

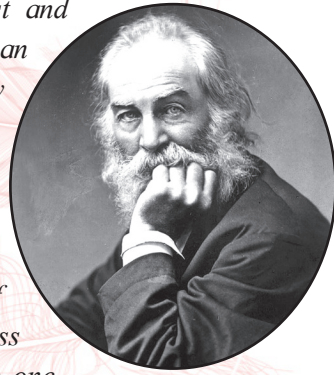
## SECTION TWO

### 2.1 Song of the Open Road

#### ICE BREAKERS

- Choose the mode of travel that you would like the most for a journey.  
(a) Airways      (b) Waterways      (c) Railways      (d) Roadways  
Give reasons for your preference.  
(a) .....  
(b) .....  
(c) .....
- Discuss with your partner, the preparations you would like to make for the journey chosen.  
(a) .....  
(b) .....  
(c) .....  
(d) .....
- Discuss the ways in which you would overcome the problems/ hindrances/ difficulties you face during your journey.  
(a) .....  
(b) .....  
(c) .....  
(d) .....
- During every journey we have to observe certain rules. Discuss your ideas of the journey without any restrictions. You can begin like this—  
(a) I would go alone / with selected friends/ .....  
(b) .....  
(c) .....  
(d) .....

**Walt Whitman (1819 to 1892)** was an American poet, essayist and journalist. Whitman is among the most influential poets in the American canon and is often called 'The Father of Free Verse.' He grew up in Huntington in a family with difficult economic status. His major work 'Leaves of Grass' was published in July 1855. His 'O Captain! My Captain!', a poem written on the death of Abraham Lincoln, is widely popular.



The section one of 'Song of the Open Road' from 'Leaves of Grass', is a beautiful blend of self-awareness, free will and tenderness of heart. It gives us poet's realization that along the journey of life one will face a test of wisdom which is not tested in any school or university. A road is something everyone uses, whether rich or poor and it forces all levels of people to associate with one another. The road signifies 'mobility.' One can take the road as a point to start over towards something new. Whitman talks about the people and places. He argues against staying in one place for too long, although the hospitality may be true.

## Song of the Open Road

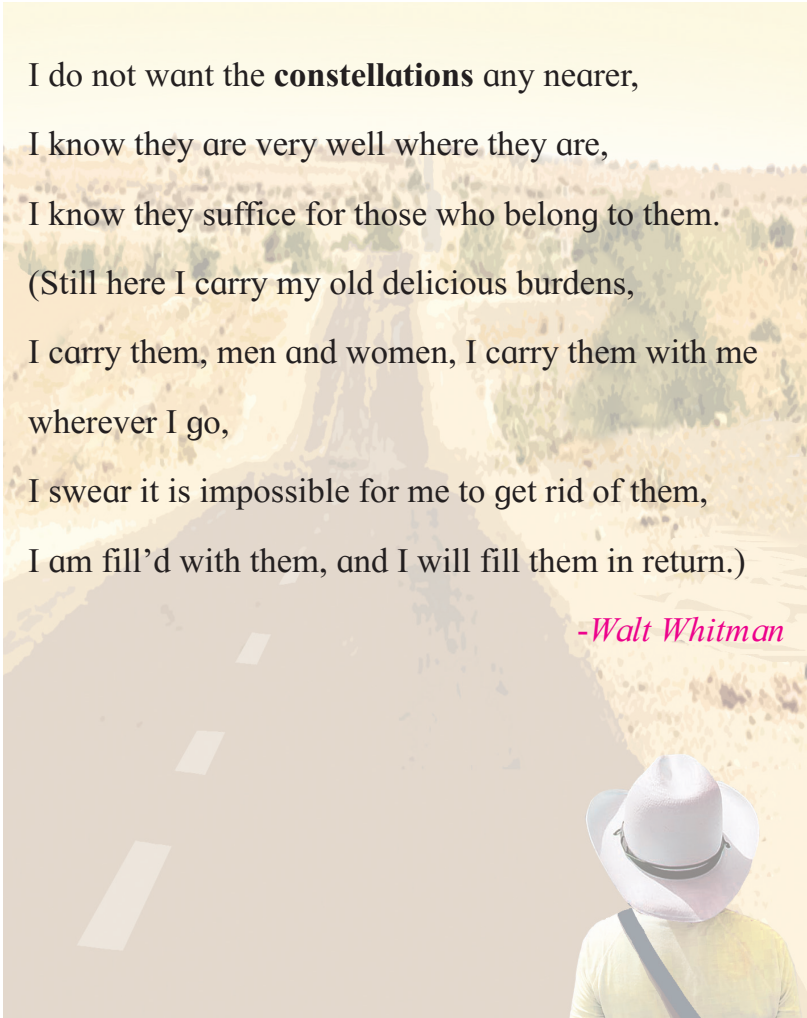
### Guess the meaning:

- Afoot

**whimper** : make a series of low, weak, sad cries, especially with fear and pain

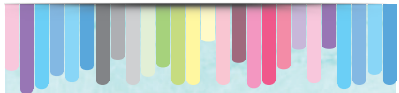
**querulous** : complaining, showing that one is irritated

Afoot and light-hearted I take to the open road,  
Healthy, free, the world before me,  
The long brown path before me leading wherever I  
choose.  
Henceforth I ask not good-fortune, I myself am  
good-fortune,  
Henceforth I **whimper** no more, postpone no more,  
need nothing,  
Done with indoor complaints, libraries, **querulous**  
criticisms,  
Strong and content I travel the open road.  
The earth, that is sufficient,



I do not want the **constellations** any nearer,  
I know they are very well where they are,  
I know they suffice for those who belong to them.  
(Still here I carry my old delicious burdens,  
I carry them, men and women, I carry them with me  
wherever I go,  
I swear it is impossible for me to get rid of them,  
I am fill'd with them, and I will fill them in return.)

*-Walt Whitman*



**constellations** : in this context (i) fate / destiny  
(ii) influential groups of people



## BRAINSTORMING

- (A1) (i) Pick out the lines showing that the poet is prepared to enjoy every moment of his journey.
- (ii) By 'old delicious burdens' the poet means—
- (a) the luggage
  - (b) the food he carries
  - (c) the stress he bears during the travels
  - (d) sweet memories of the past
- (iii) The poet is a person who is free from all inhibitions. Discuss how the concept of 'freedom' is expressed in the poem.

**(A2) (i) Following are the activities of the poet related to his journey on the road. Divide them into two parts as ‘activities the poet will practise’ and ‘activities he will not practise’.**

- (a) Walking along the road though he does not know where it reaches
- (b) Complaining about the discomforts during the journey
- (c) Postponing the journey
- (d) Praying for good fortune
- (e) Carrying the fond memories of the good people
- (f) Creating contacts with famous and influential people
- (g) Striving to achieve high and bright success
- (h) Reflecting and developing his own ‘self’

**(ii) Write down the traits the poet exhibit through following lines. One is done for you.**

- (a) Henceforth, I ask for no good fortune—I myself am good fortune :

Self-confidence

- (b) Henceforth, I whimper no more, postpone no more, need nothing—
- (c) I do not want the constellations any nearer—
- (d) I swear it is impossible for me to get rid of them—
- (e) I am filled with them – I will fill them in return—

**(iii) 'Healthy, free, the world before me'.**

**Express your views regarding the above line.**

**(A3) The poet has used many describing words such as 'healthy' in this poem. Make a list and classify them as -**

- (a) For the world .....
- (b) For himself .....
- (c) For the road .....

**(A4) (i) Read the expression ‘old delicious burdens.’ A burden cannot be delicious. The poet has used this combination of words to express that he has many sweet memories of the people and places which he would like to remember forever. The poet has used seemingly contradictory expressions to convey the meaning that his heart is full of sweet memories of good and kind people. Though he wants to be free from any type of attachment, he wants to cherish these sweet memories in his heart forever.**

The expression contains opposite ideas that make it seem absurd or unlikely, although it may be true. This is called 'Paradox.'

- (ii) The road in the poem does not mean only the road to travel. The poet wants to suggest the road of life. Explain the metaphor with the help of the poem.
- (iii) Free Verse: Free Verse is a poetry that does not rhyme or have a regular rhythm. The features of Free Verse are—

It is a literary device that is free from limitations of regular metre or rhythm, does not rhyme with fixed forms, and still it provides an artistic expression. In this way, the poet can give his own shape to a poem as he desires and can use various poetic devices to create the effect he considers suitable for the piece.

As Free Verse gives greater freedom for choosing words and conveying their meanings to readers, it is free from artificiality of a typical poetic expression. This technique is commonly used in modern poetry.

**Remember —**

- (a) Although Free Verse requires no metre, rhyme or other traditional poetic techniques, it is the use of internal pattern of sounds, the choice of exact words and their chosen places are the factors which attribute the Free Verse, its lyrical or rhythmic beauty.
- (b) Free Verse is completely different from 'Blank Verse' which essentially has to occur in iambic pentameter. Blank verse is poetry written with regular metrical but unrhymed lines. It is described as 'the most common' form of English poetry which has been influential since the 16th century.

- (iv) There are certain words that are repeated in the poem.

For example, 'no more' (Line 7).

Find out other similar expressions. Explain the effect they have created in the poem.

- (v) The use of personal pronoun 'I' is evident and prominent in this poem. Give reasons.

- (A5) (i) With the help of the following points, write a poetic appreciation of the poem 'Song of the Open Road'.

- About the poem / poet and the title
- The theme
- Poetic style

- The language/ poetic devices used in the poem
- Special features
- Message, values, morals in the poem
- Your opinion about the poem

**(ii) Write four to six lines of Free Verse on the topic ‘The road that leads to my college’. Express that it is the road to knowledge and bright future. You may begin like this: Every day I tread with the bag of books ...**

**(iii) Write a blog on the following topic.**

(a) Man is free by birth.

**(iv) Expand the ideas suggested in the following lines:**

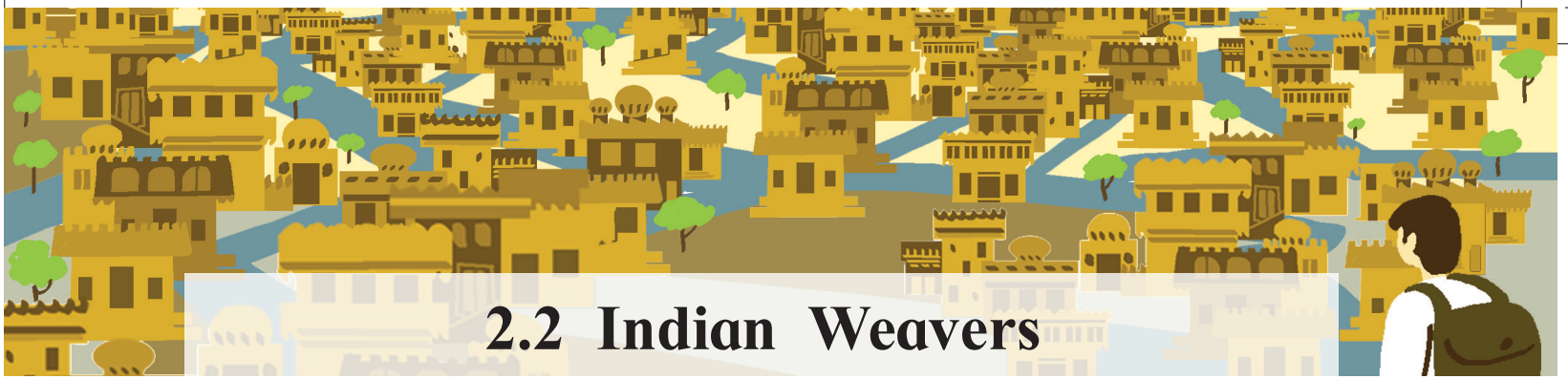
(a) All roads lead to Rome.

(b) A man without liberty is a body without a soul.

**(A6) (i) Take help from the sources available on the internet and make a list of proverbs and quotations about ‘road.’**

**(ii) Read the poem ‘The Road Not Taken’ by Robert Frost.**

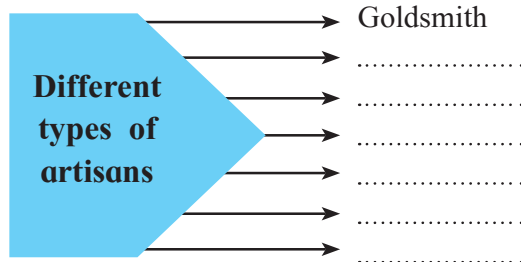




## 2.2 Indian Weavers

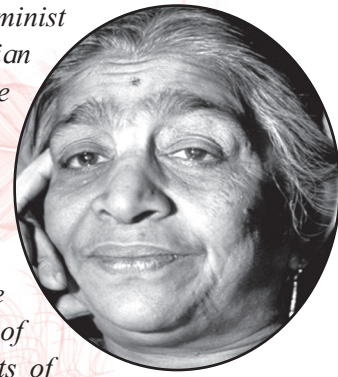
### ICE BREAKERS

- **Artisans are also called craftsmen. They are creators of diverse goods and use their hands to create unique, functional and also decorative items using traditional techniques. Now complete the web given below:**



- **Discuss with your partner the seasons/occasions when we need :**
  - (a) woollen clothes
  - (b) casual clothes
  - (c) rich silk clothes
  - (d) colourful, comfortable clothes
- **Let's play a game. The teacher will ask the students some questions. Students will understand that there are some exceptions to the general rules. Let's start.**
  - One who weaves is a weaver.
  - One who plays a game is a .....
  - One who sings is a .....
  - One who dances is a .....
  - One who teaches is a .....
  - One who cooks is a .....
- **We have often seen the picture of Gandhiji spinning on his *charkha*. Discuss the reasons behind this. One has been given for you.**
  - (a) To give rural people an opportunity to earn their livelihood.
  - (b) .....
  - (c) .....
  - (d) .....
- **Name some tools used by the weavers.**
  - (a) Loom
  - (b) .....
  - (c) .....
- **Name some types of yarns used by the weavers.**
  - (a) Linen
  - (b) .....
  - (c) .....

**Sarojini Naidu (1879 to 1949)** was a political activist, feminist and the first Indian woman who became the President of the Indian National Congress. She was an important figure in India's Struggle for Independence. Sarojini Naidu's work as a poet earned her the sobriquet of Nightingale of India. Later she became the Governor of the United Provinces in 1947 becoming the first woman to hold the office of the Governor in Independent India.



'Indian Weavers' is a short poem where the poet talks about three types of garment that the weavers weave at three particular times of a day. Each stanza of the poem represents the three important events of human life: birth (childhood), adulthood (young) and death (old). The colours mentioned in the stanzas are very significant as they indicate the moods related to the events.



**halcyon:** Kingfisher, a bird which has bright, colourful plumes

**plumes:** soft feathers

**shroud:** a cloth in which a dead person is wrapped

## Indian Weavers

Weavers, weaving at break of day,  
Why do you weave a garment so gay?.....

Blue as the wing of a **halcyon** wild,  
We weave the robes of a new-born child.

Weavers, weaving at fall of night,  
Why do you weave a garment so bright?.....  
Like the **plumes** of a peacock, purple and green,  
We weave the marriage-veils of a queen.

Weavers, weaving solemn and still,  
What do you weave in the moonlight chill.....  
White as a feather and white as a cloud,  
We weave a dead man's funeral **shroud**.

- Sarojini Naidu

## BRAINSTORMING

**(A1) Discuss with your partner about the following vocations:**

- |              |                  |
|--------------|------------------|
| (a) Weaving  | (b) Tailoring    |
| (c) Knitting | (d) Embroidering |

**(A2) (i) Discuss the various products made by the weavers in the poem.**

**(ii) The words in the three stanzas of the poem mention different times of a day. Complete the table.**

Time of the day	Words/phrases	Weaver's work
Early morning	Break of day	Weavers weave robes for the new-born child
Late in the evening		
Cold night		

**(iii) The poem reveals three phases of life. Fill in the blanks with feelings and colours appropriate to the phases of life. One is done for you.**

	New-born/ Childhood	Youth/ Adulthood	Old age/ Death
Colour	Blue		
Feeling	Hopes and expectations		

**(iv) Complete: The weavers weave in the chill moonlight .....**

**(v) Pick out two words used to describe the weavers in the last stanza. Also state their importance.**

**(vi) Express your views about the present condition of weavers.**

**(vii) Describe in your own words the steps or measures that can be taken to solve the problems of the weavers.**

**(viii) Express your own views and opinions from the weavers' point of view and complete the following table.**

Stanza	Activity (done by weavers)	Views/Opinion
First stanza	Robes for a new-born child	The weavers feel ..... because .....
Second stanza	.....	.....
Third stanza	.....	.....

**(A3) (i) Pick out the rhyming words from the poem.**

- (ii) Give antonyms and synonyms of the following and make sentences of your own.

Word	Antonym	Sentence	Synonym	Sentence
new				
bright				
dead				
still				
wild				
fall				
child				

- (iii) Make a word register for clothes/attire/dress.

- (A4) (i) Complete the following table.

Figure of Speech	Line
Simile	
Imagery	
Metaphor	
Alliteration	

- (ii) The rhyme scheme in the first stanza is 'aabb'. Find rhyme schemes in the second and third stanzas.

- (A5) (i) The poet has asked a question at the beginning of every stanza. Explain the effect it creates on the reader.

- (ii) Write an appreciation of the poem.

- (iii) Compose four lines on 'Importance of clothes.'

- (iv) Write an appeal to use handloom products in our daily life.

- (v) Visit a handloom factory near your locality and write a report of it.

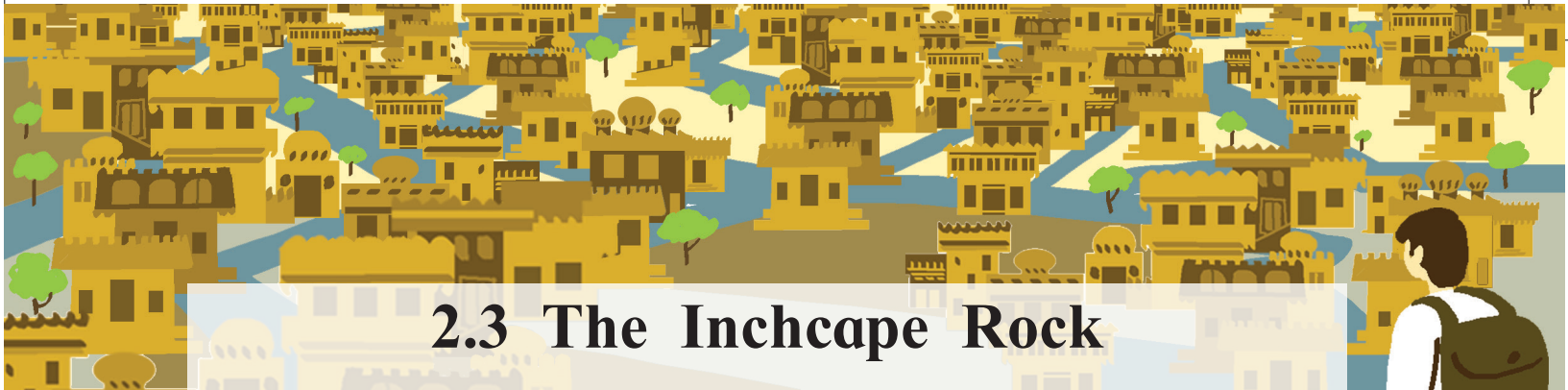
- (vi) A handicraft exhibition is being organized in your college. You are given the task to comper the inaugural function. Write the script for compering.

- (A6) (i) Go to your college library and collect and read the poems written by Sarojini Naidu.

- (ii) Find various career opportunities in Small Scale Industries like Handloom, Art and Craft, Block Printing etc.

- (iii) Find out information about the *Mahavastra* of Maharashtra— *Paithani*.





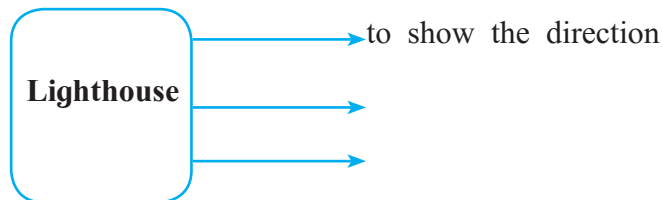
## 2.3 The Inchcape Rock

### ICE BREAKERS

- Prepare a word register related to marine life.

Sailors .....  
.....

- The functions of a lighthouse are -



- Discuss in pairs the various famous rocks in the world and mention the places where they are.

Famous Rock	Place
Balancing Rock	Mahabalipuram
.....	.....
.....	.....
.....	.....

- Narrate in the class a story about someone who destroyed or spoilt someone else's good work.

- Discuss in pairs and groups the following expressions. Take the help of your teacher.

- (a) As you sow so shall you reap
- (b) Crime gets its own punishment
- (c) What goes around comes around
- (d) Tit for tat
- (e) Evil digs a pit for others but falls into the same

**Robert Southey (1774 to 1843)** He was born in Bristol, England. He was the son of a draper, educated at Westminster School and Balliol College, Oxford.

He was a Poet Laureate of England from 1813 to 1843. Some of his short poems like 'The Scholar', 'The Battle of Blenheim', 'Bishop Hatto', 'The Inchcape Rock' etc. are very popular with the school children.

'The Inchcape Rock' is a ballad. It's the story of the 14<sup>th</sup> century attempt by the Abbot of Aberbrothok to install a warning bell on Inchcape, a notorious sandstone reef about 11 miles (18km) off the east coast of Angus, Scotland, near Dundee and Fife, occupied by the Bell Rock Lighthouse.

Southey was inspired by the the legendary story of a pirate who removed the bell on the Inchcape Rock placed by the Abbot of Aberbrothok. The poem gives us a message that those who do wrong things will meet with due punishment.



## The Inchcape Rock

**Abbot :** head of Abbey of monks (Abbey : a building where monks or nuns live or used to live)

**buoy :** floating object anchored in the sea to mark dangerous places

No stir in the air, no stir in the sea,  
The ship was as still as she could be,  
Her sails from heaven received no motion,  
Her keel was steady in the ocean.

Without either sign or sound of their shock  
The waves flow'd over the Inchcape Rock;  
So little they rose, so little they fell,  
They did not move the Inchcape Bell.

The **Abbot** of Aberbrothok  
Had placed that bell on the Inchcape Rock;  
On a **buoy** in the storm it floated and swung,  
And over the waves its warning rung.





When the Rock was hid by the **surge's swell**,  
The mariners heard the warning bell;  
And then they knew the **perilous** Rock,  
And **blest** the Abbot of Aberbrothok.

The Sun in heaven was shining gay,  
All things were joyful on that day;  
The sea-birds scream'd as they **wheel'd round**,  
And there was joyance in their sound.

The buoy of the Inchcape Bell was seen  
A darker **speck** on the ocean green;  
**Sir Ralph the Rover**, walk'd his deck,  
And he fix'd his eye on the darker speck.

He felt the cheering power of spring,  
It made him whistle, it made him sing;  
His heart was mirthful to excess,  
But the Rover's mirth was wickedness.

His eye was on the Inchcape float;  
**Quoth** he, "My men, put out the boat,  
And row me to the Inchcape Rock,  
And I'll **plague** the Abbot of Aberbrothok'.

The boat is lower'd, the boatmen row,  
And to the Inchcape Rock they go;  
Sir Ralph bent over from the boat,  
And he cut the Bell from the Inchcape float.

Down sunk the bell with a **gurgling sound**.  
The bubbles rose and burst around;  
Quoth Sir Ralph, 'The next who comes to the Rock  
Won't bless the Abbot of Aberbrothok.'

*Give reasons for the sailor's appreciation of The Abbot.*

**surge's swell** : sudden and great rise in the level of the sea

**perilous** : dangerous

**blest** : old English form of 'blessed'

*Guess the meaning of :  
'wheel'd round'.*

**speck** : a tiny dot

**Sir Ralph the Rover** : a sea pirate

*Describe the state of mind of Sir Ralph.*

**quoth** : said

**plague** : cause pain or trouble

*When the Rover spotted the bell, he cut the bell from the buoy. This was an act of-*

i. hatred


ii. anger

iii. jealousy

iv. frustration

**gurgling sound** :

Find the figure of speech.



**scour'd** : (here) travelled freely, energetically for ships to rob

**plunder'd store** : big amount of looted wealth

**steers** : directs the course of the ship

**haze** : thin mist


**methinks** : it seems to me (archaic form of 'I think')

**drift** : move slowly


*'O Christ ! It is the Inchcape Rock' - What made Ralph the Rover to exclaim this line?*

**tore** : pulled hard

**knell** : the sound of a bell rung solemnly after death or at funeral announcement of death



Sir Ralph the Rover, sail'd away,  
He **scour'd** the seas for many a day;  
And now grown rich with **plunder'd store**,  
He **steers** his course for Scotland's shore.



So thick a **haze** o'erspreads the sky,  
They cannot see the Sun on high;  
The wind hath blown a gale all day,  
At evening it hath died away.

On the deck the Rover takes his stand,  
So dark it is they see no land.  
Quoth Sir Ralph, 'It will be lighter soon,  
For there is the dawn of the rising Moon.'

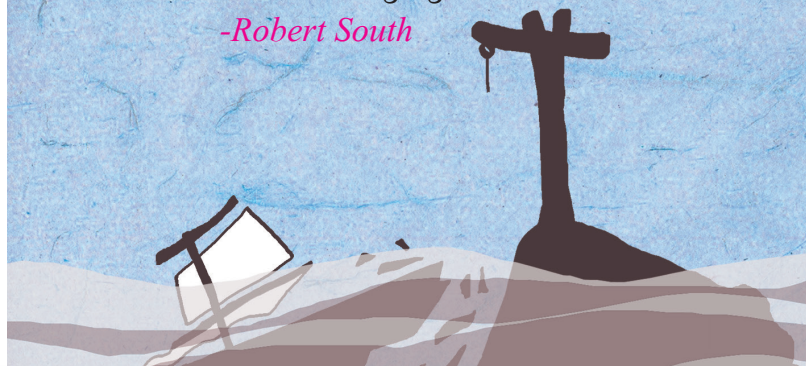
'Canst hear', said one, 'the breakers roar?  
For **methinks** we should be near the shore'.  
'Now where we are I cannot tell,  
But I wish I could hear the Inchcape Bell'.

They hear no sound, the swell is strong;  
Though the wind hath fallen they **drift** along,  
Till the vessel strikes with a shivering shock,—  
'O Christ! it is the Inchcape Rock!'

Sir Ralph the Rover **tore** his hair;  
He curst himself in his despair;  
The waves rush in every side,  
The ship is sinking beneath the tide.

But even in his dying fear  
One dreadful sound could the Rover hear,  
A sound as if with the Inchcape Bell,  
The Devil below was ringing his **knell**.

*-Robert South*



## BRAINSTORMING

**(A1) Narrate in groups the scene described in the beginning of the poem.**

**(A2) (i) Complete the following statements.**

- (a) The Abbot of Aberbrothok placed a bell on the Inchcape Rock because..
- (b) The mariners were grateful to the Abbot of Aberbrothok because.....
- (c) The result of the thick haze that covered the sky was that.....
- (d) The Rover in frustration pulled his hair and cursed himself because.....

**(ii) Given below are the events that give the theme of the poem in a jumbled form. Arrange in a proper sequence as per their occurrence.**

- (a) The waves were so small that they did not move enough to ring the bell at the Inchcape Rock.
- (b) The Abbot of Aberbrothok had placed the bell on a buoy on the rock.
- (c) There was a thick haze spread over the atmosphere.
- (d) Ralph bent over from the boat.
- (e) Sir Ralph cursed himself in despair and in his frustration tore his hair.

**(iii) Describe the qualities of the Abbot of Aberbrothok in your own words.**

<b>Qualities of the Abbot of Aberbrothok</b>	→	Benevolent
	→	Big-hearted
	→	.....
	→	.....
	→	.....

**(iv) 'Jealousy' is the most incurable defect. Justify.**

**(v) 'But the Rover's mirth was wickedness'. Explain this line in your own words with the help of the poem.**

**(A3) Some words in the poem are related to different parts of a ship or a mariner's life. Given below are the meanings of those terms. Identify the word.**

- (a) Helps in steering the ship
- (b) The lowest part of the ship
- (c) Floating object that shows direction
- (d) Another name for a ship
- (e) Sinking sound

**(A4) (i) Ballad**

A ballad is a song that tells a story, and it can be dramatic, funny or romantic.

Traditionally the ballad has been considered a folkloric verse narrative which has strong associations with communal dancing. Generally, the term is used for a narrative poem which uses an elliptical and highly stylized mode of narration. The technique of repetition with variation may play an important part in it.

From the 18th century onwards, collections of folk / 'popular ballads' began to be made. The form was taken up by some of the most influential poets of the late 18th century as a folkloric form of expression.

A typical ballad consists of stanzas that contain a quatrain, or four poetic lines. Some ballads have a refrain, or a repeated chorus, just like a song does. The rhyme scheme adds musical quality to the poem.

One famous ballad is 'The Rime of the Ancient Mariner' by English poet Samuel Taylor Coleridge.

**(ii) Select the appropriate figure of speech from the box given below and complete the table.**

Metaphor, Alliteration, Repetition, Personification, Inversion,  
Simile, Apostrophe, Onomatopoeia

Examples	Figure of speech	Explanation
1. Sir Ralph the Rover tore his hair.	Alliteration	The close repetition of consonant sounds at the beginning of words
2. No stir in the air no stir in the sea.		
3. On a buoy in the storm it floated and swung.		
4. Down sank the bell with a gurgling sound.		
5. The devil below was ringing his knell.		
6. The ship was as still as she could be.		
7. On the deck the Rover takes his stand.		
8. Oh Christ !		

**(A5) (i) Write an appreciation of the poem, 'The Inchcape Rock'.**

**(ii) Compose 4 to 6 lines on 'sea'.**

(A6) (i) Expand the ideas on your own on the following topics.

- (a) Pride goes before a fall.
- (b) Time and tide wait for none.
- (c) Man proposes, God disposes.
- (d) Look before you leap.

(ii) The poem begins with :

'Without either sign or sound of their shock,

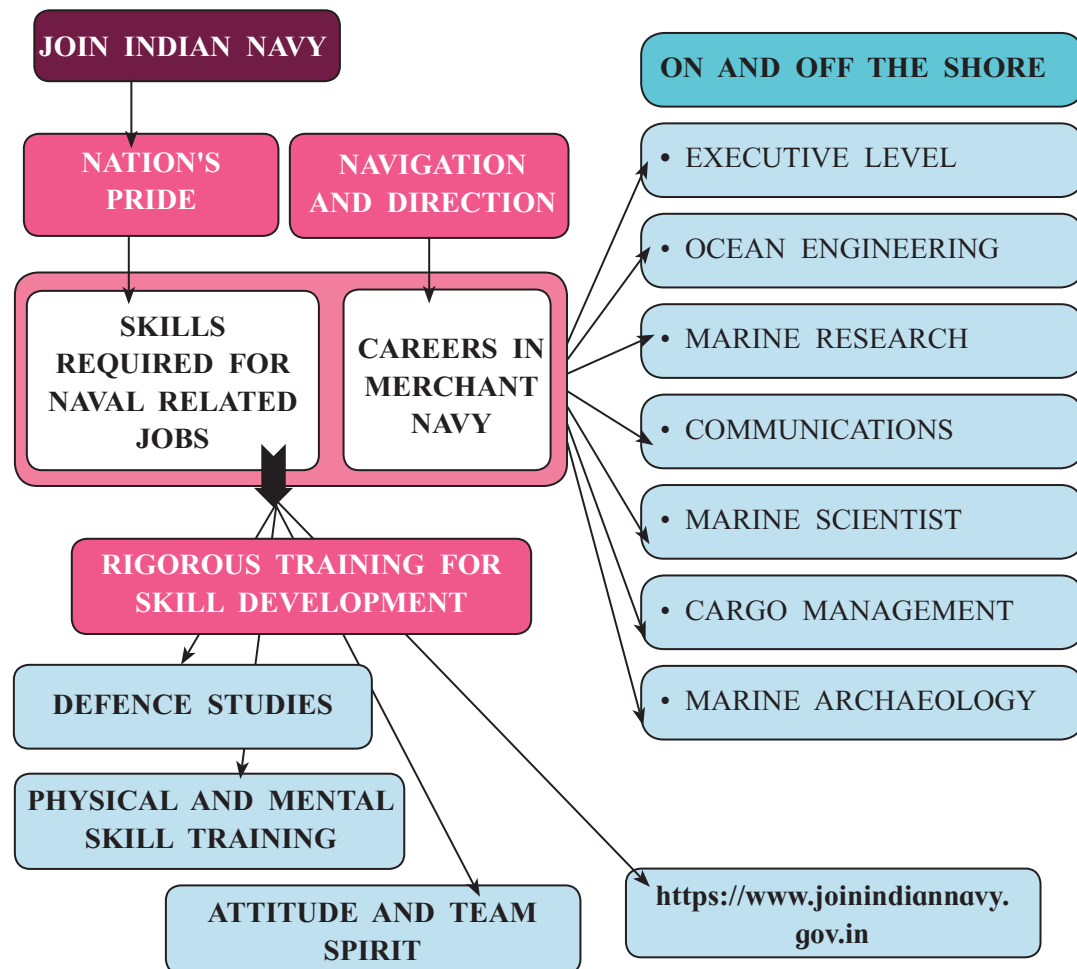
The waves flowed over the Inchcape Rock.'

It ends with :

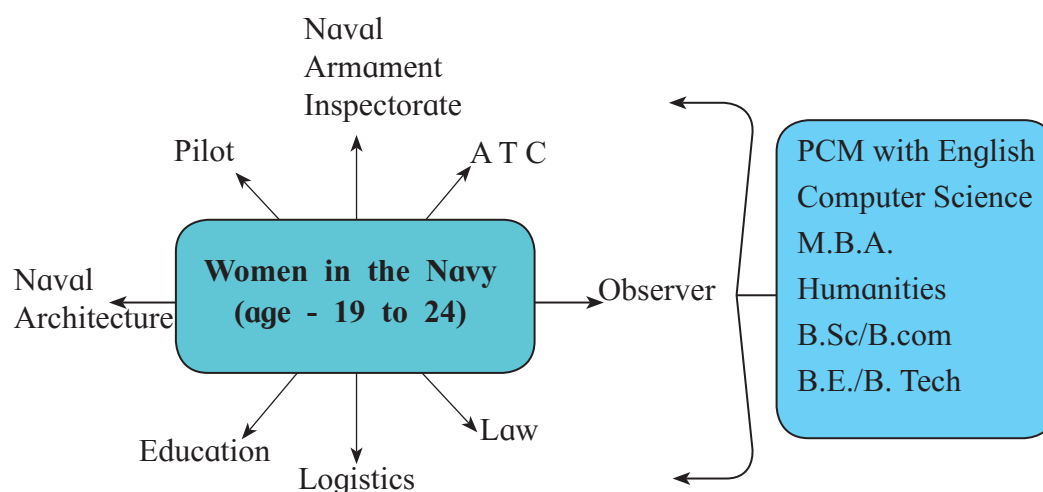
'Till the vessel strikes with a shivering shock.'

On the basis of these lines explain the change in mood of the poem.

(A7) (i) Read the following tree diagram and find out more information about opportunities in 'on and off the shore' the Indian Navy.



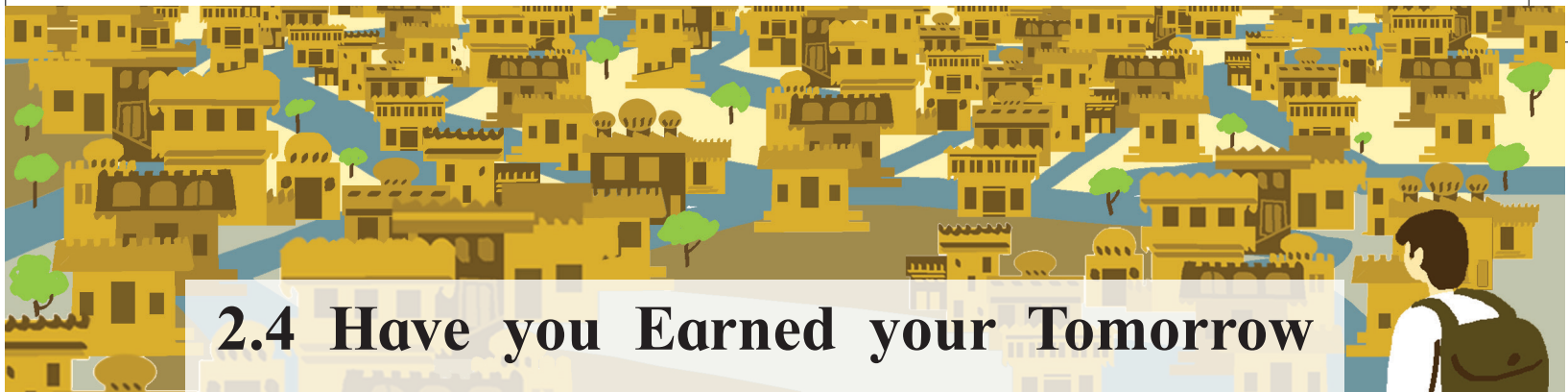
**(ii) Required qualifications and various fields / opportunities for women to join in the Navy.**



**(iii) Colleges that provide education in oceanography -**

- National Institute of Oceanography, Goa
- National Institute of Oceanography, Mumbai
- MBA (Logistic Shipping Management), IIKM Business School, Calicut, Kerala
- Indira Gandhi College of Distance Education IGCDE, Tamil Nadu





## 2.4 Have you Earned your Tomorrow

### ICE BREAKERS

➤ Complete the following web.



➤ Discuss with your partner about the different idioms / proverbs related to word 'tomorrow'. One is done for you.

- (a) Never put off until tomorrow what you can do today.
- (b) .....
- (c) .....
- (d) .....

➤ When you make your future plans you think of -

- (a) Career
- (b) .....
- (c) .....
- (d) .....

➤ 'Plan your tomorrow' by completing the table given below.

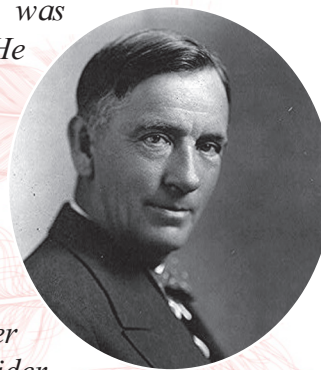
One is done for you.

Examination	College Function	Function at your home
.....	Preparing the list of duties	Cleaning the house
.....	.....	.....
Revision	.....	.....

**Edgar Guest (1881 to 1959)** was born in England and was brought to the United States when he was ten years old. He began his writing career in 1895 at the age of fourteen.

Edgar Guest is known as 'people's poet' for his simple style and optimistic tone of writing. Guest is an American writer of newspaper and magazines.

This is an inspirational poem. In this poem, the speaker is asking the readers whether they have done anything to improve the life of another human being or not. It is up to you whether you will have a better future or not. Therefore, one should consider one's actions and deeds carefully and plan accordingly for a better future.



## Have you Earned your Tomorrow

Is anybody happier because you passed his way?

Does anyone remember that you spoke to him today?

This day is almost over, and its **toiling time** is through;

Is there anyone to utter now a kindly word of you?

Did you give a cheerful greeting to the friend who came along?

Or a **churlish** sort of "Howdy" and then vanish in the **throng**?

Were you selfish pure and simple as you rushed along the way,

Or is someone mighty grateful for a deed you did today?

Can you say tonight, in parting with the days that's slipping fast,

That you helped a single brother of the many that you passed?

Is a single heart rejoicing over what you did or said;

Does a man whose hopes were fading now with courage look ahead?

Did you waste the day, or lose it, was it well or sorely spent?

Did you leave a trail of kindness or a scar of discontent?

As you close your eyes in slumber do you think that God would say,

You have earned one more tomorrow by the work you did today?

- Edgar Guest

**toiling time** : time spent in hard physical work

**How do you greet your elders?**

**churlish** : rude

**Howdy** : an informal friendly greeting

**throng** : crowd, a large number

## BRAINSTORMING

(A1) Discuss with your friend how she/he spent the whole day that was beneficial for others.

- (a) .....
- (b) .....
- (c) .....

(A2) (i) ....'was it well or sorely spent'? Explain the meaning and give illustrations.

(ii) 'As you close your eyes in slumber do you think that God would say,

You have earned one more tomorrow by the work you did today?'

Elaborate the idea expressed in these lines.

.....

(iii) The poet suggests that one should do good to others. Complete the table by giving examples of doing good to following people.

Family members	Friends	Neighbours
(1) .....		
(2) .....		

(A3) (i) Pick out the describing words from the poem and add a noun of your own. One is done for you.

(Toiling) time	(Toiling) time
.....	.....
.....	.....
.....	.....
.....	.....

(ii) Match the words given in column A with their meaning in column B.

**A**

- (1) Cheerful
- (2) Selfish
- (3) Sorely
- (4) Discontent

**B**

- (a) with the feeling of disappointment
- (b) lack of satisfaction
- (c) happy
- (d) concerned with one's own pleasure

(iii) There are a few examples of homonyms in the poem. For example 'spoke'. List homonyms from the poem and give their meanings.

- (iv) Find out expressions / phrases which denote, 'going away', from each stanza.

One is given below.

"Vanish in the throng"

- (A4) (i) The poet has used different poetic devices like Alliteration and Interrogation in the poem. Identify them and pick out the lines.

Poetic Device	Lines
(1) Alliteration	
(2) Interrogation	

- (ii) The rhyme scheme of the first stanza is 'aabb'. Find the rhyme scheme of other stanzas.

- (A5) (i) Write an appreciation of the poem considering the following points.

- \* About the poem / poet / title
- \* Theme
- \* Poetic devices, language, style
- \* Special features—tone and type
- \* Values, message
- \* Your opinion about the poem

- (ii) Prepare a mind map on 'How to plan a goal for tomorrow' or 'My future goal'. Take the help of points given in 'Writing Skills Section' for preparing a mind map.

- (iii) Write a set of 8 to 10 interview questions to be asked to a social worker. Take the help of the following points.

- \* Childhood
- \* Education
- \* Service
- \* Difficulties
- \* Future plans
- \* Achievements
- \* Message

- (iv) Compose 4-6 lines on your own on 'Good deeds'.

- (A6) (i) Find out different career opportunities in the field of social work.

- (ii) Collect information of the NGOs working for the underprivileged section of the society.





## 2.5 Father Returning Home

### ICE BREAKERS

- Discuss with your partner the difficulties that you face while commuting to and from the college by public transport.

- (a)
- (b)
- (c)
- (d)

- The similar problems are faced by the other commuters on the way to their work place. Imagine their plight and suggest three solutions.

<b>Solutions</b>	→ giving them your place to sit
	→ <input type="text"/>
	→ <input type="text"/>
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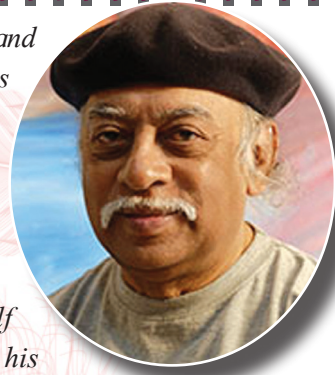
- Complete the following table.

A	B
The way our elders take care of us	The way you can take care of elders in your family.
1. Love and protect us	1. Help them in daily chores.
2. ....	2. ....
3. ....	3. ....

- Write your duties towards the following–

Family			School / College	
Parents	Siblings	Grandparents	Teachers	Classmates
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....

*Dilip Chitre (1938 to 2009) was a celebrated bilingual poet and translator with a remarkable work in Marathi and English. His versatile creativity extends to painting, film-making and his notable contribution as a magazine columnist. He received the prestigious Sahitya Akademi Award, both for poetry as well as for his well-known translation work 'Says Tuka', popular abhangas (spiritual poems) by Sant Tukaram. He had started translation of literary work of saints in Marathi at the age of 16. Exile, alienation self-disintegration and death are observed to be the major themes of his works.*



*This poem is taken from 'Travelling in a Cage'. It draws a portrait of a suburban commuter. It depicts his dull, monotonous, exhausting and equally pitiable daily routine. It describes a forced alienation at home, which is reflected through the stale food and lack of sharing. His children refuse to share their joys and sorrows with the hardworking father who as a result is forced to retire into solitude. This very painful loneliness is a symbol of man's isolation from the materialistic man-made world.*

## Father Returning Home

**commuters** : those who travel regularly from one place to another typically to work

**grey platform** : It is grey due to cement. Here, 'grey' suggests old age, dullness, sordidness of a father's life.

My father travels on the late evening train  
 Standing among silent **commuters** in the yellow light  
 Suburbs slide past his unseeing eyes  
 His shirt and pants are soggy and his black raincoat  
 Stained with mud and his bag stuffed with books  
 Is falling apart. His eyes dimmed by age  
 Fade homeward through the humid monsoon night.  
 Now I can see him getting off the train  
 Like a word dropped from a long sentence.  
 He hurries across the length of the **grey platform**,  
 Crosses the railway line, enters the lane,  
 His chappals are sticky with mud, but he hurries onward.  
 Home again, I see him drinking weak tea,  
 Eating a stale *chapati*, reading a book.



He goes into the toilet **to contemplate**

Man's **estrangement** from a man-made world.

Coming out he trembles at the sink,

The cold water running over his brown hands,

A few droplets cling to the greying hair on his wrists.

His **sullen** children have often refused to share

Jokes and secrets with him.

He will now go to sleep

Listening to the static on the radio, dreaming

Of his ancestors and grandchildren, thinking

Of nomads entering a subcontinent through a narrow pass.

*-Dilip Chitre*

**contemplate** : think deeply

**estrangement** : alienation

**sullen** : bad tempered

Refusal of the children to share jokes and secrets indicates :

- (1) They are angry
- (2) Generation gap
- (3) Lack of concern

## BRAINSTORMING

**(A1) (i) Discuss with your friend the difficulties faced by the father in the poem.**

- (a) .....
- (b) .....
- (c) .....
- (d) .....

**(ii) Discuss the character sketch of the father with the help of the given points.**

**(His pathetic condition, the treatment he receives at home, his solitude, the way he tries to overcome it)**

- (a) .....
- (b) .....
- (c) .....
- (d) .....

**(A2) (i) Given below are the ideas conveyed through the poem. Match the pairs and draw out the hidden meaning from those expressions.**

Expressions	Meaning
(a) Children avoid expressing themselves.	(1) Father is so eager to meet family members that he even doesn't bother about his safety.
(b) Father was deprived of refreshing hot beverages or nourishing diet.	(2) Hostility of children
(c) The father hurries home crossing railway line	(3) Indulge into his past and future.
(d) The father was destined to listen only to the cracking sounds on media.	(4) Uncomfortable journey
(e) His sordid present is devoid of any hope.	(5) His basic daily requirements were also not catered to.
(f) The father's endless commuting distance him from his children	(6) Father is not less than any tribal wanderer, a modern nomad.
(g) Suburban area, visible through the train, is past unnoticed.	(7) Has least value in the society where his presence or absence might hardly make any difference.

(h) He is just as a small word, dropping from a sentence.	(8) Because there is hardly anything enchanting / interesting in the monotonous routine journey to look out of the window
(i) He doesn't get a place in a crowded train.	(9) The father couldn't even fulfil the least expectation of entertaining himself.

**(ii) Find the lines to prove the following facts from the poem.**

- (a) Father is deprived of good food.
- (b) Children did not have a healthy relation with the father.

**(iii) The poet deals with the theme of man's estrangement from a man-made world. Analyze it with the help of the poem.**

**(iv) The father contemplates about his past and peeps into his future. Give reasons.**

**(A3) Complete the following using suitable describing words as appeared in the poem with the help of the words given in the brackets :**

**(weak, dim, muddy, soggy, stale)**

- (a) Father's attire
- (b) Father's tea
- (c) Father's footwear
- (d) Father's food
- (e) Father's eyesight

**(A4) (i) 'Fade homeward through the humid monsoon night'.**

In the above line the weather is humid, not the night. The epithet or adjective is transferred from the weather to the night. This figure of speech is Transferred Epithet.

Find out such other expressions from the poem.

**(ii) Identify and write the lines from the poem which express the following figures of speech.**

Figures of speech	Lines
1. Simile	1. ....
2. Alliteration	2. ....
3. Onomatopoeia	3. ....

(iii) I see him drinking weak tea, eating a stale *chapati*.

Here ‘stale *chapati*’ stands for stale food/non-nourishing food or diet, where the part symbolizes the whole, i.e. food. Guess the name of the figure of speech.

(A5) (i) Write a counterview on the following topic.

“Every day is a mother’s/ father’s day.”

- (a) If you love them, you don’t need to wait for such days.
- (b) Celebrating days is just a formality.
- (c) Celebrations of the days condition your expression of emotions.
- (d) It is a kind of a pretext to neglect your everyday responsibilities.

(ii) Conduct a group discussion on the role of children towards their 'Parents and Senior Citizens'.

(iii) Write an appreciation of the poem 'Father Returning Home'.

(iv) Compose a short poem in about 4-6 lines on your father.

(v) Write a character sketch of your family member.

(A6) (i) Dilip Chitre has translated Sant Tukaram's '*Abhang*' (devotional poem) for which he received Sahitya Akademi Award. Browse the internet to collect more information about it.

(ii) List various occupations related to services which can be rendered to senior citizens.

- (a) To counsel patients of Alzheimers' disease.
- (b) .....
- (c) .....





## 2.6 Money

### ICE BREAKERS

- Discuss in the class about 'Importance of money.'

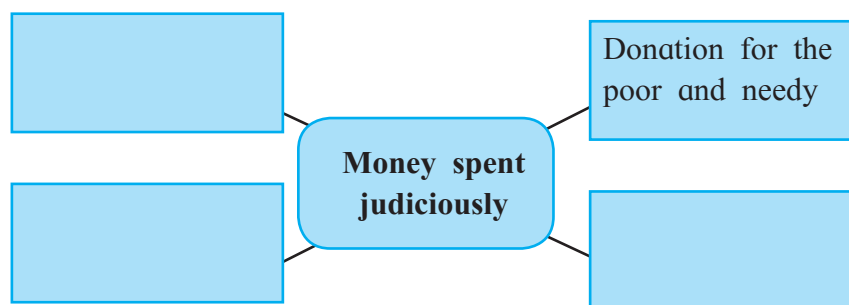
(a) Money is used as capital in business.

(b) .....

(c) .....

(d) .....

- Complete the web.



- Make a list of the good qualities of your friend.

(a) .....

(b) .....

(c) .....

(d) .....

Share your views on 'Money is the root of all evils'.

- Do you lend money to your friend? Give reasons.

Yes	No
.....	.....
.....	.....
.....	.....

**William H. Davies (1871 to 1940)** William H. Davies was a Welsh poet and writer. He spent a significant part of his life as a tramp or hobo in the United Kingdom and the United States. He became a peddler and street singer in England. After several years of a wandering life, he published his first volume, 'The Soul's Destroyer and other Poems'.



The poem tells us about the rich man who wants to be a poor man to find the real happiness. It is when we do not have money or have lost our money, we realize how important the money is. At the end, the poet says that now he doesn't have money, he has true friends though they may be few.

## Money

When I had money, money, O!  
I knew no joy till I went poor;  
For many a false man as a friend  
Came knocking all day at my door.

Then felt I like a child that holds  
A **trumpet** that he must not blow  
Because a man is dead; I dared  
Not speak to let this false world know.

Much have I thought of life, and seen  
How poor men's hearts are ever light;  
And how their wives do **hum** like bees  
About their work from morn till night.

So, when I hear these poor ones laugh,  
And see the rich ones coldly frown  
Poor men, think I, need not go up  
So much as rich men should come down.

When I had money, money, O!  
My many friends proved all untrue;  
But now I have no money, O!  
My friends are real, though very few.

- William H. Davies

**trumpet** : a brass musical instrument

**hum** : sing with closed lips

*Poor ones laugh  
because.....*

## BRAINSTORMING

**(A1) (i) 'Money does not mean everything in life'. Discuss with your partner and justify the statement by giving examples. Take help of the following points.**

- (a) Money cannot give you eternal happiness.
- (b) Art, music and literature can give you unending happiness.
- (c) Money is short-lived.
- (d) Money cannot purchase happiness and contentment.

**(ii) Debate on the following topic in groups.**

Money is the solution for everything.

**(A2) (i) State whether the following statements are True or False. Correct the False statements with the help of the poem.**

- (a) The poet knew no joy till he was rich.
- (b) The poet felt that he should talk about his poverty.
- (c) When poet had money, he had many true friends.
- (d) When poet became poor he had a few real friends.

**(ii) Write reasons for the following statements.**

- (a) Friends came knocking all day at the poet's door.
- (b) Poor men's wives hum like bees.

**(iii) Money makes the world go round. Explain it in the light of the poet's experience.**

**(iv) Poor men need not go up so much as rich men should come down. Express your views regarding this statement.**

**(A3) (i) Find out meanings of the phrases given below and use them in your own sentences.**

- (a) be in the money
- (b) win lots of money
- (c) for my money
- (d) money for old rope
- (e) put one's money where one's mouth is

**(ii) Complete the crossword with the help of the clues from the poem.**

1	5		8			6								9
						2				7				
					3									
										4				

**Across**

- (1) A brass musical instrument
- (2) A low steady continuous sound
- (3) False
- (4) Say Something

**Down**

- (5) Not imaginary
- (6) Ponder
- (7) Stinging insects
- (8) In large number
- (9) Strike a surface noisily

**(A4) (i) Complete the following table.**

Sr. No.	Figure of speech	Line of the poem	Explanation
1.	Inversion		
2.	Simile		
3.	Repetition		
4.	Onomatopoeia		
5.	Antithesis		

**(ii) Identify the rhyme scheme of all the stanzas of the poem.**

**(iii) Compose a short poem on 'Friendship'.**

**(A5) Write an appreciation of the poem. Refer to the earlier poems for the points to be covered for appreciation.**

**(A6) (i) Visit a library and read a few poems written by William H. Davies.**

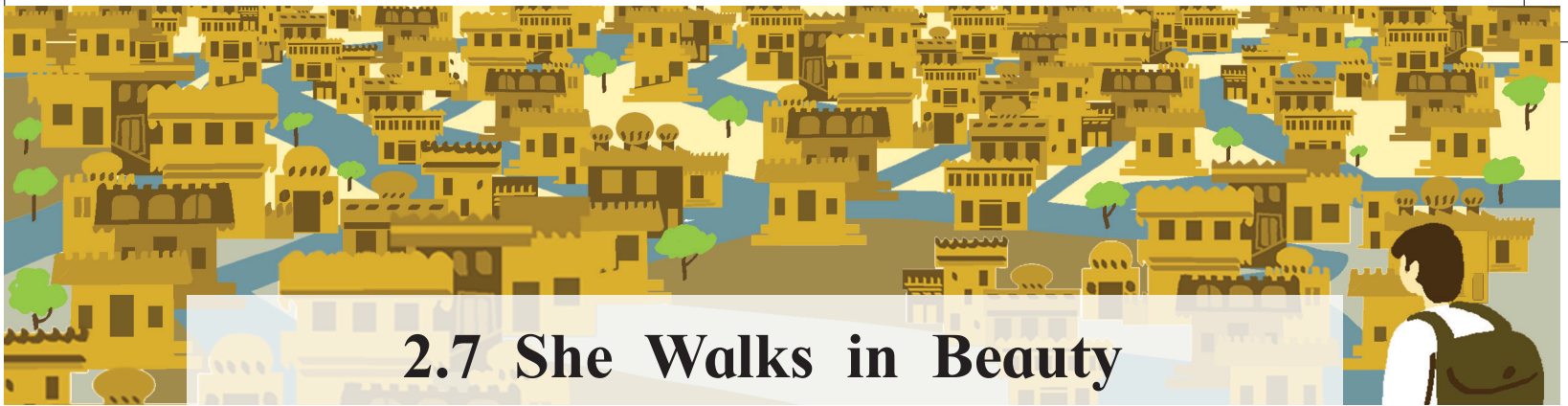
**(ii) There are many career opportunities related to finance and planning. Try to get information about the following careers by surfing the internet.**

- (a) Finance Management
- (b) Banking and Finance
- (c) Actuaries
- (d) Economics
- (e) Share Market
- (f) Accountancy
- (g) Company Secretary

**(iii) Economics is a very important subject in which you can pursue your career. Browse the websites of these institutions and get information for various courses in Economics.**

- (a) Delhi School of Economics
- (b) Indian Statistical Institute
- (c) Gokhale Institute of Politics and Economics, Pune
- (d) Madras School of Economics

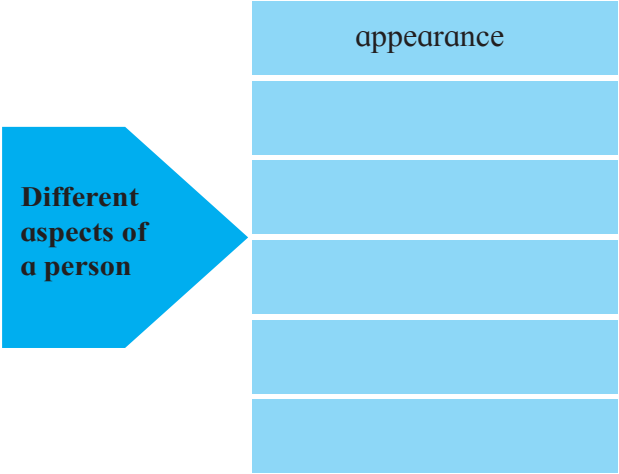




## 2.7 She Walks in Beauty

### ICE BREAKERS

- While judging any person you would consider certain aspects. Complete the diagram after carefully thinking what aspects you would consider.



- Make a list of proverbs and quotations related to 'Beauty'.
  - (a) .....
  - (b) .....
  - (c) .....
  - (d) .....
  - (e) .....
- Discuss your impressions about someone's personality, and say what you like the most and why.
  - (a) .....
  - (b) .....
  - (c) .....
  - (d) .....
  - (e) .....

**George Gordon Byron (1788 to 1824)**, known simply as Lord Byron was a famous English Romantic poet and also a satirist. He attended a number of schools, including the famous Public School, Harrow and then went to Trinity College, Cambridge. At the age of 21, he started a tour of Europe and the Orient after which he composed 'Childe Harold's Pilgrimage' which made him immensely popular in England.



'She Walks in Beauty' is a short lyrical poem celebrating female beauty. The poet describes an unnamed woman who is exceptionally striking. The poet describes not only her external appearance but also her inner goodness which makes her so captivatingly attractive. Byron compares her to the night sky describing her serene and perfect beauty. Although the poem is generally thought to be a love poem, the poet never actually declares his love for this lady.

## She Walks in Beauty

She walks in beauty, like the night  
Of cloudless **climes** and starry skies;  
And all that's best of dark and bright  
Meet in her **aspect** and her eyes;  
Thus **mellowed** to that tender light  
Which heaven to **gaudy** day denies.

One shade the more, one ray the less,  
Had half impaired the nameless grace  
Which waves in every **raven** tress,  
Or softly lightens o'er her face;  
Where thoughts serenely sweet express,  
How pure, how dear their **dwelling-place**.

And on that cheek, and o'er that brow,  
So soft, so calm, yet **eloquent**,  
The smiles that win, the tints that glow,  
But tell of days in goodness spent,  
A mind at peace with all below,  
A heart whose love is innocent!

- Lord Byron

**climes** : climate

**aspect** : features

**mellowed** : made smooth  
and soft

**gaudy** : bright and showy

**raven** : a large bird of the  
crow family with shiny  
black feathers

*The colour of the lady's  
hair is .....*

*The phrase 'dwelling-  
place' refers to her .....*

**eloquent** : expressive

## BRAINSTORMING

- (A1) (i) 'Beauty lies in the eyes of the beholder' – you have probably heard this saying. Discuss in your class how far the statement is true.
- (ii) Discuss with your partner about the most inspirational person you have come across. Also explain the reasons behind your opinion.
- (A2) (i) After reading the poem match column A with column B.

Column A	Column B
(1) the lady's beauty	wavy and black
(2) her hair	a perfect blend of light and darkness
(3) her eyes	at peace with all below a heart
(4) her smile	a cloudless starry night
(5) her mind	expresses thoughts serenely and sweetly
(6) her face	soft, calm and eloquent

- (ii) The lady in the poem has a winning smile and a glowing skin. According to the poet she is blessed with these things because .....
- .....
- .....
- (iii) In this poem the poet brings a perfect balance of outer beauty and inner beauty. Write a few lines on how the poet brings this balance in his description.
- (iv) 'Beauty is skin deep'- Do you agree with the statement ? Or do you feel that beauty comes from within ? Explain your views in a few sentences.
- (A3) (i) Find out the words which are used to describe the lady in the poem.
- (ii) A contraction is a shortened version of the written and spoken forms of the word, syllable or word groups created by omission of internal letters and sounds. Find out the instances of contractions from the poem.
- (A4) (i) The poet creates an imagery of light and darkness to bring out the beauty of the lady. Find out the lines with such imageries and complete the table.

Lines with imagery	Reason for using
(1) And all that's best of dark and bright	To express the beauty of the eyes
(2)	
(3)	

**(ii) Find out from the poem examples of :**

- (a) Simile
- (b) Metaphor
- (c) Alliteration
- (d) Personification
- (e) Antithesis

**(A5) (i) Write an appreciation of the poem 'She Walks in Beauty'.**

**Refer to the earlier poems for the points to be covered for appreciation.**

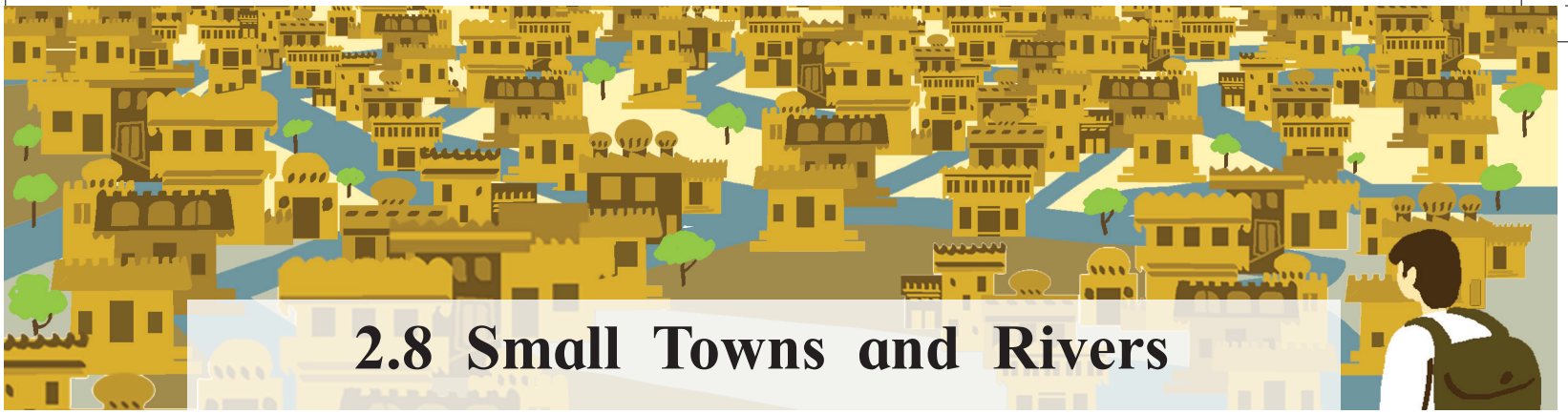
**(ii) Compose a poem of at least 4 - 6 lines on 'Beauty of Nature'.**

**(iii) Write at least one paragraph and expand the inherent idea of the saying 'A Thing of Beauty is a Joy Forever'.**

**(A6) (i) Browse the internet and find out different types of poems on 'Beauty'.**

**(ii) Byron's name is often taken along with his two contemporaries – Shelley and Keats. Go to your school/college library and read some poems written by P. B. Shelley and John Keats to get a better idea about the Romantic Poets.**





## 2.8 Small Towns and Rivers

### ICE BREAKERS

- (i) Most of the civilizations have flourished on the banks of the rivers. Discuss the reasons in the class. One is done for you.

(a) Availability of water

(b) .....

(c) .....

(d) .....

- (ii) Write down the names of the famous cities that are situated on the banks of the rivers given below. One is done for you.

River	City
Ganga	Varanasi
Yamuna	
Godavari	
Varada	
Krishna	
Tapi	

- (iii) Write down the names of the rivers on the banks of which following cities have prospered:

City	River
London	
Cairo	
New York	
Paris	

- (i) Divide your class into groups and discuss the changes that might have taken place when the cities grow on the banks of the rivers.
- (ii) Share your views in the class on the topic 'Conservation of Rivers and Development of the Cities.'

**Mamang Dai (born 1957)** is a poet, novelist, journalist and former civil servant from Itanagar, Arunachal Pradesh, who writes in English as well as Adi language. She is also an active radio and TV journalist covering news programmes and interviews for All India Radio and Doordarshan, Itanagar. She was a programme officer with World Wide Fund for Nature and worked with Biodiversity Hotspot Conservation Programme. She has received Padmashree Award in 2011 and Sahitya Akademi Award in 2017. Mamang Dai is a strong voice from the North East, a writer and a poet par excellence whose work has the fragrance of her land and her people.



The poem, 'Small Towns and Rivers' is taken from the collection of the poems, 'The River Poems', published in 2004. The poem describes a landscape and Nature where river is a dominant phenomenon. Through the concepts like 'river has a soul' and 'river knows immortality of water,' the poet makes us aware of the lively nature around her hometown 'Pasighat' and the eternity of the natural elements. She finds that even life and death are transient. The poem is based on the belief of the tribal people from the North East, that the souls of the beloved ones always continue to dwell in the natural elements around. So she remembers death when she sees the towns. The towns, she implies, have prospered when Nature has been destroyed. The poet has expressed anxiety at the developments in the small towns.

## Small Towns and Rivers



**wreath:** an arrangement of flowers, leaves and stems fastened in a ring and used for decoration or laying on a grave or a dead body

**rituals:** religious or solemn ceremony consisting of a series of actions performed according to a prescribed way

Small towns always remind me of death.  
My hometown lies calmly amidst the trees,  
it is always the same,  
in summer or winter,  
with the dust flying,  
or the wind howling down the gorge.

Just the other day someone died.  
In the dreadful silence we wept  
looking at the sad **wreath** of tuberoses.  
Life and death, life and death,  
only the **rituals** are permanent.



The river has a soul.

In the summer it cuts through the land  
like a torrent of grief. Sometimes,  
sometimes, I think it holds its breath  
seeking a land of fish and stars

The river has a soul.

It knows, stretching past the town,  
from the first drop of rain to dry earth  
and mist on the mountaintops,  
the river knows  
the **immortality** of water.

A **shrine** of happy pictures  
marks the days of childhood.  
Small towns grow with anxiety  
for the future.

The dead are placed pointing west.

When the soul rises  
it will walk into the golden east,  
into the house of the sun.

In the cool bamboo,  
restored in sunlight,  
life matters, like this.

In small towns by the river  
we all want to walk with the gods.

- Mamang Dai

*Describe the river in the  
3rd stanza.*

*Guess the meaning :*

- immortality

**shrine:** a place regarded  
as holy because of its  
associations with divinity  
or a sacred person or relic  
marked by a building or  
other construction

*Give reasons –*

The dead are placed  
pointing to the west.

## BRAINSTORMING

- (A1) Discuss the importance of Nature in the lives of the people from the Northeastern part of India as expressed in the poem with reference to—
- (a) Flowers
  - (b) River
  - (c) Bamboo
  - (d) East
- (A2) (i) The poet has described her small town in Arunachal Pradesh. Pick out the lines that describe the poet's town.
- (ii) Make a list of natural elements mentioned in the poem.
- (iii) 'The river has a soul.' Elaborate the concept in your words as the poet has explained it in the poem.
- (iv) The poet is convinced with the thought of immortality of water. Pick out the relevant lines.
- (a) .....
  - (b) .....
  - (c) .....
- (v) The poet has used some unconventional expressions. Illustrate them in your words.
- (a) Torrent of grief
  - (b) Shrine of happy pictures
  - (c) The land of fish and stars
- (vi) The poet is anxious about the existence of natural beauty of her town in the future. But she touches the strings of the hearts while appealing to conserve the Nature. Explain the way she has expressed it in the first and the last line of the poem.
- (vii) The poet has connected the need to preserve Nature with the belief of particular community and her childhood memories.
- Write down the measures you would take to convince the people regarding the need to conserve the Nature.
- (A3) (i) Write down the expressions related to 'the seasons' from the poem.

(ii) Match column 'A' with column 'B'.

A	B
Cool	Silence
Happy	Earth
Dreadful	Bamboo
Dry	Pictures

(A4) (i) Read the expression 'a sad wreath of tuberose'.

'Is the wreath sad?' Explain the figure of speech.

(ii) List and explain the metaphorical expressions from the poem. For example, 'torrent of grief.'

(iii) 'The river has a soul.'

'Life and death.'

These are the two expressions that are repeated in the poem; but both of them indicate different figures of speech. Find out and discuss.

(iv) Find out the beauty of the free verse reflected in this poem.

(A5) (i) Prepare the arguments for group discussion on the topic -

'A balanced progress never harms the Nature.'

(ii) Compose 4 to 6 lines on 'Gift of the Seasons'.

(iii) Write an appreciation of the poem 'Small Towns and Rivers'. Refer to the earlier poems for the points to be covered for appreciation.

(iv) Write a dialogue between two friends on 'Importance of the rivers'.

(A6) (i) Collect information about rivers in Maharashtra.

(ii) Further reading :

'The River Poems' - Mamang Dai

'The World Is Too Much With Us' - William Wordsworth

