



Life*

Henry Van Dyke

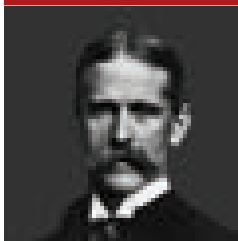
Poem



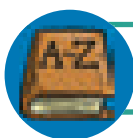
Let me but live my life from year to year,
With forward face and unreluctant soul;
Not hurrying to, nor turning from the goal;
Not mourning for the things that disappear
In the dim past, nor holding back in fear
From what the future veils; but with a whole
And happy heart, that pays its toll
To Youth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

About the Poet



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.



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 (**This form is generally not used but the poet has coined it for emphasis*)

Sonnet

The word **sonnet** is derived from the Italian word “sonetto,” which means a ‘little song’ or ‘small lyric’. In poetry, a sonnet has 14 lines, and is written in ‘iambic pentameter’ (*A line with ten syllables, accented on every second beat*). The first eight lines of a sonnet is known as “octave” and the last six lines is known as “sestet”. Sonnets can be categorized on the basis of their rhyme scheme.

A. 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?
 - b. What kind of life does the poet want to lead?
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?
 - b. What should one not mourn for?
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’?
 - b. Is the poet afraid of future?
 - c. How can one travel on with cheer?





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?
- b. How should be the journey of life?
- c. What did the poet seek as a boy?

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?
- b. What is the poet's hope?

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.

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.

B. Answer the following question in about 80 – 100 words

1. Describe the journey of life as depicted in the poem by Henry Van Dyke.

C. Based on your understanding of the poem, complete the following passage by the using the phrases given in the box.

youth to old age	up or down the hill	to hurry nor move away	
high adventure	joyful	mourn	looking ahead

The poet wants to live his life _____, willing to do something. He neither wants _____ from his goal. He does not want to _____ the things he has lost, not hold back for fear of the future. He instead prefers to live his life with a whole and happy heart which cheerfully travels from _____. Therefore, it does not matter to him whether the path goes _____, rough or smooth, the journey will be _____. He will continue to seek what he wanted as a boy - new friendship, _____ and a crown (prize). His heart will remain courageous and pursue his desires. He hopes that every turn in his life's journey will be the best.

Read and Enjoy

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.



The Grumble Family

Lucy Maud Montgomery

Poem

The poet gives a vivid picture of neighbourhood scenes .Read to know how we should mend our ways.

There's a family nobody likes to meet;
They live, it is said, on Complaining Street
In the city of Never-Are-Satisfied,
The River of Discontent beside.

They growl at that and they growl at this;
Whatever comes, there is something amiss;
And whether their station be high or humble,
They are all known by the name of Grumble.

The weather is always too hot or cold;
Summer and winter alike they scold.
Nothing goes right with the folks you meet
Down on that gloomy Complaining Street.

They growl at the rain and they growl at the sun;
In fact, their growling is never done.
And if everything pleased them, there isn't a doubt
They'd growl that they'd nothing to grumble about!

But the queerest thing is that not one of the same
Can be brought to acknowledge his family name;
For never a Grumbler will own that he
Is connected with it at all, you see.



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The worst thing is that if anyone stays
Among them too long, he will learn their ways;
And before he dreams of the terrible jumble
He's adopted into the family of Grumble.

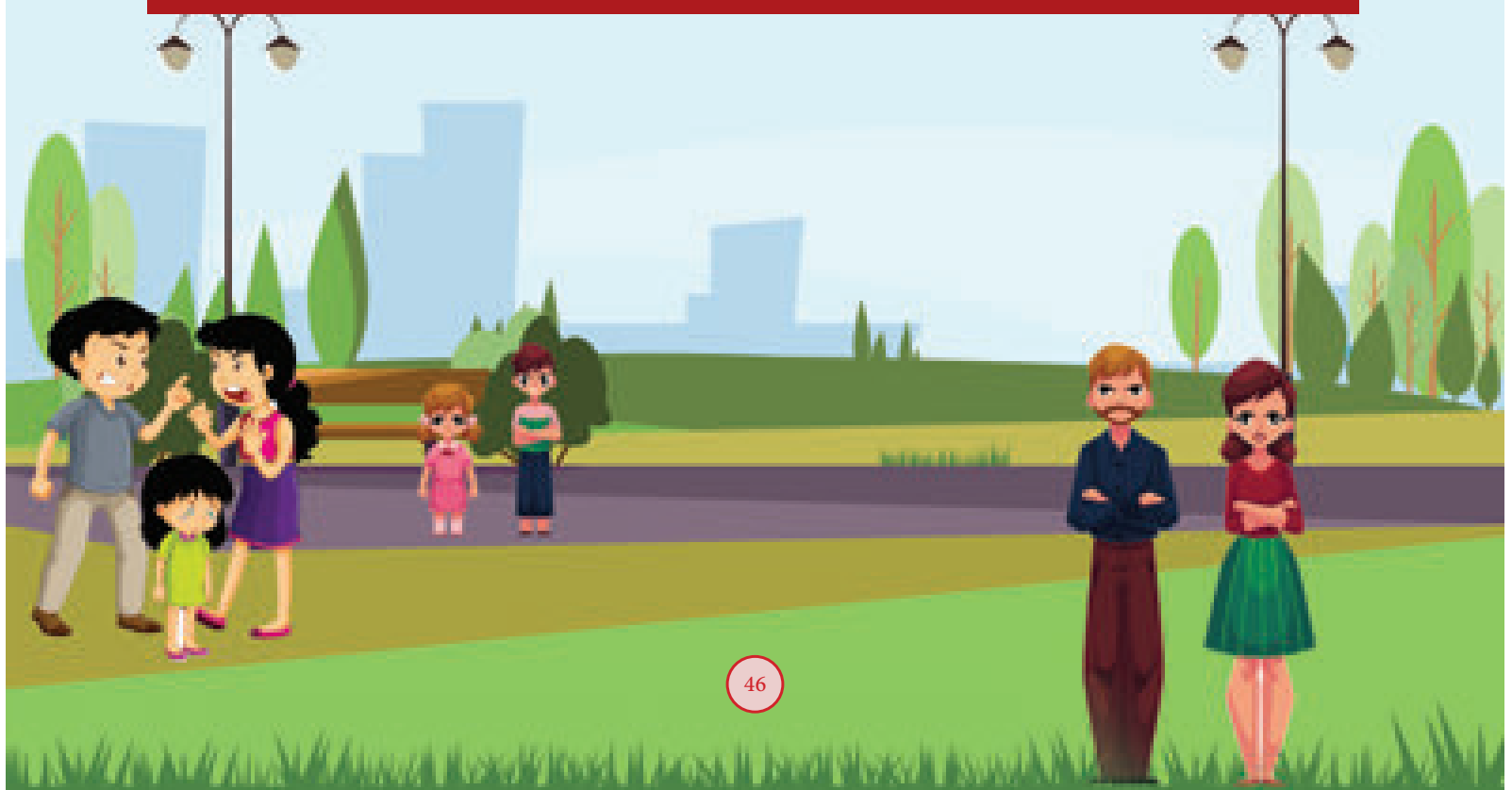
And so it were wisest to keep our feet
From wandering into Complaining Street;
And never to growl, whatever we do,
Lest we be mistaken for Grumblers, too.

Let us learn to walk with a smile and a song,
No matter if things do sometimes go wrong;
And then, be our station high or humble,
We'll never belong to the family of Grumble!

About the author



L. M. Montgomery, (1874–1942) was a Canadian author best known for a series of novels beginning in 1908 with *Anne of Green Gables*. Montgomery went on to publish 20 novels as well as 530 short stories, 500 poems, and 30 essays. A prolific writer, Montgomery published over 100 stories between 1897 and 1907. Montgomery's work, diaries and letters have been read and studied by scholars and readers worldwide.





Glossary

discontent (adj.) - dissatisfaction with one's circumstances

amiss (adj.) - not quite right

growl (v) - make a low guttural sound in the throat

grumble (n) - a complaint about something in a bad-tempered way

gloomy (adj.) - to appear depressing or frightening

queerest (adj.) - the strangest or the most unusual

acknowledge - accept or admit the existence or truth of

terrible (adj.) - extremely bad or serious

wandering (v) - walking or moving in a leisurely or aimless way

A. Read the following lines from the poem and answer the questions given below.

1. *There's a family nobody likes to meet;*

They live, it is said, on Complaining Street

a. Where does the family live?

b. Why do you think the street is named as 'Complaining Street'?

2. *They growl at that and they growl at this;*

Whatever comes, there is something amiss;

a. What does the word 'growl' mean here?

b. Why do they find everything amiss?

3. *Nothing goes right with the folks you meet*

Down on that gloomy Complaining Street.

a. What is the opinion about the folks you meet down the street?

b. What does the word 'gloomy' mean here?

4. *The worst thing is that if anyone stays*

Among them too long, he will learn their ways;

a. What is the worst thing that can happen if anyone stays with them?

b. What are the ways of the Grumble family?





5. *And so it were wisest to keep our feet
From wandering into Complaining Street;*

- a. What is the wisest thing that the poet suggests?
- b. What does the phrase 'to keep our feet from wandering' refer to?

6. *Let us learn to walk with a smile and a song,
No matter if things do sometimes go wrong;*

- a. What does the poet expect everyone to learn?
- b. What should we do when things go wrong sometimes?

B. Answer the following question in about 80-120 words.

1. Write a paragraph on 'The Grumble Family' and their attitude towards other folks.
2. If you were to live in the Complaining Street, how would you deal with the people who grumble?
3. From the poem 'The Grumble Family' what kind of behaviour does the poet want the readers to possess?

Literary devices:

Anaphora

An anaphora is a technique where several phrases (or verses in a poem) begin with the same word or words.

e.g. They growl at the rain and they growl at the sun;

Epithet

An epithet is an adjective or phrase expressing a quality or attribute regarded as characteristic of the person or the thing mentioned.

e.g. grumble family
complaining street

C. Answer the following:

1. And whether their station be high or humble,...
Pick out the alliteration from the above line.
2. Pick out the other examples for alliteration from the poem.
3. The weather is always too hot or cold;
Summer and winter alike they scold.
Nothing goes right with the folks you meet
Down on that gloomy Complaining Street.
Pick out the rhyming words and identify the rhyme scheme of the above lines.



Read and Enjoy

English Oddities

The English language is quite odd.
It must've been a different sort of sod,
Who thought this mess all out.
He really didn't know what talking was all about!

After all more than one mouse is mice,
But on my block we have houses not hice!
A goose can fly with a bunch of geese,
But in Canada I have not seen a herd of meese.

One man and a male friend make men,
Then you know as well as I that pan ain't ever pen.
I put a foot down and stand on both feet,
But I wear some boots and definitely not beet!

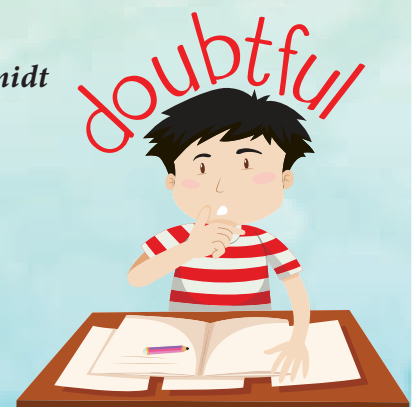
I pull a tooth and have a gap in my teeth,
But at the fair they have booths not beeth.
This is one and two or more are these,
And I get one kiss but I don't get several kесе!

How about a brother or a group of brethren?
Where as a lovely mother won't meet methren.
Then there's pronouns he, his, and him,
But you shan't say she, shis, and shim!

As you know it's tough with words like bough,
Whooping cough, and cookie dough,
And another thing you can start to hate,
Is how people take boats straight down the strait!

And why doesn't nose sound like lose?
Why, tell me, is it goose and moose, then choose?
I still haven't got a single, solitary clue,
And they tell me I've been talking since two!

- Adam Schmidt





I am Every Woman*

Rakhi Nariani Shirke

Poem

This poem talks about the multifaceted nature of women. Today's women are empowered, brave, strong and resolute. They are always ready to take up new ventures. They are persistent and work tirelessly to prove what they are capable of. Women have to be treated respectfully for the growth of a nation.

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!

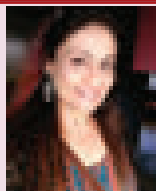
She's a lioness; don't mess with her.
She'll not spare you if you're a prankster.
Don't ever try to saw her pride, her self-respect.
She knows how to thaw you, saw you – so beware!

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

- Rakhi Nariani Shirke.



About the author



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.



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

A. 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?
- b) How does she take life ?
- c) What does she mean by "spring will come again"?

2. *Strong is she in her faith and belief.
"Persistence is the key to everything," says she.*

- a) What is she strong about?
- c) How does she deal with the adversities in life?

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?
- b) Pick out 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?
- b) What is the tone of the author?

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.
- b) How should a woman be treated?



B. Read the lines and identify the figure of speech.

1. <i>A woman is beauty innate, A symbol of power and strength. She puts her life at stake, She's real, she's not fake!</i>	a) Pick out the rhyming words from the above lines. b) Add another word that rhymes with it. c) Give the rhyme scheme for the above lines.
2. <i>She's a lioness; don't mess with her. She'll not spare you if you're a prankster.</i>	a) Pick out the line that has a metaphor in it. b) Give your examples of metaphor to describe the qualities of a woman.
3. <i>She's strong in her faith, firm in her belief.</i>	a) Pick out the alliterated words from the above. b) Pick out other alliterated words from the poem.

C. Fill in with a word in each blanks to complete the summary of the poem. Use the help box given below.

dignified healthier today's persistent care symbol innate fake adversity
 hope life disgrace prankster woman near faith optimistic quitter thaw
 respect lioness fear beliefs self respect saw strength

Every woman is beautiful _____. She is the _____ of power and _____. She is prone to put her _____ at risk. Every woman is true in expressing her love and she is never _____. She is very _____ in her approach even at times of _____ she finds a ray of _____ and she continues to _____ for her _____ ones. She is the _____ and she has no _____. She is forceful in her _____ and _____. She is never a _____ and she is _____. She is ferocious like a _____ it's better for the _____ to stay away from her. Never should one try to bring _____ to her pride and _____ for she knows how to _____ and _____ them. She is _____ woman. It is _____ to love her _____ her and to keep her _____.

D. Answer the following in a paragraph of about 80 to 100 words.

1. How are today's women portrayed by the poet?
2. What qualities have made women powerful?

Read and Enjoy

Still I Rise

By Maya Angelou

You may write me down in history
With your bitter, twisted lies,
You may trod me in the very dirt
But still, like dust, I'll rise.

Does my sassiness upset you?
Why are you beset with gloom?
Cause I walk like I've got oil wells
Pumping in my living room.

Just like moons and like suns,
With the certainty of tides,
Just like hopes springing high,
Still I'll rise.

Did you want to see me broken?
Bowed head and lowered eyes?
Shoulders falling down like teardrops,
Weakened by my soulful cries?

Does my haughtiness offend you?
Don't you take it awful hard
Cause I laugh like I've got gold mines
Diggin' in my own backyard.

You may shoot me with your words,
You may cut me with your eyes,
You may kill me with your hatefulness,
But still, like air, I'll rise.

Does my sexiness upset you?
Does it come as a surprise
That I dance like I've got diamonds
At the meeting of my thighs?

Out of the huts of history's shame
I rise
Up from a past that's rooted in pain
I rise

I'm a black ocean, leaping and wide,
Welling and swelling I bear in the tide.

Leaving behind nights of terror and fear
I rise

Into a daybreak that's wondrously clear
I rise

Bringing the gifts that my ancestors gave,
I am the dream and the hope of the slave.

I rise
I rise
I rise.



The Ant and the Cricket

Adapted from Aesop's fables

Poem

A fable is a traditional story that teaches us a moral lesson. Usually the characters in the fables are animals. This poem 'The Ant and the Cricket' teaches us the importance of hard work and planning.



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.

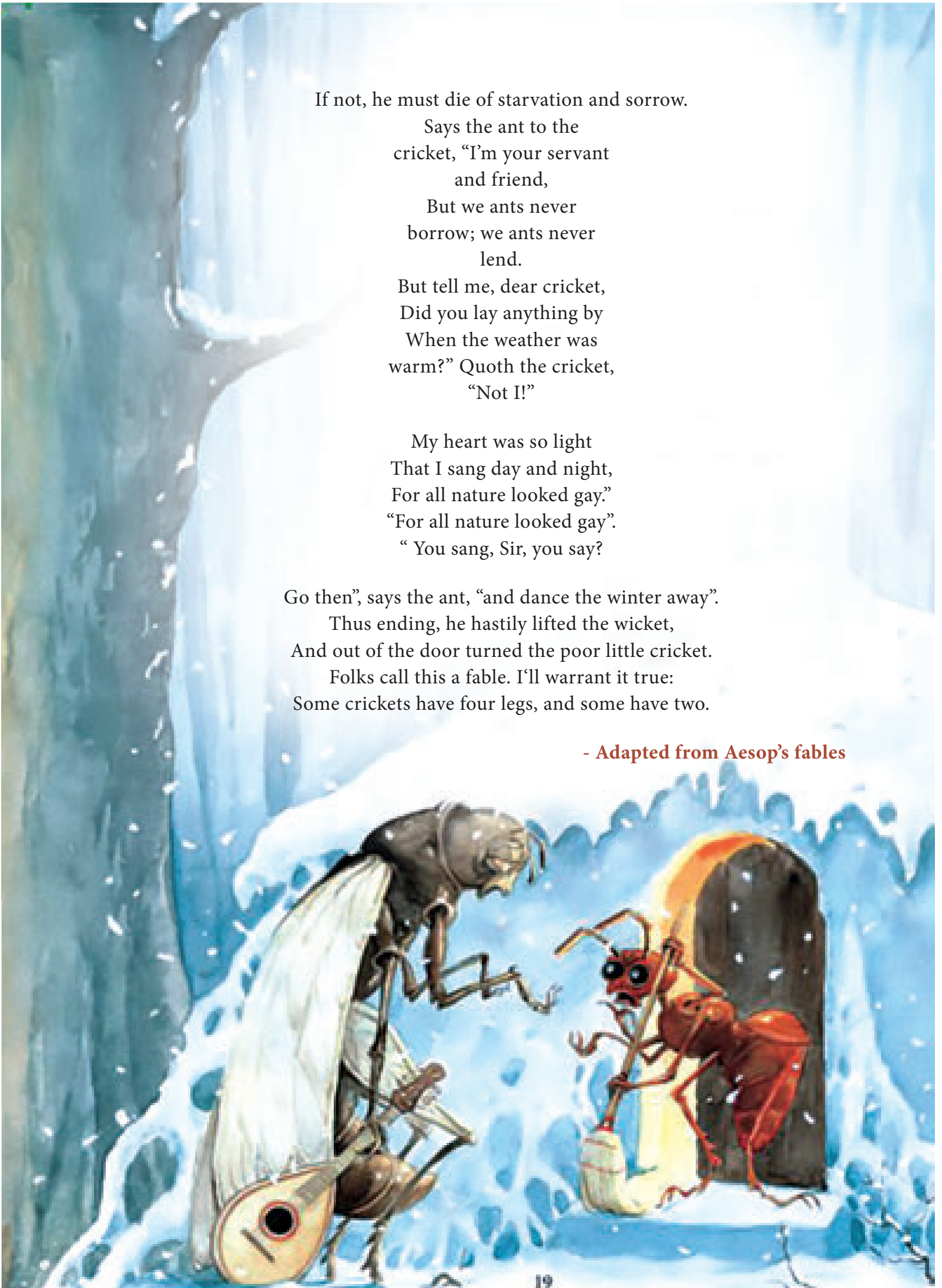
But tell me, dear cricket,
Did you lay anything by
When the weather was
warm?" Quoth the cricket,
"Not I!"

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.

- Adapted from Aesop's fables



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.



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

DO
YOU
KNOW?

Cricket- a brown or black insect related to the grasshopper but with shorter legs. It is a small insect that produces short, loud sounds by rubbing its wings together.



A. 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?
 - b) Name the seasons mentioned here.
2. *Began to complain when he found that,
at home,
His cupboard was empty, and winter
was come.*
 - a) Who does he refer to?
 - b) Why was his cupboard empty?
 3. *Not a crumb to be found
On the snow-covered ground;*
 - a) What couldn't he find on the ground?
 - b) Why was the ground covered with snow?



4. *At last by starvation and famine made bold,
All dripping with wet, and all trembling
with cold,*

- a) What made the cricket bold?
- b) Why did the cricket drip and tremble?

5. *Away he set off to a miserly ant,
To keep 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?
- b) What would keep him alive?

6. *But we ants never borrow;
we ants never lend.*

- a) Why do you think ants neither borrow nor lend?
- b) Who says these lines to whom?

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?
- b) What was the nature of the cricket?
How do you know?

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?
- b) Explain the second line.

9. *He wished only to borrow;
He’d repay it tomorrow;*

- a) Pick out the rhyming words in the above lines.
- b) Give more examples of rhyming words from the poem.

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.

B. Based on your understanding of the poem, complete the summary using the phrases given below .

In this narrative poem, the poet brings out the idea that is essential for every creature. He conveys this message to the readers through a story of _____. The ant spends all its summer saving _____. The cricket _____ happily in the summer. He _____ anything for the winter. When winter comes, he is worried that his _____ is empty. So, he seeks the help of the ant to have _____ and a _____ to stay. The cricket was even prepared to repay it in the future. The ant made it clear that ants _____. He also enquired the cricket if it had saved anything when the weather was fine. The cricket answered that it had sung day and night enjoying _____. The ant threw the



cricket out and stated in a stern voice it should dance in the winter season too. In his concluding lines, the poet affirms that this is not _____ but it is true and applicable to _____ also.

(the pleasant nature, human beings, doesn't save, warm place, kitchen cupboard, just a fable, saving for future, some grains, never borrow or lend, an ant and a cricket, sings and dances)

C. Answer each of the following questions in a paragraph of 120-150 words.

1. 'Some crickets have four legs and some have two'. Elucidate this statement from the poet's point of view.
2. Compare and contrast the attitude of the ant and the cricket.
3. If given a chance, who would you want to be- the ant or the cricket? Justify your answer.

Read and Enjoy



City Mouse and Country Mouse Exchange Visits



A wealthy city mouse once came
To view his country cousin's clutter,
He stayed for lunch but all they ate
Were sandwiches of peanut butter.

You call that lunch? the rich mouse said,
Call this a house? He laughed with glee,
Come into town tonight, he said,
Step up a notch and visit me!

So in they went and to a house
With walls of stone and gardens green,
And soon were eating steaks and chops
And every kind of haute cuisine.

This is the life! said Country Mouse,
I've been a bumpkin long enough!
THEN suddenly four dogs burst in
With masters shouting, loud and gruff.

LOOK OUT! the city cousin screamed
And dove into a bag of coal,
The country mouse leaped to the floor
And ran like lightning down a hole,

And never stopped until he came
Back to his peaceful country door.
Enough! he said, of city life,
It's great--but not worth dying for.

MORAL: Peace of mind is the greatest wealth.





THE SECRET OF THE MACHINES*

Rudyard Kipling

Poem

The poem deals with the problem of modern technology and automation. In the beginning the reader gets informed about how machines are produced and what kind of treatment they need. Afterwards the machines explain how they can serve humanity. The poem ends with the statement that machines, although capable of great deeds, are still nothing more than creations of the human brain.





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!

-Rudyard Kipling

About the poet



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.





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

A. Answer the following questions briefly.

1. Who does 'we' refer to in first stanza?
 - a. Human beings
 - b. Machines
2. Who are the speakers and listeners of this poem?
3. What metals are obtained from ores and mines? Iron ore
4. Mention a few machines which are hammered to design.
5. Mention the names of a few machines that run on water, coal or oil.
6. Mention a few machines used for pulling, pushing, lifting, driving, printing, ploughing, reading, and writing etc.
7. Are machines humble to accept the evolution of human brain? Why?
8. What feelings are evoked in us by the machines in this poem?
9. **'And a thousandth of an inch to give us play:'**

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

 - 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.

10. **And now, if you will set us to our task,
We will serve you four and twenty hours a day!**

- a. Who does the pronoun 'you' refer to here?
- b. Whose task is referred to as 'our task' here?
- c. 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'?
- d. Do the machines serve us twenty four hours a day?
- e. Rewrite the given lines with the ending '365 days a year.'



POETIC DEVICES

1) Rhythm and rhyme:

Rhyme Scheme

Rhyme scheme is a poet's deliberate pattern of lines that rhyme with other lines in a poem or a stanza. The rhyme scheme, or pattern, can be identified by giving end words that rhyme.

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

It has a clear rhyming words with a,b,a,b so the rhyming scheme is a,b,a,b.

The rhyme is also clear with the same sound. E.g. pit-fit, ask-task, play-day

2) Imagery:

E.g. The descriptions create a picture in the reader's mind

We can see and hear and count and read and write!

The example explains to us the many tasks that could be completed by the machine.

3) Personification :

Personification is a figure of speech in which a thing – an idea or an animal – is given human attributes.

E.g. We can pull and haul and push and lift and drive

4) Hyperbole:

A figure of speech using exaggeration

E.g. We are greater than the Peoples and the Kings.

5) Assonance:

Repetition of two or more vowel sounds

E.g. all we ask

6) Simile:

Compare things alike

E.g. Greater than the people of the Kings



7) Connotation:

Suggests beyond what it expresses

E.g. Though our smoke may hide the Heavens from your eyes,

8) Alliteration:

Repetition of two or more consonant sounds

E.g. We can print and plough and weave and heat and light,

Activity

B. Write your favourite stanza from the poem and find the rhyming scheme.

C. Read the poem and find the lines for the following poetic devices or write your own example.

Alliteration

Assonance

Personification

Simile



No Men Are Foreign*

James Falconer Kirkup

Poem

Read on the poem to know why we mustn't hate our brethren because they belong to a different country or speak a different language. The poet reminds us of that how all people are similar and part of the brotherhood of men. By the end of the poem we get to know how it is unnatural to fight against ourselves.

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 labour 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 recognise 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 own,
Remember, no men are foreign, and no countries strange.

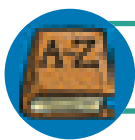




About the author



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.



Glossary

Condemn - express complete disapproval

Labour - hardwork

Betray - disloyal

Defile - damage the purity or appearance

Outrage - extremely strong reaction of anger, shock

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

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?
- b) What is same for every one of us?
- c) Where are we all going to lie finally?

2. *They, too, aware of sun and air and water,
Are fed by peaceful harvests, by war's long winter starv'd.*

- a) What is common for all of us?
- b) How are we fed?
- c) Mention the season referred here?





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

- a) Who does 'their' refer to?
- b) What does the poet mean by 'lines we read'?
- c) What does not differ?

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?
- b) What happens when we hate our brothers?
- c) What do we do 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?
- b) Who are not foreign?
- c) What is not strange?

Literary devices:

Transferred Epithet

A transferred epithet is a figure of speech where an adjective or epithet describing a noun is transferred from the noun it is meant to describe to another noun in the sentence. In the lines, They, too, aware of sun and air and water,

Are fed by peaceful harvests, by war's long winter starv'd. "starv'd" is an epithet which is placed beside the noun 'winter'. However, it does not describe the 'winter' as being starved, but describes the pronoun 'they'. Historically many wars were fought during the winter, while the harvest season was essentially peaceful. 'They' refers to the soldiers in uniform who had to starve during winter while fighting for their land.

e.g., Winter starv'd – transferred epithet

Metaphor

A figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable. Recorded from the late 15th century, the word comes via French and Latin from Greek metaphora, from metapherein 'to transfer'.

e.g., Hells of fire - metaphor

Repetition

Poets often repeat single words or phrases, lines, and sometimes, even whole stanzas at intervals to create a musical effect; to emphasize a point; to draw the readers' attention or to lend unity to a piece. In "No Men are Foreign" James Kirkup repeats the word 'Remember' five times in the poem to emphasize the



serious message the poem has to convey. Similarly, the last line of the last stanza (“Remember, no men are foreign, and no countries strange”) though reversed, is the same as the first line of the first stanza (“Remember, no men are strange, no countries foreign”). This repetition emphasizes the core message of the oneness of mankind.

Based on your understanding of the poem complete the following by choosing the appropriate words/phrases given in brackets:

This poem is about the of all men. The subject of the poem is therace, despite of the difference in colour , caste, creed , religion , country etc. All human beings are same. We walk on the and we will be buried under it. Each and everyone of us are related to the other . We all are born same and die in the same way. We may wear different uniforms like’,’ during wars the opposing side will also have the same

..... like ours. We as human do they same labour withand look at the world with the..... Waging war against others as they belong to a different country is like attacking our own selves. It is thewe impair. We all share the same..... We are similar to each other. So the poet concludes that we shouldn’t have wars as it isto fight against us.

(unity of human, dreams and aspirations, same land, our hands, unnatural, breathing body, same eyes, brotherhood, language, human earth)

Based on your understanding of the poem answer the following questions in a paragraph of about 100-150 words.

1. What is the central theme of the poem ‘*No men are foreign*’?
2. The poem ‘*No men are foreign*’ has a greater relevance in today’s world. Elucidate.



The House on Elm Street

Nadia Bush

Poem

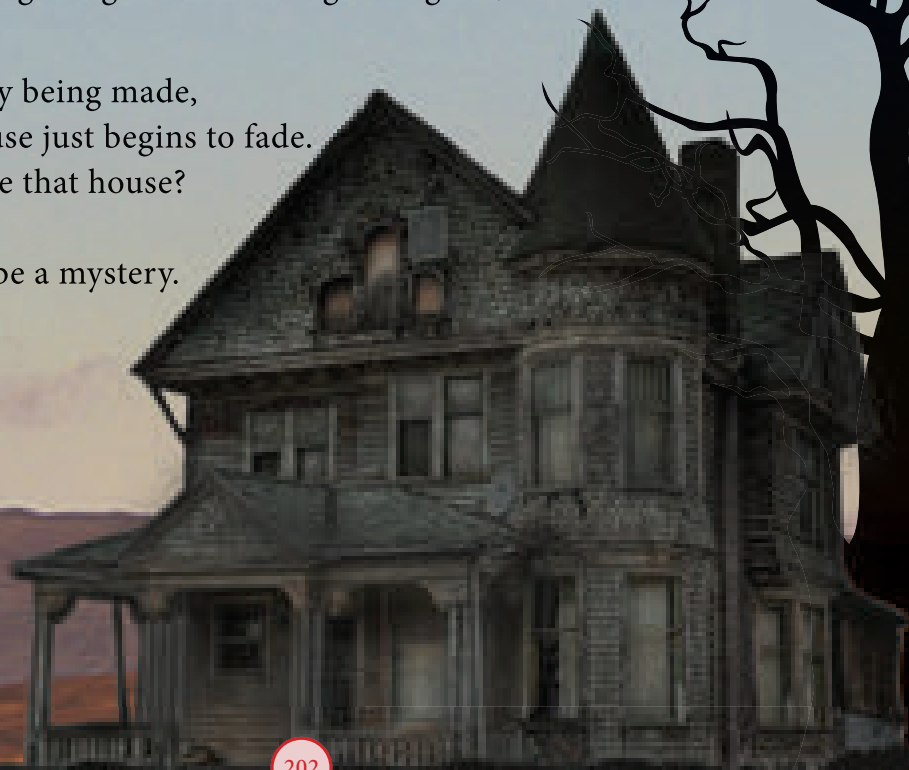
It sat alone.
What happened there is still today unknown.
It is a very mysterious place,
And inside you can tell it has a ton of space,
But at the same time it is bare to the bone.

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.





A. 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?
- b. Pick out the line that indicates the size of the house?



2. 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.

- a. To whom does 'I' refer to?
- b. Pick out the alliterated words in the 2nd line.

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?
- b. In what way the tree is a mystery?

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?
- b. How does the poet consider the house to be a mystery?

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?
- b. What is the mystery about the house?

B. Answer the following in a paragraph.

1. Where is the house located? Why is it a mysterious place?
2. How is the mystery depicted in the poem?

C. Read the poem and write the rhyming words and rhyme scheme for the given stanzas.

Stanza	Rhyming words	Rhyme Scheme
1	alone - _____ _____ - space	
3	_____ - May mind - _____	
4	tree - _____ _____ - tall	

D. Identify the poetic lines where the following figures of speech are employed and complete the tabular column.

Figure of speech	Meaning	Lines
Synecdoche	<p>A figure of speech in which a part is made to represent the whole or vice versa.</p> <p>e.g. "The Western wave was all a-flame."</p> <p>The "Western wave" is a synecdoche as it refers to the sea by the name of one of its parts i.e. wave.</p>	
Paradox	<p>A figure of speech in which a statement appears to contradict itself.</p> <p>e.g. To bring peace we must war. Be cruel to be kind.</p>	
Onomatopoeia	<p>A figure of speech wherein the word imitates the sound associated with the object it refers to.</p> <p>e.g. Pitter patter, pitter patter Raindrops on my pane.</p>	
Rhetorical Questions	<p>A figure of speech in the form of a question that is asked to make a point rather than to elicit an answer.</p> <p>e.g. And what is so rare as a day in June?</p>	