

Beauty in Poetry

1.1.1 Read the expression in the bubble. Then, in pairs/groups ask and answer the questions that follow. Later, share your responses with the whole class.

(Bubble এ প্রদত্ত অভিব্যক্তিটি (expression) পড়ো। তারপর, জোড়ায়/দলে নিচের প্রশ্নগুলো জিজ্ঞাসা করো এবং তার উত্তর দাও। পরে, পুরো ক্লাসের সাথে তোমার উত্তর শেয়ার করো।)



Questions

- Have you ever been compared with anyone or to anything like Riana?
- Whom/what have you been compared to?
- Why did s/he compare you with that thing/person?
- How did you feel then?
- Do you think that comparing one thing to another similar thing helps us to understand something/someone better? If yes, how?

1.1.2 Now, in groups, discuss and identify some good qualities (2-3) of your friends. Next, identify something/someone that has a similar quality. Finally, make a comparison between the two and share it in the class.

(এখন দলে আলোচনা করো এবং তোমার বন্ধুদের কিছু ভালো গুণ (২-৩) চিহ্নিত করো। পরে এমন কিছু/কাউকে চিহ্নিত করো যার একই গুণ রয়েছে। সবশেষে, উভয়ের মধ্যে একটি তুলনা করো এবং ক্লাসে share করো।)

You can use the following grid to write your responses. One is done for you.

Name of your friend	Name of your friend's quality	Similar person/thing	The sentence you use to make the comparison
Shuvo	1. a fast runner 2. 3.	1. Usain Bolt, the famous gold medalist Olympic sprinter 2. 3.	1. Polash runs as fast as Usain Bolt. 2. 3.

1.2.1 Read the two texts given below. And then discuss the following questions in pairs/groups. Next, share your thoughts with the class.

(নিচে দেওয়া text দুটি পড়ো। তারপর জোড়ায়/দলে নিচের প্রশ্নগুলো নিয়ে আলোচনা করো। পরে ক্লাসের অন্য সহপাঠীদের সাথে তোমার ভাবনাগুলো share করো।)



Hello there!

I live in a small village in Bangladesh. Although this place is remote and not so developed, visitors love the village for its beautiful, green landscape. The environment is fresh here. The people living here are friendly. They are hardworking too. If you visit my village, you can enjoy the endless cropland, the fresh food and the warm hospitality of the villagers. Especially you can taste here the sweet mangoes. Our village is surrounded by a river. There is a market in the heart of the village. Whenever you go there, you see people are always busy. You can move anywhere at any time as it is a safe area. It is also one of the cleanest villages in this area. The only difficulty that you may face is a power cut. Very often, the night is quiet here. But you can enjoy the beauty of the night sky then. So, if you plan to spend some time in nature, my village will be a good choice.

Text-2

Hello there!

I live in a small village in Bangladesh. Although this place is remote and not so developed, visitors love it for its beautiful, green landscape. Its environment is as refreshing as the gentle morning breeze. The people living here are friendly. They work as hard as an ant gathering its harvest. If you visit my village, you can enjoy the colorful cropland, the fresh food and the warm hospitality of the villagers. Especially you can taste the mangoes which are as sweet as honey. A river surrounds the village like a snake. There is a market in the heart of the village. Whenever you visit there, you see people are as busy as bees. You can move anywhere at any time, as it is as safe as your home. It is also one of the cleanest villages in this area. The only difficulty that you may face is a power cut. Very often, the night is as quiet as a sleeping baby here. But then again you can enjoy the beauty of the night sky. So, if you plan to spend some time in nature, my village will be a good choice.

Questions

- Read the two texts and list the changes made in **Text-2**.
- Do you think these changes make **Text-2** more interesting and meaningful than **Text-1**? If your answer is yes/no, explain it with examples.
- Do you think these changes in **Text-2** establish a strong connection between the text and readers? If your answer is yes/no, explain it with examples.
- Do you think, these changes help you to create a picture of the village in your mind? Again, explain your answer with an example.

1.2.2 Read the following text. In pairs/groups, discuss and write someone/something/some qualities similar to the underlined words. Then, share your responses with the class. Also, explain why Habib compared the persons/things in bold.

(নিচের text টি পড়ো। জোড়ায়/দলে, underline করা শব্দের সাথে তুলনীয় কোনো ব্যক্তি/বস্তু/গুণ খুঁজে বের করো। তারপর তোমাদের উত্তরগুলো share করো। এছাড়াও, bold করা ব্যক্তি/বস্তু/গুণ এর সাথে তুলনা করার কারণ ব্যাখ্যা করো।)

I am Habib, a proud Bangladeshi. To me, my motherland is as dear as 1) my parents. We achieved our independence by sacrificing the lives of **30 lacs people** who were as brave as 2) _____. The colour of the circle of our flag is as red as 3) _____. The green

colour of the flag is an emblem of the greenery of nature in Bangladesh. My grandparents also fought for this land. **My grandfather** was as wise as 4)____, who faced the enemies bravely and blew away a connecting bridge to our village. **My grandmother** also helped the Mukti Bahini of our locality with food, shelter and first aid as silently as 5)____. In one face-to-face attack, they killed my 8-year-old aunt, whose dead body was found at the front of our house. My father told me that **her face** was as fresh as 6)____ while burying. When my father spoke about the history of our liberation war, it seemed his eyes could **visualize** those incidents as clearly as 7)____ and then tears rolled down from his eyes.

Use the following grid to record your responses. One is done for you.

Person/thing/quality you are describing	Person/thing/quality you are comparing with/to	Reason for comparing the person/thing/quality
1. Motherland	1. Mother	1. This comparison expresses the depth of his love towards his motherland.
2.		
3.		
4.		
5.		
6.		
7.		

1.3.1 Listen to the recitation of the poem. Then, practice reciting it in pairs/groups. Finally, recite it for the whole class.

(কবিতাটির আবৃত্তি শোনো। তারপর, জোড়ায়/দলে এটি অনুশীলন করো। সবশেষে, পুরো ক্লাসের জন্য এটি আবৃত্তি করো।)

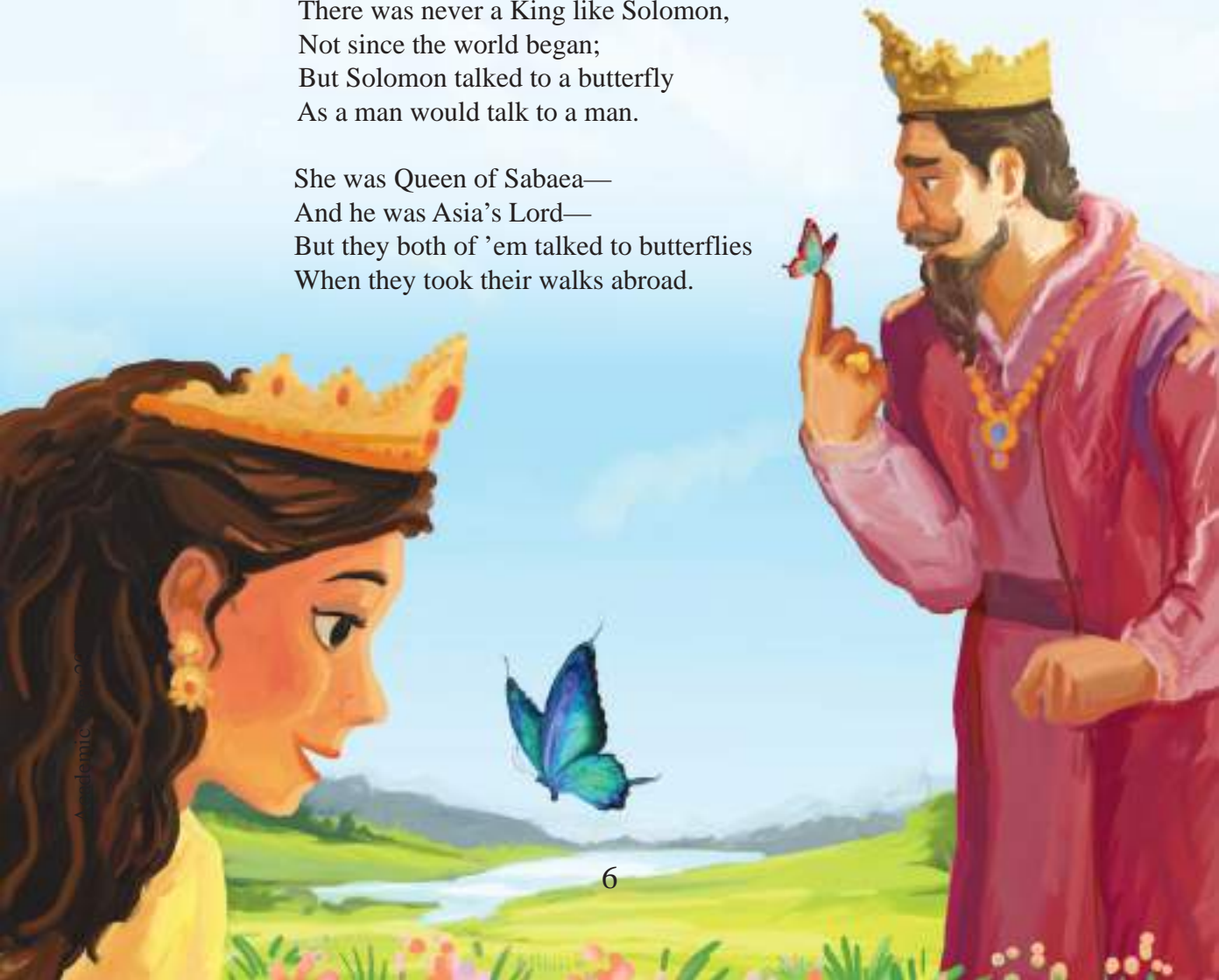
True Royalty

By Rudyard Kipling

There was never a Queen like Balkis,
From here to the wide world's end;
But Balkis talked to a butterfly
As you would talk to a friend.

There was never a King like Solomon,
Not since the world began;
But Solomon talked to a butterfly
As a man would talk to a man.

She was Queen of Sabaea—
And he was Asia's Lord—
But they both of 'em talked to butterflies
When they took their walks abroad.



1.3.2 Read the poem 'True Royalty' again. Then, ask and answer the following questions in pairs/groups. Finally, share your answers with the class.

(‘True Royalty’ কবিতাটি আবার পড়ো। তারপরে, .জোড়ায়/দলে নিম্নলিখিত প্রশ্নগুলো জিজ্ঞাসা করো এবং তার উত্তর দাও। সবশেষে, ক্লাসের সাথে তোমার উত্তর share করো।)

Questions

- How many characters are there in the poem?
- Who are Balkis and Solomon?
- How are they?
- Who is their friend?
- What are the rhyming words used in the poem?
- What are the words that are repeated in the poem?
- Do these repeated words help you understand what the poet wants to say through Queen Balkis and King Solomon?

1.3.3 Now, read the note given below. Then in pairs/groups, read the poem 'True Royalty' again and identify the 'similes' used to describe Queen Balkis and King Solomon. Finally, share your answers with the class. Also, discuss the reasons for using these similes in the poem.

(এখন, নিচের নোটটি পড়ো। তারপর জোড়ায়/দলে, True Royalty কবিতাটি আবার পড়ো এবং Queen Balkis এবং King Solomon কে বর্ণনা করার জন্য ব্যবহৃত similes বা উপমাগুলি চিহ্নিত করো। সবশেষে, ক্লাসের সাথে তোমার উত্তর share করো। এছাড়াও, কবিতায় এই উপমাগুলো ব্যবহারের কারণ আলোচনা করো।)

Simile

A simile is a figure of speech and it is mainly used to compare two or more things that possess a similar quality. A simile is defined as “a word or phrase that compares something to something else, using the words like or as.” For example, as white as milk, black like hair, brave like a lion, busy like bees, as fast as a cheetah. Simile is a powerful tool for making language more interesting, descriptive, and creative.

1) As

An example sentence: His shirt is as white as snow.

Here, the colour of the shirt is compared to snow which expresses the whiteness of the shirt.

2) Like

An example sentence: Our freedom fighters fought like lions.

In this example, the strength and courage of our freedom fighters are compared to those of the lions.

A simile provides a mental image to the readers or listeners. That's how it makes a better connection between a reader/listener and the text. For this reason, people use simile in their conversations and poets use it in their writings.

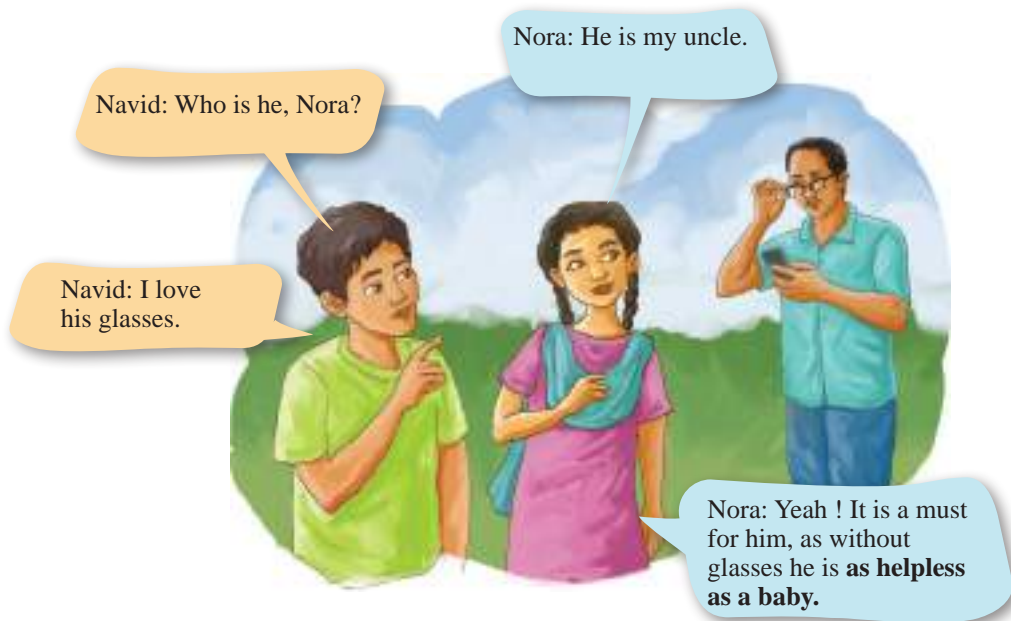
It's time to identify the similes in the poem! You can write your answers in the given grid:

Characters described	Compared to/ with	Simile	Your sentences	Reason for using the simile
Queen Balkis				
King Solomon				

1.3.4 Let's learn some more interesting similes

(কিছু মজার উপমা শিখি।)

Conversation-1



Conversation-2



Conversation-3

Navid: You look so happy, Nora. Any good news?

Nora: Yes, I have been selected secretary of the school cultural club.

Navid: Wow, congratulations! How are you feeling?

Nora: I'm feeling like stars



Conversation-4

Navid: Can you see the building, Nora?

Nora: How majestic! It looks like a fort.



1.3.5 Now, read a note on ‘The Rhyming Pattern of a Poem’ and explore the rhyming patterns of the poem ‘True Royalty.’

(এখন, ‘The Rhyming Pattern of a Poem’ সংক্রান্ত একটি নোট পড়ো এবং True Royalty কবিতার ছন্দের ধরনগুলি খুঁজে বের করো।)

Note

You have already learned that **Rhyming** is one of the notable features of a poem. Here, we will learn how to identify the rhyming pattern of a poem. The rhyming pattern of a poem is called Rhyme Scheme. A rhyme scheme refers to the sounds that repeat at the end of a line or stanza. A rhyme scheme can change line by line, stanza by stanza, or continue throughout a poem. There are several rhyme schemes used in poetry. Some of the most popular rhyme schemes are–

- Alternate Rhyme Pattern: Here, the first and third- lines rhyme at the end, and the second– and fourth-lines rhyme at the end following the pattern ABAB for each stanza. For example:

“Bring me my Bow of burning gold: A
 Bring me my arrows of desire: B
 Bring me my Spear: O clouds unfold! A
 Bring me my Chariot of fire!” B

Here, the poet uses two different end sounds in lines 1-4. The first- and third-lines rhyme with “gold” and “unfold,” with the second and fourth lines rhyming with the words “desire” and “fire.”

- Ballad: It contains three stanzas with the rhyme pattern of “ABABBCBC” followed by “BCBC”.
- Monorhyme: Here, every line of a poem uses the same rhyme pattern.

To explore the rhyming pattern of the poem, first, read the poem carefully. Then, check and write the ending sounds of each verse/line in the blank spaces at the end of every line. Later, check your answers in pairs/groups.

(কবিতার ছন্দের ধরন খুঁজে বের করতে, প্রথমে কবিতাটি মনোযোগ দিয়ে পড়ো। তারপর, প্রতিটি লাইনের শেষে খালি জায়গায় প্রতিটি পদ/লাইনের শেষ sound গুলো লেখো। পরে, জোড়ায়/দলে তোমাদের উত্তরগুলো মিলিয়ে নাও।)

Stanza-1 is done for you.

Stanza-1

There was never a Queen like Balki____s, [the ending sound of this verse is /s/.] A
 From here to the wide world's en____d; B
 But Balkis talked to a butterfl____y_ C
 As you would talk to a frien____d. D
 So, the ending sounds of stanza-1 looks like -

Stanza - 1

Verse/line 1..... s
 Verse/line 2..... d
 Verse/line 3..... y
 Verse/line 4..... d

Now notice -at the beginning of the verse, the name of the rhyming pattern is written.As,

Verse 1 is named A (ending sound s),
 Verse 2 is named B (ending sound d),
 Verse 3 is named C (ending sound y), and
 Verse 4 is named B (ending sound d).

Finally, we can say that the rhyming pattern of the first stanza is **ABCB**.

Now, it's your turn to identify the rhyming patterns of the rest two stanzas. Later, share them with the whole class.

(এখন, বাকি দুটি স্তবকের ছন্দের ধরন শনাক্ত করো এবং পুরো ক্লাসের সাথে তা শেয়ার করো।)

Stanza-2

There was never a King like Solomon_____, D
 Not since the world began_____; E
 But Solomon talked to a butterfly_____ F
 As a man would talk to a man_____. E

Stanza-3

She was Queen of Sabae_____ G
 And he was Asia's Lord_____ H
 But they both of 'em talked to butterflies_____ I
 When they took their walks abroad_____. H

1.3.6 Read the poem aloud and notice the rhyming patterns. Then match the words/phrases in column A with their meanings in column B.

কবিতাটি শব্দ করে পড়ো এবং A কলামের word/phrase গুলোকে B কলামের অর্থের সাথে মিলিয়ে নাও।)

I Wandered Lonely As A Cloud

William Wordsworth

I wandered lonely as a cloud	A
That floats on high o'er vales and hills,	B
When all at once I saw a crowd,	A
A host, of golden daffodils;	B
Beside the lake, beneath the trees,	C
Fluttering and dancing in the breeze.	C
Continuous as the stars that shine	D
And twinkle on the milky way,	E
They stretched in never-ending line	D
Along the margin of a bay:	E
Ten thousand saw I at a glance,	F
Tossing their heads in sprightly dance.	F

Column A	Column B
a) wandered	1) valleys and mountains
b) floats high o'er	2) strolling or roaming around
c) vales and hills	3) waving
d) host of daffodils	4) hanging extraordinarily
e) fluttering	5) wind
f) breeze	6) unceasing or non-stop
g) continuous	7) sparkling or glittering
h) twinkle	8) a broad band of light in the night sky
i) milky way	9) over-extended
j) stretched	10) numerous in number
k) never-ending line	11) the edge of a bay where water and land meet
l) the margin of a bay	12) immediately looking
m) at a glance	13) stirring, flinging and blending
n) tossing	14) energetic or vigorously
o) sprightly	15) swarm of daffodil flowers

1.3.7 Now, read the poem again and tick the best answer from the alternatives for each question.

(এখন, কবিতাটি আবার পড়ো এবং প্রতিটি প্রশ্নের সবচেয়ে ভালো বিকল্প উত্তরে টিক চিহ্ন দাও।)

i) I wandered lonely as a cloud

That floats on high o'er vales and hills,- These lines mean that-

- a) I am dozing in the cloud being lonely
- b) Like a floating cloud, I roam around the high valleys and hills
- c) Clouds float over valleys and hills

ii) Tick the best words for the blanks among the three-

The golden daffodils have become _____ amid the setting of the lake, under the _____. These daffodils are continuously _____ and dancing in the _____.

- a) A host, trees, waving, wind
- b) Crowd, hills, swaying, light
- c) Host, plants, wind, dancing

iii) Identify the following sentence as True/False.

The first stanza refers that the golden daffodils waving in the wind seem a crowded host as if it welcomes the poet as a cloud.

- a) True
- b) False

iv) The innumerable golden daffodils are shining and glittering like stars in the milky way. The stirring and energetic moving of bright yellow flowers is spread to the horizon along the edge of an ocean.

Can you tell in which stanza you will get this information?

- a) Stanza 1
- b) Stanza 2

1.3.8 Read the poem again and in pairs/groups identify the similes used in the poem. Finally, share your answers with the class. Also, mention the patterns you have used to compare the two things/persons and why these similes are used here.

(কবিতাটি আবার পড়ো এবং জোড়ায়/দলে কবিতায় ব্যবহৃত উপমাগুলো (similes) চিহ্নিত করো। অবশেষে, ক্লাসের সাথে তোমার উত্তর share করো। এছাড়াও, দুটি জিনিস/ব্যক্তির তুলনা করার জন্য তুমি যে patterns ব্যবহার করেছো এবং কেন ব্যবহার করেছো তা জানাও।)

You can write your answers in the given grid:

Characters described	Compared to/with	Simile	Your sentence	Pattern you have used	Reason to use the simile
1.					
2.					

(নিচে দেওয়া কবিতাটির প্রথম স্তবকটি (stanza) পড়ো। তারপর, কবিতাটি পড়ার সময় তোমার মনে যে চিত্র বা ছবি আসে তা আলোচনা করো এবং তা লিখে অন্যান্য গ্রুপের সাথে share করো।)

'I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.'

Now, it's your turn to write about the picture that you can imagine from stanzas 2 and 3.

1.4.1 Read the following situations and make comparisons using similes.

(নিম্নলিখিত পরিস্থিতি (situation) গুলো পড়ো এবং উপমা (simile) ব্যবহার করে তুলনা করো।)

My little sister, Sarah is the heart of our family. She is super busy and doesn't have a moment to rest.

Now, describe her using an appropriate simile.



Situation-2

We live in a busy area. Here, there is hardly any open space to play or walk. Each afternoon a group of young boys play cricket in the narrow space beside the road. One day while they were playing, suddenly, a speedy bike ran over one of the players. It was so sudden and unexpected that everyone forgot to move for the moment.

Now, describe the intense situation using an appropriate simile.



Situation -3

Rima seems tensed. Next week, she will anchor the school's annual cultural program. Performances like singing, dancing, recitation and many more are to be performed in that program. She prepared scripts for some of the events but could not organise her scripts for recitation and drama. She couldn't understand what she would do. Just then, her cousin has come to visit them. Her cousin is well known for her anchoring. So, she is like a blessing to Rima, sent by the creator.

Now, describe her cousin using an appropriate simile.



Situation- 4

Today is my birthday. I was so excited about all my plans that I couldn't sleep well last night. I got up early in the morning. Everything seems refreshing and different. I planned to take a little walk and say hello to the rising sun. As I stepped out of my room, I was amazed to see a huge bouquet waiting for me. I have never seen such a big bouquet in my whole life!

Now, describe the bouquet using an appropriate simile.



Situation- 5

My father is a teacher in a government college. Recently, he has been transferred from Sylhet to Faridpur. Accordingly, we shifted to Faridpur. Within a few days, I got admitted to Faridpur Government High School. When I entered the class, everything was new. I felt so unfamiliar and uncomfortable in this new situation.

Now, describe the uncomfortable situation using an appropriate simile.



1.4.2 It's a group work. In groups, choose a poem from your books (Bangla or English). You are free to choose any poem from any source. Now, find out the similes, and Rhyme Scheme used in the poem. Write the images that come to your mind while reading the poem.

দলীয়ভাবে তোমার বই (বাংলা বা ইংরেজি) থেকে একটি কবিতা বেছে নাও। যেকোনো উৎস থেকে যেকোনো কবিতা বেছে নিতে পারো। এখন কবিতায় ব্যবহৃত **similes** এবং **rhyme scheme** খুঁজে বের করো। কবিতা পড়ার সময় তোমার মনে যে ছবি আসে তা লেখো।

Now, discuss and write how all these three things (use of similes, rhyme scheme and imagining the pictures/images) help you understand/ feel a poem and be a poem lover. Finally, make a presentation and present it to the class.

(এখন, এই তিনটি বিষয় (**similes, rhyme scheme** এবং ছবি/চিত্র কল্পনা করা) তোমাকে কীভাবে কবিতা বুঝতে এবং কবিতা ভালবাসতে সাহায্য করে তা আলোচনা করো এবং লেখো।

সবশেষে, একটি উপস্থাপনা তৈরি করো এবং তা ক্লাসে উপস্থাপন করো।)

New Words:

cropland, hospitality, surround, power cut, quiet, remote, landscape, breeze, harvest, sacrificing, brave, emblem, greenery, blew away, burying, visualize, incidents, tears, rolled down, greenery.