

4.4 The height of the Ridiculous

WARMING UP!

1. The teacher writes incomplete sentences on the board. He/She asks the students to complete them: (The answers are underlined directly. Students to write their own responses in their notebooks.)

Ans. (a) Today I am happy because my grandparents are coming for a holiday.

(b) Today after the class. I wish to eat an ice cream

(c) Tomorrow, I feel that I will go for a movie.

(d) I want to laugh because I am very happy.

(e) Today. the class seems to be cheerful about the forthcoming football match.

2. The teacher writes an incomplete sentence and asks the students to complete in a funny way For example,

(1) Mother gave me cheese but the cat ate it.

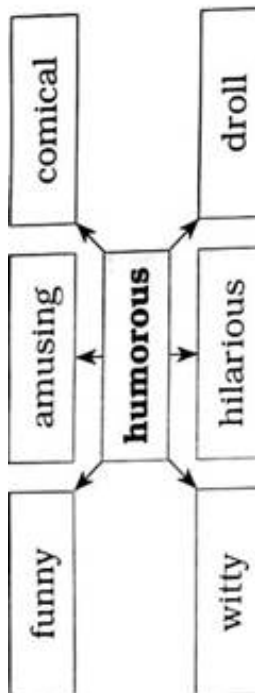
(2) I went to the market and bought an elephant.

(The teacher can add her own sentence.)

Ans. (Students do it your own)

(C) Give the words related to:

Ans. (Rotate your phone)



4. Pick out the word from the given box and write it in the correct columns below.

Words with one syllable tree,	Words with two syllables
Jump. live, queen. van,	arrow, cable, butter,

dale, night, star, cloud, pearl bike	kitten, yellow, happy, printer sober, paper, within, began, slender
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**5. Count the syllables and circle the appropriate number in the box
(Rotate your phone)**

rough 1 2 3 1	biscuit 1 2 3 2
kangaroo 1 2 3 3	bucket 1 2 3 2
bus 1 2 3 1	monkey 1 2 3 2
mirror 1 2 3 2	telephone 1 2 3 3
elephant 1 2 3 3	insect 1 2 3 2

6. Write the names of any five of your friends and mention the number of syllables in each name.

Name	Number of syllables
Rohan	2
Namrata	3
Poonam	2
Jai	1
Nilima	3

1. Find out expressions from the poem that indicate funny moments. For example, I laughed as I would die.

Ans. (1) was all upon the grin
(2) The grin grew broad
(3) And shot from ear to ear
(4) He read the third; a chuckling noise
(5) The fourth; he broke into a roar
(6) The fifth; his waistband split;
(7) The sixth; he burst five buttons off;
(8) And tumbled in a fit.

2. Order of sequence: Arrange the following reactions in their proper order, as per the poem.

- (a) His waistband split
- (b) The grin grew broad.
- (c) Sleepless eye.
- (d) Was all upon the grin.
- (e) He broke into a roar.
- (f) he burst five butters off.

Ans. (1) Was all upon the grin
(2) The grin grew broad
(3) He broke into a roar
(4) His waistband split
(5) He burst five buttons
(6) Sleepless eye

3. Form pairs and find out the various rhyming words in the poem and two of your own. Complete the following table.

Words	Rhyming words from the poem	Rhyming words of your own
1. ear	Hear	fear, dear
2. within	Grin	sin, bin
3. man	Can	fan, ran
4. split	Fit	knit, lit
5. way	Pay	Way, ray
6. him	Limb	Dim, rim
7. die	I	Fly, shy
8. mood	Good	Food, wood

4. Match the lines with the Figures of Speech.

Lines	Figure of speech
1. In wondrous merry mood	Tautology

2. They were so queer, so very queer.	Alliteration
3. And saw him peep within	Figures of Speech
4. The grin grew broad.	Onomatopoeia
5. And shot from ear to ear.	Repetition
6. He broke into a roar.	Hyperbole
7. Ten days and night with sleepless eye	Repetition

Ans. (1) In wondrous, merry mood – Tautology Inversion

(2) They were so queer, so very queer - Repetition

(3) And saw him peep within - hyperbole

(4) The grin grew broad - Alliteration

(5) And shot from ear to ear - Hyperbole

(6) He broke into a roar - Onomatopoeia

(7) Ten days and nights with sleepless eye - Transferred Epithet

5. Copy any two stanzas of the poem in the lines below. Using a coloured pen underline the stressed syllables in each line and put a stress-mark (') over each.

Ans. (*Students Do it your own*)

6. Complete the lines of the poem by choosing proper pairs of rhyming words and make it meaningful.

Ans. We returned home late, one. Night

In the window, there glowed a light

Burglars!! was our very first thought

For defence, sticks 'n stones we sought

"Let's grab the loot and run

was uttered soft, some one

The door we softly we unlocked

Oops! Before, outside, we'd gone

The television had been left on

7. Form groups in your class and together compose a short humorous poem. Use jokes, experiences etc, and convert it to a poetic form. Write and decorate it on chart-paper and put it up in your class, in turns.

Ans. (*Students do it your own*)

8. Go through the poem and write an appreciation of the poem in a paragraph format.

Ans. Paragraph Format

The poem 'The Height of the Ridiculous' by Oliver Wendell Holmes is a humorous poem written for enjoyment. with plenty of funny expressions. The main purpose of the poet is to simply entertain his audience. The rhyme scheme of the poem is abcb. There are many figures of speech, like Hyperbole, Tautology, Onomatopoeia, Alliteration, etc. but the one that stands out is Transferred Epithet. In the line 'Ten days and nights, with sleepless eye' the adjective 'sleepless' should be for the man and not for the eye. This is a humorous poem. The special feature of the poem are the expressions that indicate funny moments. The reader forms a mental picture and enjoys the poem. My favourite line is: 'The sixth, he burst five buttons. I like this line because I can

imagine the way the man must have been laughing till he burst the buttons on his coat. I like the poem because it is a light Simple and entertaining poem.

9. Project:

Reading a poem.

Arrange the poetry reading competition. Select the poem of your choice.

Read the poem silently. Repeat the reading of the poem. Focus on the pauses, stresses, intonation etc. Pay attention to the proper pronunciations.

Ans. (*students do it your own*)