

DETAILED TEXT

All Things Bright and Beautiful

C.F. Alexander

A. Lead – in:

We see and enjoy many things around us such as beautiful sunrises and sunsets, trees and flowers, rivers and mountains, birds and animals. We smell the fragrance of flowers and feel the change of seasons. We have eyes to see all these and lips to praise the beauty of the creation. Have you ever thought who has created such beautiful things for us ? Who has blessed us with the senses of sight, smell and feeling ? Read the poem to know what the poet thinks about these things.

B. Let's listen to the Poem :

- The teacher reads the whole poem aloud. Listen to the teacher only. Don't open the book.
- Open your text book when the teacher reads aloud a portion of the poem.
- Listen to him / her and mark the manner of reading.
- Read the poem silently to understand. Refer to the glossary if you find some words / expressions difficult.

C. The Text

All things bright and beautiful,
All creatures great and small,
All things wise and wonderful,
The Lord God made them all.

Each little flower that opens,
Each little bird that sings,
He made their glowing colours,
He made their tiny wings.

The purple-headed mountain,
The river running by,
The sunset and the morning,
That brightens up the sky.

The cold wind in the winter,
The pleasant summer sun,
The ripe fruit in the garden,
He made them everyone.

The tall trees in the green wood,
The meadows where we play,
The rushes by the water,
We gather every day.

He gave us eyes to see them,
And lips that we might tell
How great is God Almighty,
who has made all things well.

D. About the Poet :

Cecil Frances Alexander was born in Dublin, Ireland in 1818. She is a famous hymn writer and poet. Her famous works are 'Hymn for Children', 'Christmas Carol', 'Once in Royal David's City', 'Verses for Holy Season'. This poem is included in 'Hymn for Children'.

E. Notes and Glossary :

glowing - bright

purple headed - the rays of the setting sun make the mountain – top appear purple, i.e., bluish red.

meadow - an open area of grassland.

rushes - varieties of waterside plants, some of which are used for making mats and baskets.

F. Let's read and understand:

1. What does the poet think of all things ?
2. Who has made all these things ?
3. What are the little things mentioned in the poem ?
4. How does the poet describe the beauty of flowers ?
5. How does the poet describe the little birds ?
6. How is the mountain described in the poem ?
7. Why does it appear so ?
8. What brightens up the sky ?
9. How does the sky look during the sunset ?
10. Which are the two seasons mentioned in the poem ?
11. Why does the poet consider the summer sun pleasant ?
12. What do we enjoy in the green wood ?
13. How are the meadows useful for us ?

14. Where do the rushes grow ?
15. Why do people gather rushes ?
16. Why has God given us eyes ?
17. What should our lips tell ?
18. How does the poet describe God ?

G. Let's appreciate:

- The poet describes many things in the poem. Make a list of the things described in the poem.
 1. Which of the things are bright and which of the things are small ?
 2. Which are the lines in the poem where the poet expresses his gratitude to God ?
 3. Is this poem a description or a prayer ?
 4. Why do you think so ?
- Each stanza of the poem is a unit. Mark the stanzas and the last word in each line. You will see that the last word of one line is similar in sound to the last word of another line. These are rhyming words.
- Let's do some activities :

(The teacher is free to decide whether all the activities shall be done by the whole class or each group will do one activity.)

Activity- I :

Students are divided into groups of four or five. Each group is asked to find the last word in each line of a stanza and put together all the words which have similar sounds. Each group is asked to present their findings.

Activity- II :

(a) Fill in the blanks choosing the appropriate words given in brackets and read the lines.

1. God has given it _____
2. So it can _____,
3. And it beautifully _____
4. While going up in the _____. (fly, sings, sky, wings)

- (b)
1. The meadows look _____
 2. Where we run and _____
 3. And the river is _____
 4. Where we bathe _____. (play, every day, clean, green)

Activity- III :

Fill in the blanks with appropriate words.

1. He gave us ears to _____.
2. He gave us _____ to see.
3. He gave us _____ to taste things.
4. He gave us skin to _____ things.
5. He gave us nose to _____.
6. We enjoy God's creation through the five _____ mentioned above.

Activity- IV :

Given below are some clues. Pick up the lines of the poem following the clues.

flower _____

colour _____

bird _____

wings _____

Now compare these lines with the appropriate stanza of the poem. What change in the rhyming pattern do you mark ?

H. Let's listen and speak:

Students are divided into groups of four to five. Each group is given a word from the poem. The members of a group discuss the word among themselves for five minutes. Then one group has to answer the questions on the word asked by the other groups. The following words may be picked up from the text :

mountain, sunset, sunrise, winter, summer, sun, river, garden, green wood, meadow, rushes

[This can be used as a competitive game among the groups. Credit can be given for the number of correct answers to the questions by the members of a group. A maximum of ten questions shall be asked by each group and be given credit. At the end of the game, the total score is calculated for the winners and runners up or serial positions of the groups. The teacher is to provide an equal number of words to each group and decide the equal number of questions to be asked by each group as well as the credit points for each correct answer. Also, the teacher can devise any other competitive game with the purpose of facilitating listening and speaking.]

I. Let us write:

Read the line : The tall trees in the green wood.

Trees are useful for mankind in many ways. Given below are some clues. Write a few lines on each.

Tree

- Construction of a house
- Furniture
- Rainfall
- Temperature control
- Soil erosion
- Deforestation
- Afforestation.

