controls their operations: the Napoleon of Crime!

**B.1. 1. Read the following sentences and write 'T' for true and 'F' for false statements:**

- Macavity is an ordinary cat.
- Macavity is an outlaw.
- Macavity is always there on the scene of crime.
- Macavity can be found in the basement.
- The poet finds Macavity lazy and half-asleep.
- It can be seen in the by-street.
- Mungojerrie and Griddlebone are also cats.
- The poet is really angry with Macavity.
- The poet compares Macavity to Napolean.

**B.1. 2. Answer the following questions briefly:**

- Why does the poet call Macavity, a mystery cat?
- What are the adjectives that have been used to describe Macavity's character?
- Why is Macavity termed a 'criminal'?
- What is suggested by the phrase 'powers of levitation'?
- What would you do if a cat enters your kitchen? Would you keep a cat as pet?

**GLOSSARY AND NOTES**

**defy** (v): flout, disobey, challenge

**bafflement** (n): bewilderment, perplexity

**Scotland Yard** : headquarters of London Police

**levitation** (n): capacity to rise and float in air (esp. by magic)

**fakir** (n): a holy man who lives by begging

**ginger** (adj): tall and thin

**domed** (adj): shaped like a dome

**fiend** (v): an evil spirit

**feline** (adj / n): (of or like) an animal of the cat family

**depravity** (n): corruption, wickedness

**larder** (n): a cupboard used for storing food

**rifled** (v): searched thoroughly

**stifled** (v): suffocated, strangled

**trellis** (n): framework to support climbing plants

**Treaty's gone astray**: agreement contravened or violated

**disclosed** (v): revealed, made known

**a-licking of thumbs**: evaluation of success of one's deed

**deceitfulness** (n): fraudulence, dishonesty

**suavity** (n): treachery; he is deceitful but conceals it with great skill and elegance

**alibi** (n): excuse, defence

### C. 1. LONG ANSWER QUESTIONS

1. Discuss the poet's impression of Macavity, the mystery cat. Why does he call it mysterious?
2. 'Macavity is never there.' Elaborate.
3. Why does the poet call Macavity 'outwardly respectable'? Discuss.
4. There are other cats like Mungojerrie and Griddlebone, but 'there's no one like Macavity'. Explain.
5. Make a list of crimes Macavity is capable of.
6. What would you do to tame Macavity?
7. Do you find the poem humorous? Give your comments on the poem.

### C. 2. GROUP DISCUSSION

Discuss the following in groups or pairs:

1. Should animals be caged?
2. Cruelty to animals.

### C. 3. COMPOSITION

Write a short essay in about 150 words on the following:

- a. Your favourite pet
- b. Animals in prison

### D. WORD STUDY

#### D.1. Dictionary Use

**Ex. 1.** Look up a dictionary and write two meanings of each of the following words – the one in which it is used in the lesson and the other which is more common

ginger	loot	alibi	coat
master	pulse	repair	

### D.2. Word-formation

Read the following line carefully:

*His powers of levitation would make a fakir stare...*

*For he's fiend in feline shape, a monster of depravity.*

In the first line given above 'levitation', which is a noun, is derived from 'levity' which is also a noun by adding a suffix 'ation' to it. In the second line, 'depravity', a noun, is derived from a verb 'deprave' by adding a suffix 'ity' to it.

Form words from the following nouns and verbs by adding a suffix to them:

gravity	baffle	national	profound	joyful	celebrate
---------	--------	----------	----------	--------	-----------

### D.3. Word-meaning

**Ex. 1.** Match the words in Column A with their meaning in Column B:

#### Column A

paw  
stare  
dusty  
depravity  
astray  
suavity  
alibi

#### Column B

away from the correct path  
covered with dust  
having an elegant manner  
excuse  
foot of an animal  
look sternly  
room below the ground level

### E. GRAMMAR

**Ex. 1.** Fill in the blanks selecting suitable words given in the bracket against each sentence:

- If you ..... to him, he would help you. (go, went)
- Their footprints ..... seen there. (was, were)
- When you ..... here, I will help you. (reach, will reach)
- The boy ..... father lives here is my friend. (whom, whose)
- Manoj is the boy ..... can do anything. (who, whom)
- Sita is engaged ..... some important work today. (in, with)
- He is more ..... a poet. (than, but)

viii. She ..... herself even in a critical situation. (control, controls)  
ix. He has ..... every human law. (broke, broken)  
x. There may be ..... point of discussion. (a, the)

#### F. ACTIVITIES

**Ex.1.** The poet calls Macavity 'the Napoleon of Crime'. He compares Macavity to the great French General without using 'like' or 'as'. This type of comparison is called 'metaphor'. Had he used 'like' or 'as' it would have been a 'simile'. Point out at least two other metaphors and a simile from the poem. Write them down and explain the comparison.

**Ex.2.** Go to the veterinary hospital in your locality, talk to the doctors and write a report on the 'treatment of animals'.



## FIRE-HYMN

**Keki N. Daruwalla**

*KEKI N. DARUWALLA (b. 1937), the recipient of Sahitya Akademi Award (1984) and Commonwealth Poetry Award, is a landscape poet of eminence and a well known writer of short stories. His poetry is, in his own words, 'a totally impressionistic recording of subjective responses'. He claims his poems to be 'rooted in the rural landscape' and hence 'earthy'. He shuns sophistication, as he thinks that it, 'while adding gloss, takes away the power of verse'. The themes of his poetry are love, death, domination, cynicism, plight of human society and violence. He writes with intensity and vigour involved in poetic creation. Since he had been in police service, violence is unavoidable in his poetry. His important volumes of verse include *Under Orion* (1970), *Apparition in April* (1971) and *Crossing of Rivers* (1976)*

**A. Work in small groups and discuss the following:**

1. How has 'fire' influenced human life?
2. How is fire related to rituals of different religions?

## FIRE-HYMN

The burning ghat erupted phosphorescence:  
and wandering ghost lights frightened passers-by  
as moonlight scuttled among the bones.  
Once strolling at dawn past river-bank and ghat  
we saw embers losing their cruel redness  
to the grey ash that swallows all, half-cooked limbs

5

bore witness to the fire's debauchery.  
My father said, "You see those half-burnt fingers

And bone-stubs? The fire at times forgets its dead!"

A Zoroastrian I, my child -fingers clenched

10

Into a little knot of pain,

I swore to save fire

From the sin of forgetfulness.

It never forgot, and twenty years since

As I **consigned** my first-born to the flames ..

15

The nearest **Tower of Silence** was a thousand miles –

The firm-hymn said to me, "You stand forgiven,"

Broken, yet **rebellious**, I swore this time

To save it from the sin of forgiving.

**B.1. 1. Read the following sentences and write 'T' for true and 'F' for false statements:**

- The poem describes the scene of a burning ghat.
- Passers-by tend to ignore the burning at the ghat.
- The sight of burning becomes frightening at night.
- The redness of fire appears cruel to the speaker.
- The half-burnt limbs at the ghat suggest the true working of fire.
- The speaker belongs to Zoroastrian religion.
- The speaker is not pleased with the views of his father.
- The 'first-born child' was **consigned to fire under compulsion**.

**B.1. 2. Complete the following sentences on the basis of the poem:**

- The wandering ghost lights ..... passer-by.
- The grey ash that ..... all.
- The ghat is littered with .....
- The fire at times ..... its dead.
- I swore to save fire from the ..... of forgetfulness.
- The nearest ..... was a thousand miles.
- The speaker consigned his ..... to the flames.
- The speaker was broken yet .....
- The second time the speaker swore to save the fire from the sin of .....

**B.1. 3. Answer the following questions briefly:**

- 1) How did the passer-by get frightened?
- 2) Which event does the expression 'the burning ghat' refer to?
- 3) Where do you think is the ghat located?
- 4) What does the speaker see/observe in the morning at the ghat?
- 5) Why does he say that the redness of the fire is cruel?
- 6) In what sense does the fire forget its dead?
- 7) Why does the speaker reveal his religious identity?
- 8) Why did he consign his first born to the flames?
- 9) What did the firm-hymn say to him?

**GLOSSARY AND NOTES**

**hymn** (n): a song of praise

**erupted** (v): break out, thrown out

**scuttled** (v): scurry, run fast

**strolling**(v): walking, leisurely

**embers** (n): pieces of wood or coal that are not burning but are still red

**debauchery** (n): immoral behaviour

**stubs** (n): the remains that have not been burnt

**zoroastrian** (n): a Parsi, who believes that there is a continuing struggle in the world between the forces of light and dark

**consigned** (v): sent off, delivered

**Tower of Silence** (n): The Parsis dispose of the dead bodies on this structure

**rebellious** (adj): unwilling to obey rules

**swore** (v): took oath (for something)

**C. 1. LONG ANSWER QUESTIONS**

1. What are the different forms and roles of fire at the ghat?
2. How does the ghat appear to the common people?
3. What is the fire's debauchery?
4. What has offended the religious sentiment of the speaker when he was a child?
5. Why do you think the speaker consigned his first born to the flames?
6. Why was the speaker 'broken' and how did he regard himself rebellious?
7. Why did he swear twice to save the fire from two different sins?
8. Though the poem reveals the religious leaning of a Parsi, it still has its human appeal. Justify it with your own comments.

### C. 2. GROUP DISCUSSION

Discuss the following in groups or pairs:

1. Fire: the saviour or the destroyer?
2. Should one adopt a critical attitude towards religion?

### C. 3. COMPOSITION

Write a short essay in about 150 words on the following:

- a. Concept of sin in modern life
- b. Forgetfulness is a matter of habit

## D. WORD STUDY

### D.1. Dictionary Use

**Ex. 1.** Correct the spelling of the following words:

phosphorescence	scutled	staulling	emberes
Zorastrian	consined	rebelious	hym

**Ex. 2.** Look up a dictionary and write the synonyms of the following words:

dawn	_____	losing	_____
swallow	_____	forget	_____
pain	_____	nearest	_____
silence	_____	save	_____

### D.2. Word-formation

Read the following line carefully:

*The burning ghat erupted phosphorescence:*

*And wandering ghost lights frightened passers-by*

In the above lines 'burning' in 'burning ghats' and 'wandering' in 'wandering ghost' are verbs in '-ing' (gerund) form. Such forms of verbs can be used as adjectives.

**Add '-ing' to the following verbs and fill in the blanks to complete the following sentences:**

lose	stroll	cook	swear	break
------	--------	------	-------	-------

- a. The \_\_\_\_\_ news was quite sensational.
- b. People were in long queue for \_\_\_\_\_ gas.
- c. The match was so fine that we admired even the \_\_\_\_\_ team.
- d. The \_\_\_\_\_ persons have the opportunity to breathe fresh air.
- e. We could not attend the \_\_\_\_\_ ceremony.

### D.3. Word-meaning

**Ex 1.** In the expression 'half-cooked limb' (line 6) and 'half-burnt fingers' (line 8), 'half' suggests the process stopped mid-way.

Make similar structures from the given words (using 'half') and use them in sentences of your own:

done, written, sketched, drawn, hearted

### E. GRAMMAR

**Ex. 1. Read the following lines from the poem carefully:**

- i. as moonlight scuttled **among** the bones.
- ii. once strolling **at** dawn ....

Mark the use of prepositions 'among' and 'at' in the lines given above.

**Use the following prepositions to complete the following sentences:**

- i. The military rescued several people .....the flood.
- ii. The world of insects and animals awake ..... at night
- iii. Naghaz listened ..... the lecture attentively.
- iv. The prizes were distributed ..... winners.
- v. The police inquired ..... the murder case.

### F. ACTIVITIES

**Ex.1.** Write a report on how dead bodies are disposed of in different religious communities.

**Ex.2.** Draw a picture of a burning ghat (you may procure one from some book or journal) and discuss with your friends the rituals / activities performed at that place.

**Ex.3.** Read the poem 'A Psalm of Life' by H.W. Longfellow and discuss the views of the poet on life and death.

**Ex.4.** Who are the Parsis? Write a short note on the contribution of the Parsis to the building of modern India.



## SNAKE

### D. H. Lawrence

DAVID HERBERT LAWRENCE (1885-1930), poet, novelist, short story writer and essayist, grew up amid the strife between his genteel and educated mother and his coarse miner father. As a youth in the Nottinghamshire mining village of Eastwood, Lawrence resented the rough ways of his drunken father and adopted his mother's refined values as his own. However, as he grew in maturity as a writer, he rejected the gentility his mother represented and began to see his father earthiness as a virtue. He wrote of primitive and natural passions, trying to show instinctive forces in man that might bring happiness. In his writings he emerged as the champion of instinct. His important works include *A Collection of Poems* (1909), *The White Peacock* (1911), *The Trespasser* (1912), *Sons and Lovers* (1913), *The Rainbow* (1915), *Plumed Serpent* (1926), *Lady Chatterley's Lover* (1926). In the present poem 'Snake', Lawrence exalts the values of primitive life and denounces the shams and artificialities of modern civilized life.



**A. Work in small groups and discuss the following:**

1. When and where did you see a snake last time?
2. Why do we find a snake both attractive and frightful?
3. Are we justified in killing animals or insects or causing harm to them simply because we consider them to be dangerous?

## SNAKE

A snake came to my water-trough:  
On a hot, hot day, and I in Pyjamas for the heat,  
To drink there.

In the deep, strange scented shade of the great dark carobtree  
 I came down the steps with my pitcher  
 And must wait, must stand and wait, for there he was at the trough before me. 5

He reached down from a **fissure** in the earth-wall in the gloom  
 And **trailed** his yellow brown slackness soft-bellied down, over the  
 edge of the stone trough  
 And rested his throat upon the stone bottom,

And where the water had **dripped** from the tap, in a small clearness, 10  
 He **sipped** with his straight mouth,  
 Softly drank though his straight gums, into his slack long body,  
 Silently.

Someone was before me at my water-trough,  
 And I, like a second comer, waiting. 15

**B.1. 1. Read the following sentences and write 'T' for true and 'F' for false statements:**

- It was a hot day when the thirsty snake came to drink water.
- The speaker was in a haste to drink water.
- The colour of the snake was yellow-black.
- The speaker considered himself a second comer to the trough.

**B.1. 2. Answer the following questions briefly:**

- Where did the speaker meet the snake?
- Why had it come out of its hole near the trough?
- Why did the speaker decide to wait?

He lifted his head from his drinking, as cattle do,  
 And looked at me **vaguely**, as drinking cattle do,  
 And flickered his two-forked tongue from his lips, and mused a moment,  
 And **stooped** and drank a little more,  
 Being earth-brown, earth-golden from the burning bowels of the earth 20  
 On the day of **Sicilian July** with Etna smoking.

The voice of my education said to me  
He must be killed,  
For in Sicily the black, black snakes are innocent, the gold are venomous

And voices in me said, If you were a man  
You would take a stick and break him now, and finish him off.

25

But must I confess how I liked him,  
How glad I was he had come like a guest in quiet, to drink at my water-trough  
And depart peaceful, pacified, and thankless,  
Into the burning **bowels** of this earth? 30

Was it **cowardice**, that I dared not kill him?  
Was it **perversity**, that I **longed** to talk to him?  
Was it **humility**, to feel so honoured?  
I felt so honoured.

30

And yet those voices:  
*If you were not afraid, you would kill him!*

35

And truly I was afraid, I was most afraid,  
But even so, honoured still more  
That he should seek my **hospitality**  
From out the dark door of the secret earth.

40

**B.2. 1. Read the following sentences and write 'T' for true and 'F' for false statements:**

- The snake looked at the speaker vaguely.
- The day mentioned in the poem is that of June.
- There was a superstitious belief in Sicily to kill black snake.
- The speaker was glad playing host to a snake.
- The snake departed in an obliged way.
- The speaker had a desire to talk to the snake.

**B.2. 2. Answer the following questions briefly:**

- How did the snake drink water?
- What is the meaning of 'Sicilian July, with Etna smoking'?
- What is the belief prevailing in Sicily about a snake?
- Why did the speaker like the snake?
- Do you think he had a conflict in mind?

He drank enough

And lifted his head, dreamily, as one who has drunken,  
And flickered his tongue like a forked night on the air, so black,

Seeming to lick his lips,

And looked around like a god, unseeing, into the air,

And slowly turned his head,

And slowly, very slowly, as if thrice adream,

Proceeded to draw his slow length curving round

And climb again the broken bank of my wall-face.

45

And as he put his head into that dreadful hole,

And as he slowly drew up, snake-easing his shoulders, and entered farther,

A sort of horror, a sort of protest against his withdrawing into that **horrid** black hole.

Deliberately going into the blackness, and slowly drawing himself after.

Overcame me now his back was turned.

50

I looked round, I put down my pitcher,

I picked up a **clumsy** log

And threw it at the water trough with a **clatter**.

55

I think it did not hit him,

But suddenly that part of him that was left behind

**convulsed** in undignified haste.

**Writhed** like lightning, and was gone

60

Into the black hole, the earth lipped fissure in the wall front,

At which, in the intense still noon, I stared with **fascination**.

And immediately I regretted it.

I thought how **paltry**, how **vulgar**, what a mean act!

I despised myself and the voices of my **accursed** human education.

65

And I thought of the **albatross**,

And I wished he would come back, my snake.

For he seemed to me again like a king,

Like a king in exile, uncrowned in the underworld,

Now due to be crowned again.

70



And so, I missed my chance with one of the lords  
Of life.

And I have something to expiate:  
A pettiness.

**B.2. 1. Read the following sentences and write 'T' for true and 'F' for false statements:**

- The speaker found the slow movement of the snake quite impressive.
- The speaker did not like the snake going back to the dark hole.
- He threw the pitcher at the snake.
- He later regretted for having hit it.
- He compares it to a sea-bird, albatross.
- The snake appeared like king in exile.

**B.2. 2. Answer the following questions briefly:**

- What thing about the snake did appeal him most?
- Why did he not like it going back to the dark hole?
- What was his reaction after hitting the snake?
- Why did the speaker consider it 'a king in exile'?

**GLOSSARY AND NOTES**

**water-through** (n): a container for animals to eat and drink from

**carobtree** (n): a southern European tree with dark brown fruit

**fissure** (n): a long deep crack, gap

**gloom**(n): feeling of being sad and without hope

**trailed** (v): pulled behind

**vaguely** (adv): not clearly

**flickered** (v): kept going on and off as it shone

**mused** (v): thought

**Sicilian July ... Etna smoking** : extreme heat like the one caused when Etna erupted

**venomous** (adj): poisonous, full of venom

**bowels**(n): the tube in the stomach along which the food passes

**cowardice** (n): lack of courage

**perversity** (n): wrong or immoral thinking

**longed**(v): wanted eagerly

**humility** (n): the quality of being humble

**hospitality (n):** receiving with warmth

**horrid (adj):** horrible

**clumsy log(n.phr):** awkward/ not proper piece of wood

**clatter(n):** a loud noise

**convulsed(v):** caused a sudden shaking movement

**writhed (v):** twisted or moved body out of pain

**fascination (n):** strong attraction

**paltry (ad):** meagre, two small

**vulgar (adj):** not decent

**despised(v):** hated strongly

**accursed(adj):** having a curse, a bad magic spell

**albatross (n):** a large white sea-bird, it is sportingly killed in Coleridge's the **Ancient Mariner**  
resulting in psychological and spiritual crisis

**expiate (v):** to accept punishment for sin

**pettiness (n):** small and unimportant

### C. 1. LONG ANSWER QUESTIONS

1. The speaker was fascinated by the snake. Do you think the time mentioned and the place it belonged to has anything to do with this fascination?
2. What does he mean by 'the voice of my education'?
3. There was a conflict in the mind of the poet. How did he analyse this conflict?
4. In what roles did he find the snake and himself? Describe.
5. The snake seemed like 'a king in exile'. What are the qualities that make the snake so majestic?
6. What makes you think that hitting the snake was quite against the sensibility of the speaker?
7. What is the 'sin' committed by the speaker that he wanted to 'expiate'?

### C. 2. GROUP DISCUSSION

Discuss the following in **groups** or **pairs**:

1. Negative impact of customs and belief on our way of thinking
2. Animals and birds, too, have a right to live

### C. 3. COMPOSITION

Write a short essay in about 150 words on the following:

- a. Human greed and environmental degradation
- b. Religion teaches tolerance and humility

**D. WORD STUDY****D.1. Dictionary Use****Ex. 1.** Correct the spelling of the following words:

fishure	streight	flikered	muzed	parvarsity
deliberately	convalsed	wreethed	fassination	uncrouned

**D.2. Word-formation**

Read the following lines from the poem carefully:

*But suddenly that part of him that was left behind convulsed in **undignified** haste  
Like a king in exile, **uncrowned** in the underworld,*

In the above lines '**undignified**' and '**uncrowned**' have prefix 'un-' which make them 'negative' in meaning.

Add prefixes 'un-', 'in-', 'im-', 'il-', 'ir-', 'dis-' to the following words and fill in the blanks to complete the sentences given below:

logical	responsible	respect
mortal	known	ability

- i. Pragya could not get good marks in 'writing test' because of her \_\_\_\_\_ to write fast.
- ii. Man becomes \_\_\_\_\_ because of his action.
- iii. His \_\_\_\_\_ behaviour is not liked by us.
- iv. You cannot win the case by your \_\_\_\_\_ arguments.
- v. There are still many \_\_\_\_\_ planets and stars in the universe.
- vi. His blunt refusal to come was a sign of \_\_\_\_\_.

**D.3. Word-meaning****Ex 1.** Read the poem carefully to find out where the following phrases have been used.

Looked at	looked around	drew up
put down	left behind	thought of

**Fill in the blanks with appropriate phrases listed above:**

- i. Varsha \_\_\_\_\_ her papers on the table and went out.
- ii. We could not \_\_\_\_\_ a better plan.
- iii. He ran slowly and soon was \_\_\_\_\_ all other runners.

iv. We \_\_\_\_\_ the paintings in admiration.  
 v. The acrobat \_\_\_\_\_ himself before jumping over the rope.  
 vi. The thirsty man \_\_\_\_\_ in search of water.

### E. GRAMMAR

**Ex. 1.** Go through the poem carefully and underline the lines where the following words/nouns have been used:

slackness      clearness      cowardice      perversity  
 hospitality      blackness      pettiness      humility

Change the above words into adjectives and use them in the following sentences:

- i. Mr John has very ..... ideas on the success of democracy in India.
- ii. ..... men die several times.
- iii. Films should not glorify ..... sex- behaviours.
- iv. The sky suddenly turned .....
- v. He often perturbs his parents with ..... demands.
- vi. Though he occupies a high post, he is quite .....
- vii. His ..... approach aggravated the problem.
- viii. Mrs Juber was quite ..... with her guests.

### F. ACTIVITIES

**Ex.1.** In different religions, a snake has been represented in different ways. Find out how a snake has been represented in the Hindu and Christian mythologies, and write a report on it.

**Ex.2.** There are over 500 varieties of snakes and not all of them are venomous. Draw a picture of a snake and label the parts of its body. Write in red ink and immediate steps to be taken after a snake bite.

**Ex.3.** Find out a poem in Hindi or in any language you know on snake and read that poem in the class.



## MY GRANDMOTHER'S HOUSE

**Kamala Das**

KAMALA DAS (b. March 31, 1934), poet and short story writer, has earned a respectable place in both English and Malayalam literature. Her autobiography, published in 1976, created quite a stir. In 1984, she was short listed for the Nobel Prize for literature. Her important volumes of verse in English include *Summer in Kolkata* (1963), *Sirens* (1964), *The Descendents* (1967), *The Old Playhouse and other Poems* (1973), *The Anamata Poems* (1985), *Only Saint Knows How to Sing* (1996), and *Yes Allah* (2001). Kamala Das's poetry is primarily autobiographical and her theme is love of a lonely heart – love with never ending passion, lust, greed and hunger that never satiate. She is known for sexual adventures in her writings: for her, love hardly ever goes beyond sex and lust – which even reaches the point of nausea, and is reborn again and again with new vigour. Kamala Das reveals a commendable mastery of phrase and control over rhythm. The words are often painted and the rhythm is marvellously, almost feverously, alive.



**A. Work in small groups and discuss the following:**

1. Do you enjoy the company of your grandparents? What do they do for you? Which act of theirs do you like most?
2. Don't you think that old people should be respected?
3. Big cities lack human warmth and love. Do you agree?

## MY GRANDMOTHER'S HOUSE

There is a house now far away where once  
I received love. That woman died,  
The house withdrew into silence, snakes moved

Among books I was then too young  
 To read, and, my blood turned cold like the moon.  
 How often I think of going  
 There, to peer through blind eyes of windows or  
 Just listen to the frozen air,  
 Or in wild despair, pick an armful of  
 Darkness to bring it here to lie  
 Behind my bedroom's door like a brooding  
 Dog ... you cannot believe, darling  
 Can you, that I lived in such a house and  
 Was proud, and loved ... I who have lost  
 My way and beg now at strangers' doors to  
 Receive love, at least in small change?



**B. 1. Read the following sentences and write 'T' for true and 'F' for false statements:**

- The woman of the house is alive.
- The snakes were seen in the house.
- The speaker read the books with great interest.
- The speaker wished to peep through the window.

**B. 2. Answer the following questions briefly:**

- Who is 'I' in the second line of the poem?
- Where did the speaker once receive love?
- Why did the house go into silence?
- Why was the speaker unable to read the books?
- Why did the speaker often wish to go to that house?
- Why was the speaker proud of living in that house?
- Why does the speaker say that she has lost her way?
- Is the speaker satisfied with her present life? If not, why?

**GLOSSARY AND NOTES**

**peer** (v): observe closely, carefully or with attention

**wild** (adj): strong feelings, untamed

**brooding** (adj): contemplative, threatening

**despair** (n): anguish, hopelessness

**C. 1. LONG ANSWER QUESTIONS**

- How does the speaker describe the condition of her grandmother's house? Does it resemble to the house of any of your acquaintance?
- What type of love or relation do you find between the grandmother and the speaker?
- What changes have taken place since the speaker's grandmother died?
- Point out the similes in the poem.

**C. 2. GROUP DISCUSSION**

Discuss the following in groups or pairs:

- Modern metropolis is a jungle of concrete.
- Love thy neighbour as thyself

**C. 3. COMPOSITION**

- Write a letter describing your neighbours to your friend in Delhi. Do not exceed 150 words.
- Write the summary of the poem in about 150 words.

**D. WORD STUDY****D.1. Dictionary Use**

**Ex. 1.** Correct the spelling of the following words:

**D.2. Word-formation**

Read the following lines from the poem carefully:

**D.3. Word-meaning**

**Ex 1.** Read the poem carefully to find out where the following phrases have been used.

**E. GRAMMAR**

**Ex. 1.** Fill in the blanks, using the appropriate prepositions from the list given below

into to of in at through among

- Grandmother threw the letter \_\_\_\_\_ fire.
- My grandmother's house is \_\_\_\_\_ the hills.
- Ramesh died \_\_\_\_\_ an accident.
- Come \_\_\_\_\_ nine in the evening.
- The mathematics book is kept \_\_\_\_\_ the piles of computer books.
- The grandmother pushed her way \_\_\_\_\_ the crowd.
- The grandmother is going \_\_\_\_\_ meet the grandfather.

viii. The Ganga flows \_\_\_\_\_ Patna.  
 ix. Prabhu is cleared \_\_\_\_\_ all blames ~~up~~ <sup>up</sup> ~~up~~ <sup>up</sup>

### F. ACTIVITIES

**Ex.1.** You expect your grandparents to do a lot of things for you. Do you think they also expect something from you? Talk to your grandparents/ grand-parents of your friends to know what they expect of you.

**Ex.2.** Read Premchand's short story 'Eidgah' and write a short play in English having three scenes:

- a. Hamid and his grandmother at home in the beginning
- b. Hamid's experience at the fair with his friends
- c. Hamid's present of a pair of tongs to his grandmother

