

profound	: deep, having or come from a great depth
chaunt	: chant, sing
weary	: very tired after working hard for a long time
band	: a group of people
haunt	: a place visited frequently
shady haunt	: oasis, a place with water and trees in a desert for rest and relaxation
Arabian sands	: the desert of Arabia (the Middle East)
farthest Hebrides	: the most remote group of islands that lies to the north-west of Scotland
plaintive numbers	: sad music, mournful verse
humble lay	: ordinary song
sickle	: a tool for cutting grass or paddy
motionless	: without movement
Scotland	: A country which is a part of the United Kingdom

G. Let's understand the poem :

Answer the following questions orally. You may refer to the text with your world knowledge to locate the facts / information required.

1. What is the central idea of the poem? (Tick the correct answer.)

☐ Reapers can sing like birds.

☐ Sweet music appeals to all.

☐ Beautiful experiences have long- lasting effects.

☐ Rich harvest makes the reaper happy.

2. The setting of the poem is _____.

- (a) the Arabian deserts
- (b) the British Isles
- (c) the Hebrides Islands
- (d) the mountain regions of Scotland

- 3. Who are the people described in the poem?
- 4. Who does the expression 'Highland Lass' refer to? Why does he describe her as "Yon solitary Highland Lass?"
- 5. What is the girl doing?
- 6. Who does the poet say 'Stop here or gently pass'? Why does he say so?
- 7. Pick out the words which tell that the girl does not have anyone by her side.
- 8. What is the tone of her song – happy, sad, soothing or sympathetic?
- 9. 'Overflowing with sound'- Explain.
- 10. The solitary reaper's song reminds the poet of other singers. Who are they?
- 11. Who sings welcome notes? Where? For whom? What for?
- 12. Whose voice is thrilling?
- 13. Where does it sing? When?
- 14. Who does Wordsworth compare the farmer girl with? Why?
- 15. The peasant girl's song is not intelligible to the poet because _____.
(Tick the right answer.)
 - her song is in a dialect he does not understand.
 - he is far away to hear the words of the song.

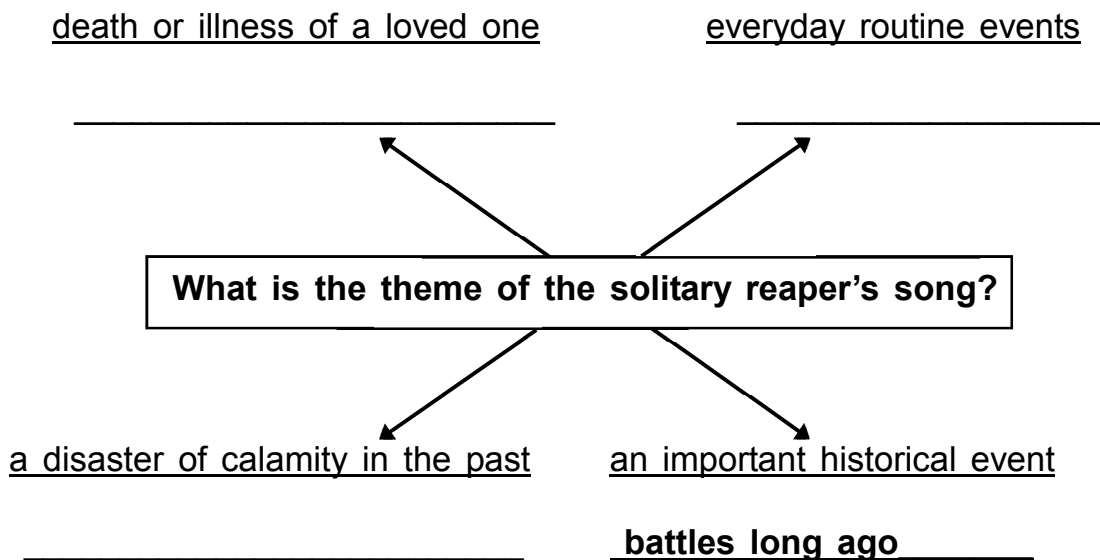
- her voice is not clear as she is humming the words.
 - her voice is too soft for him to get.
16. What does the phrase 'humble lay' mean?
 17. The expression 'plaintive numbers' refers to sad music. Pick out another phrase in the poem carrying the same meaning.
 18. What does the poet mean to say "As if her song could have no ending."?
Tick the most appropriate answer below.
 - Her song is too long to end.
 - She keeps on singing and seems not to end.
 - The poet does not want the song to end.
 - The song contains an everlasting universal theme which recycles.
 19. The poet listens 'motionless and still' because _____.
(Tick the right answer.)
 - the rich melodious voice of the singer holds him mesmerised and spellbound.
 - he was tired after walking uphill.
 - he wanted to learn the words and rhythm of the song.
 - he is rooted to the spot by the girl's beauty.
 20. How did the song affect the narrator?
 21. In stanza-1 and stanza-2, four words and phrases have been used to show that the girl working in the fields is without anyone by her. Pick out these words and phrases.
 22. The theme of the solitary reaper's song contains sadness . What other words are used in place of 'sad'?
 23. What are the two synonyms for the 'young girl'?
 24. Three other words are used to mean 'song'. What are they?
 25. 'A melancholy strain' in stanza-2 means 'sad song'. Find out another phrase in stanza-5 with similar meaning.
 26. Which word in stanza-5 expresses the poet's guess?

H Let's appreciate the poem :

1. Describe what picture on the valley and the farm worker come to your mind as you read the poem.
2. Why do you think Wordsworth has chosen the song of the nightingale and cuckoo for comparison with the solitary reaper's song?
3. Whose song is sweeter according to the poet- the nightingale and the cuckoo's or the solitary reaper's?

I. Let's write :

1. The poet cannot understand the words of the song, yet he raised several possibilities about its theme. In the diagram below are some of the possibilities. Read the stanzas -5 and 6, and find out the phrases that match each. Work in pairs and complete the diagram writing the correct phrases in the blanks. One is done for you.



2. In stanza – 3 and 4 , the poet compares the solitary reaper's song with that of the nightingale and the cuckoo. On the basis of your reading the poem and your imagination, complete the table below

with required information /facts. Work in groups of 4. Then check your findings with others in a brief class discussion.

Singer	Place	Listener	Impact on the listener
Solitary reaper	Scottish Highland	the poet	holds him spellbound
Nightingale			
Cuckoo			

Now write one paragraph for each sub-table using the facts/ information available hereunder. One is done for you.

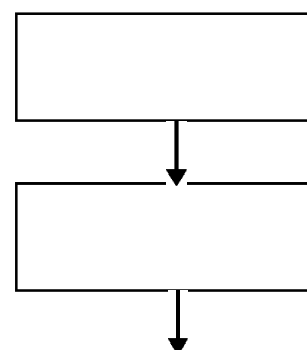
The solitary reaper was singing a melodious song as she reaped crops in the deep valley of Scottish Highlands. The poet chanced to see and hear her. The tone and the tune enchanted the poet. It held him mesmerised and spellbound. The poet stood motionless and still as he listened to the song.

3. Imagine that you are the poet, William Wordsworth. Just after hearing the solitary reaper, you will continue on your walk and reach home. Try to describe your experience to your younger brother what you saw and felt.

4. 'The Solitary Reaper' is a superb panorama of events that slowly and silently glides one to the other.

Given below a glimpse of the poet's lofty thoughts occurring in the poem. But they miss their sequence. Can you reorder them as they occur in the poem? Write (a) / (b) / (c)/ (d)/ (e) in the boxes to show the order.

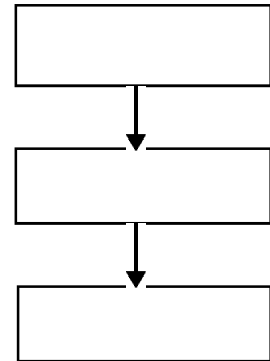
- (a) the poet's guess is that the solitary reaper's song contains a theme of sorrow, loss or pain.
- (b) Touching tone and melody of the song holds the poet mesmerised and spellbound.



(c) Poet walks up the hill
carrying the maiden's song
in his heart and head.

(d) The young farm worker sings to
herself as she is reaping the corn.

(e) Wordsworth compares the girl's song
with the songs of the nightingale and the cuckoo.



5. Given below is a description similar to your experience. But some words/ phrases are missing in it. Complete the description using appropriate words / phrases from the HELP BOX.

“Just now, I was walking _____, I saw a _____ in the field. She was _____ as she worked. I was so affected _____ that I _____.

She had _____, which seemed to _____. _____ was a sad one, and I could not _____. But its _____ and melancholy sound _____, and its _____ reminded me of the song of _____ and _____. After some time I walked _____, _____ of the young _____ with me.”

HELP BOX

beauty	up the hill	singing to herself
a nightingale	in the valley	stopped and listened
a cuckoo	by her singing	fill the whole valley
the song	a beautiful voice	understand the words
woman's song	young farm worker	touched me greatly
plaintive tone	carrying the memory	

6. Write answer to all the questions under “G. Let us understand the poem”.

At the High School



A. Lead In

As you all know, Mahatma Gandhi (born in 1869) was one of the tallest leaders of the world. He was the greatest of our independence movement. He is popularly called the Father of the Nation.

But before he became the Mahatma (Great Soul) in his later life, Gandhi received his early education at Rajkot English School in Rajkot in the state of Gujarat. Later it became a full-fledged High School and came to be known as Rajkot High School. Gandhi matriculated from this school in 1887 at the age of 18. After independence in 1947, the school was renamed the “Mohandas Gandhi High School” in honour of the Father of the Nation.

According to several accounts, Gandhi was not so brilliant as a student. He was noted to be good at English, fair in Arithmetic, weak in Geography, good in conduct and bad in handwriting. Though he did not have any high regard for his “ability”, he was astonished whenever he won prizes and scholarships.

Let's read the following text to know some more interesting facts on Gandhi's experience of high school days as he himself had described it in his autobiography named “My Experiment with Truth”. (Chapter 5).

B. The text:

Read the text silently and answer the questions that follow.

- I was not regarded as a fool at the high school. I always enjoyed the affection of my teachers. Certificates of progress and character used to be sent to the parents every year. I never had a bad certificate. In fact,
- 1.

I even won prizes after I passed out of the second standard. In the fifth and sixth I obtained scholarships of rupees four and ten respectively, an achievement for which I have to thank good luck more than my merit.

2. My own recollection is that I did not have any high regard for my ability. I used to be astonished whenever I won prizes and scholarships. But I very jealously guarded my character. The least little blemish drew tears from my eyes. When I merited, or seemed to the teacher to merit a rebuke, it was unbearable for me. I remember having once received corporal punishment. I did not so much mind the punishment as the fact that it was considered my desert. I wept piteously. That was when I was in the first or second standard. There was another such incident during the time when I was in the seventh standard. Dorabji Edulji Gimi was the headmaster then. He was popular among the boys, as he was a disciplinarian, a man of method and a good teacher. He made gymnastics and cricket compulsory for the boys of upper standard. I disliked both. I never took part in any exercise, cricket or football, before they were made compulsory. My shyness was one of the reasons for this aloofness, which I now see wrong. I had then the false notion that gymnastics had nothing to do with education. Today I know that physical training should have much place in the curriculum as mental training.

3. The reason for my dislike was my keen desire to serve as nurse to my father. As soon as the school closed, I would hurry home and begin serving him. Compulsory exercise came directly in the way of this service. I requested Mr Gimi to exempt me from gymnastics so that I might be free to serve my father. But he would not listen to me. Now it happened that one Saturday, when we had school in the morning, I had to come from home to school for gymnastics at four o' clock in the afternoon. I had no watch, and the cloud deceived me. Before I reached the

school, the boys had all left. The next day Mr Gimi examining the roll, found me marked absent. Being asked for the reason of absence, I told him what had happened. He refused to believe me and ordered me to pay a fine of one or two annas.

- I was convicted of lying! That deeply pained me. How was I to prove my innocence? There was no way. I cried in deep anguish. I saw that a man of truth must also be a man of care. This was the first time and
4. last instance of my carelessness in school. I had a faint recollection that I finally succeeded in getting the fine remitted. The exemption from exercise was of course obtained as my father wrote himself to the head-master saying that he wanted me at home after school.

- But though I was none the worse for having neglected exercise, I am still paying the penalty of another neglect. I do not know whence I got the notion that good handwriting was not a necessary part of education, but I retained it until I went to England. When later, especially in South
5. Africa, I saw the beautiful handwriting of lawyers and young men born and educated in South Africa, I was ashamed of myself and repented of my neglect. I saw that bad handwriting should be regarded as a sign of an imperfect education. I tried later to improve mine, but it was too late. I could never repair the neglect of my youth. Let every young man and woman be warned by my example, and understand that good handwriting is a necessary part of education. I am now of the opinion that children should first be taught the art of drawing before learning to write. Let the child learn his letters by observation as he does different objects, such as flowers, birds , etc. , and let him learn handwriting only after he has learnt to draw objects. He will then write a beautifully formed hand.

- Sanskrit, however, proved a harder task. In geometry there was nothing to memorise, whereas in Sanskrit, I thought, everything had to be
6. learnt by heart. This subject was also commenced from the fourth stan-

dard. As soon as I entered the six, I became disheartened. The teacher was a hard taskmaster, anxious, as I thought, to force the boys. There was a sort of rivalry going on between the Sanskrit and the Persian teachers. The Persian teacher was lenient. The boys used to talk among themselves that Persian was very easy and the Persian teacher, was very good and considerate to the students. The 'easiness' tempted me and one day I sat in the Persian class. The Sanskrit teacher was grieved. He called me to his side and said: How can you forget that you are the son of a Vaishnava father? Won't you learn the language of your own religion? If you have any difficulty, why not come to me? I want to teach you students Sanskrit to the best of my ability. As you proceed further, you will find in it things of absorbing interest. You should not lose heart. Come and sit again in the Sanskrit class.

This kindness put me to shame. I could not disregard my teacher's affection. Today I cannot but thank with gratitude of Krishnashankar Pandya. For if I had not acquired the little Sanskrit that I learnt then, I

7. should have found it difficult to take any interest in our sacred books. In fact I deeply regret that I was not able to acquire a more thorough knowledge of the language.

— M.K. Gandhi

C. About the Author:

Mohandas Karamchand Gandhi (2 October 1869 – 30 January 1948) was India's greatest leader, who employed non-violence to lead the successful campaign for India's independence from British Rule, and in turn inspired movements for civil rights and freedom across the world.

'The Story of My Experiments with Truth', 'Hind Swaraj' or 'Indian Home Rule' are some of the leading books by Mahatma Gandhi.

In the present extract, Gandhi focuses on his life and learning at high school.

D. Notes and Glossary:

recollection	: what is remembered
jealously	: being afraid of losing what you have
blemish	: moral defect
corporal punishment	: punishment by beating
obtain	: to get
disciplinarian	: a person who makes others obey his orders
gymnastics	: a sport in which you perform exercises that develop physical strength and the ability to bend and stretch your body
curriculum	: course of study in a school or a college
exempt from	: to make someone free from duty, service, payment
refuse	: to state strong unwillingness to accept, to say no
convict	: to find somebody guilty
anguish	: severe mental suffering
be none the worse(idiom)	: to not to be harmed / affected by something
notion	: an impression, an idea
retain	: continue to have or possess
repair the neglect	: to make up the loss
be of the opinion	: to think
commence	: to begin or start
became disheartened	: lost courage or hope
hard taskmaster	: any person who imposes a harsh workload on someone
rivalry	: competition for the same thing
lenient	: not strict
considerate	: kind hearted person who considers others' difficulties
the best of one's ability	: as well as one can
absorbing	: deep , keen
sacred	: holy

E. Let's understand the Text:

P-1

1. What is a biography? What is an autobiography?
2. Is this lesson a biography or an autobiography?
Support your answer with reasons.
3. Was Gandhi good at studies? How will you support your answer?
4. Did his teacher like him?
5. What sorts of certificates were sent to his parents?
6. When did he win prizes ?
7. Which standards did he get scholarships in?
8. What were the amounts of his scholarships?
9. Who did he thank more for his scholarship– himself or his good luck?
10. What do you know about Gandhi as a person?

P-2

11. What was he very much careful about?
12. How did he react when blamed?
13. What was more important for Gandhi– winning prizes or building character?
14. Why did he get physical punishment?
15. Who was the headmaster?
16. Was he popular? Why?
17. What was made compulsory for upper standard boys?
18. I disliked both. What does 'both' refer to?
19. What was the reason for Gandhi's dislike for cricket and gymnastics?
20. Was the headmaster a lover of games?
21. What false idea did Gandhi have about games?
22. What were his views on games later?

P-3

23. What was the special reason for Gandhi's dislike for gymnastics?
24. Compulsory exercise came directly in the way of this service. What was the service?
25. Did the headmaster grant his request? Why?
26. Why did he get to school late?
27. Clouds deceived him. How?
28. Did the headmaster believe what he said?
29. How much was he fined?
30. What was he accused of? Was the accusation proper?
31. What pained him so much?

P-4

32. What lesson did he learn from it?
33. Was he careless in school later?
34. Did he really have to pay the fine?
35. How was the fine exempted in the end?

P-5

36. What was the other neglect Gandhi talked about?
37. What was his earlier notion on handwriting?
38. When and where did he realise that his notions were wrong? What made him think so?
39. What were his views on handwriting?
40. What was his advice to young men and women in this regard?

P-6

41. Why did Gandhi consider Sanskrit harder than geometry?
42. Which class was Sanskrit introduced in?