

## Figures of speech

**1. Rhyming Words:** கொடுக்கப்பட்ட பாடலில் உள்ள ஒவ்வொரு வாரியின் கடைசி வார்த்தைகளைக் கவனிக்க வேண்டும். அவைகளிலே ஒரே மாதிரியான ஓலிகள் இருந்தால் அவைகள் Rhyming Words ஆகும்.

Ex : All through that summer at ease we lay

And daily from the turret wall

We watched the mowers in the hay

And the enemy half a mile away

They seemed no threat to us at all

**Rhyming words – lay - hay, away wall, all**

**2. Rhyme scheme :** ஒரு பாடல் வரிகளின் கடைசி வார்த்தைகளில் ஒரே ஒலியாக வந்தால் அதற்கு ஒரு குறியீடு வைக்க வேண்டும். உதாரணமாக a,b,c.....

Ex : Unknown, Yet well-known to the eye of faith a  
Ah I have heard that hail far away b

In distant lones by many a sheltered buy b

When slumbered in his case the water - wraith a  
ஒலி மாறுபடும் போது குறியீடு மாறும்.

**3. Simile :** a word or phrase that compares something to something else showing resemblance, using the words like (or) as.

ஒத்து பண்புகளை ஒப்பிடும் போது உவமை என்கிறோம். like, as போன்ற வார்த்தைகளை வைத்து simile அடையாளம் காணலாம்.

Ex: And shining morning face, creeping like a snail

**4. Metaphor :** It is an implied simile. The use of word to indicate a meaning different from its literal meaning.

**5. Personification :** The practice of representing objects, qualities etc. as humans, in art and literature. மனிதப்பண்பை மனிதரல்லாதவற்றிற்கு ஒற்றிச் சொல்லுதல்.

1. There was a little private gate.

2. A wicked wicket gate.

**6. Apostrophe :** An Apostrophe is a direct address to the dead, to the absent, or to a personified object or idea. உயிர்று, நேரில் இல்லாதவர்களை அழைத்தல்.

1. O ye wheels ! be silent for today.

**7. Oxymoron :** Oxymoron is a special form of Antithesis, where two contradictory qualities are predicted at once of the same thing. எதிர்

சொற்களால் ஒரு நபரையோ, ஒரு பொருளையோ குறிப்பது.

**Unknown, Yet well known** to the eye of faith!

**8. Anaphora** அந்தாதித் தொடை – a literary device wherein a word or a phrase is repeated at the beginning of two or more successive sentences. தொடர்ந்து வரும் பாடல் வரிகளில் ஒரே வார்த்தை திரும்ப வரும் போது அதனை **Anaphore** என்கிறோம்.

Ex : 1. Tell him time as a stuff can be wasted.

2. Tell him to be a fool ever so often.

**9. Alliteration :** மோனை the use of the same letter or sound (consonant) at the beginning of the words that are close together.

ஒரு பரியில் ஒரு வார்த்தையின் முதல் மெய்யெழுத்து ஒலி மீண்டும் வந்தால் அதனை **alliteration** என்கிறோம்.

Ex : 1. Waver at wonder wall

2. Let once my army --Leader Lannes

**10. Anti-thesis :** Emphasizes the idea of contrast. எதிர்மறைகளையுடைய கருத்து ஒரே வாக்கியத்தில் வருதல்.

Ex : Brutes have been gentled where lashes failed

**11. Transferred Epithet :** An epithet grammatically qualifies a noun other than the person or a thing, it is actually meant to describe.

Ex : and left them dead years before burial

Let him have the lazy days seeking his deeper motives.

Bringing changes into a world resenting change

**12. Allegory :** An allegory is a complete narrative that involves character and events that stand for an abstract idea or event. In other words,a story, a poem or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one.

Ex : The castle

**13. Zoo morphism :** it is the shaping of something in a normal form or term. This is used to illustrate movement, along the tree seen more actively alive and also implying movement.

Ex : Like a huge python, winding round and round.

The rugged trunk, indented deep with scars.

**unit 1**

**POEM**

**The Castle**

**Edwin Muir**

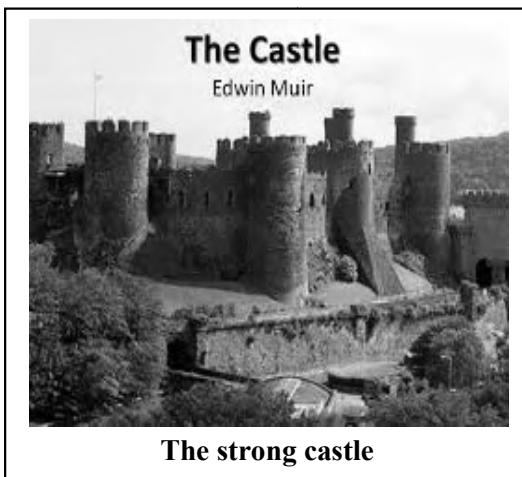
  
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**About the author**

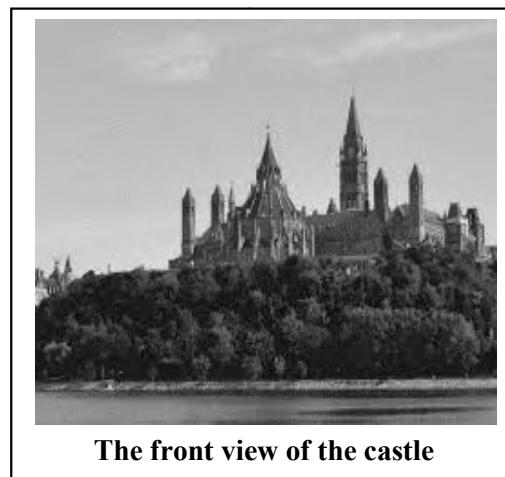
Edwin Muir (1887-1959) was a renowned Scottish poet, novelist, translator and critic. He was remembered for his vivid poetry. He began writing poetry at a relatively old age, and over the course of several years worked out an individual, philosophical style for which he gained recognition later in his life. First Poems and Chorus of the Newly Dead contain Muir's initial attempts. Muir's later collections include Variations on a Time Theme, The Narrow Place, The Voyage and Other Poems, The Labyrinth, and One Foot in Eden



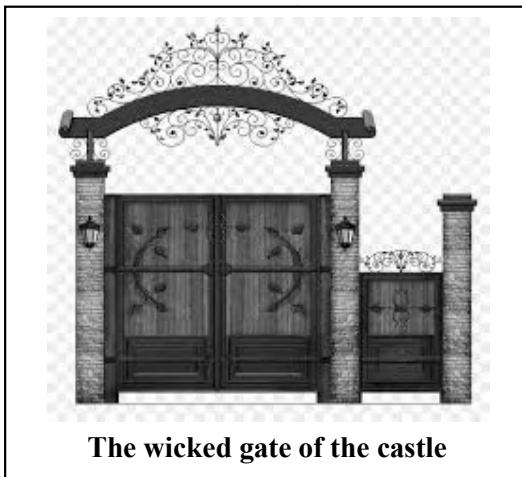
**Pictures related to the lesson**



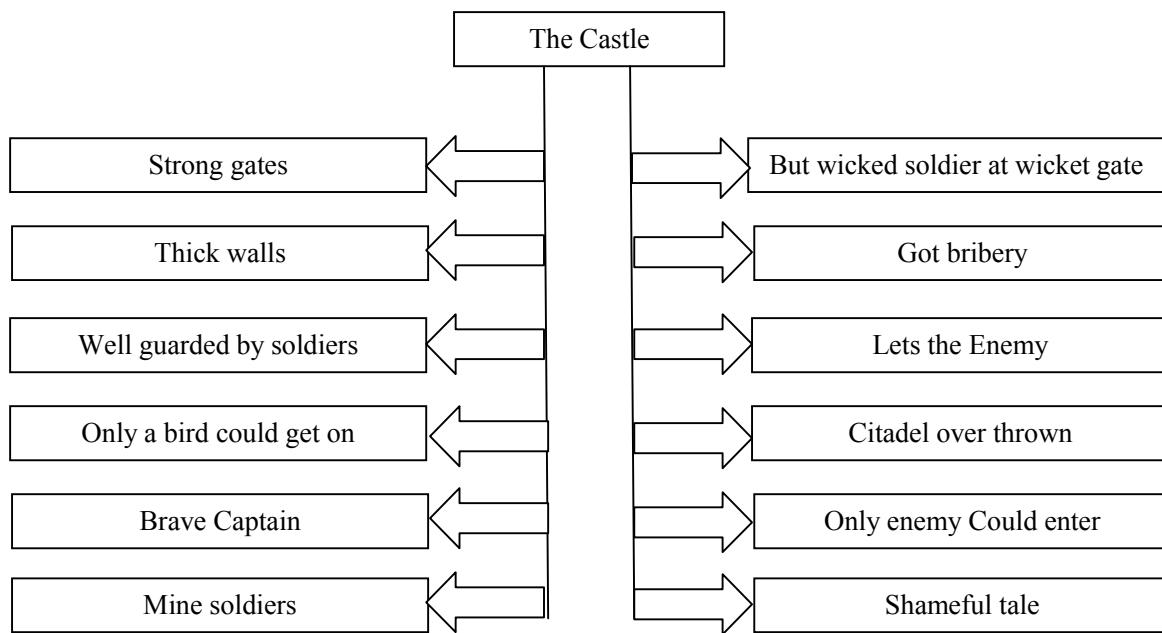
**The strong castle**



**The front view of the castle**



## MIND MAP



## Pictorial Description



 WARM UP

**a) What thoughts come to your mind when you think about a castle? Add your ideas to the list.**

Moat, gun powder, huge buildings, prince, soldiers, guildhall, weapons, cannon, armour, emperor, baronet, graveyard, gate house, dynasty, sceptre, watch tower

**b) Have you ever visited a fort or a castle?**

Yes, I have visited the forts and castles in Rajasthan recently.

**c) Fill in the following empty boxes.**

Name	Location
Fort St. George	Chennai
Gingee Fort	Gingee
Golconda Fort	Hyderabad
Red Fort New	Delhi

 SUMMARY

"The Castle" is a moving poem. It conveys the story of an unspecified battle. The narrator is one of the several men lodged in a seemingly impenetrable castle. They have plenty of weapons and food. Their allies are nearby them to safeguard. The gates of the castle are strong. The walls of the castle are high, thick and smooth. But these men are defeated when the enemies bribe the warder, who lets the enemy soldiers through the little wicket gate. The narrator is disappointed to know that the strong castle has been captured because they have the firm belief that no one could enter the castle.

TEXT TRANSLATION

POEM ENGLISH	பாடல் தமிழ்
All through that summer at ease we lay, And daily from the turret wall We watched the mowers in the hay And the enemy half a mile away They seemed no threat to us at all.	அது ஒரு கோடைக் கால வேளையில், நாங்கள் கவலையில்லாமல் படுத்திருந்தாலும், தினமும் பாதுகாப்பு மதிலின் மேல் உள்ள கோபுரத்தின் கோட்டையில் எல்லா மூலைகளிலும் கடந்து செல்லும் முன்புறத்தில் புல்லைச் செதுக்கி சமன்படுத்தும் அனைவரையும் கவனித்தோம். எங்கள் பகைவர் அரை மைல்கள் தூரத்தில் உள்ளார். எங்களுக்கு எந்தவித அச்சுறுத்தலும் இல்லை.
For what, we thought, had we to fear With our arms and provender, load on load, Our towering battlements, tier on tier, And friendly allies drawing near	இதற்காக எங்கள் நினைவுகளில் எப்போதும் பயம் தோண்றியது. ஆயுதங்களுடனும், உணவுடனும் மூட்டை மூட்டையாக மதில் மேலிருக்கும் ஆயுதம் தாங்கிய வீரர்கள் எதிரிகளைச் சுட எப்போதும் தயார்ந்தையில் ஒருவர் மேல் ஒருவர் உதவியாக சக்கரம் போல் உதவி செய்தன. மேலும், ஆதரவு, நாட்டின் ஆயுதப் படை வீரர்கள் அருகில் உள்ளனர்.
On every leafy summer road. Our gates were strong, our walls were thick, So smooth and high, no man could win A foothold there, no clever trick Could take us dead or quick,	ஒவ்வொரு இலை கிடைக்கும், கோடைக்கால சாலையில் எங்களின் நுழைவாயில் பலமானது. எங்கள் மதிற்சுவர்கள் உறுதியானவை. வழவழப்பாகவும் உயரமாகவும் எவராலும் வெல்ல முடியாது.

<p>Only a bird could have got in What could they offer us for bait? Our captain was brave and we were true... There was a little private gate, A little wicked wicket gate.</p>	<p>பறவைகள் மட்டுமே உள்ளே நுழைய முடியும். அவர்கள் எங்களுக்காக என்ன தூண்டில் போட முடியும்? எங்கள் தலைவன் தெரியமானவன். மேலும் நாங்கள் உண்மையானவர்கள். அதனருகில் ஒரு சிறிய தனி வழி உண்டு. அது ஒரு சிறிய திட்ட வாசல் அதன் வழியே ஒரு கிழக் காவலன் அவர்களை உள்ளே நுழைய விட்டார்.</p>
<p>Oh then our maze of tunneled stone Grew thin and treacherous as air. The cause was lost without a groan, The famous citadel overthrown, And all its secret galleries bare. How can this shameful tale be told? I will maintain until my death We could do nothing, being sold: Our only enemy was gold, And we had no arms to fight it with.</p>	<p>ஓ! எங்கள் குழப்பமான பாதையின், சுரங்கக் கற்கள் துரோகத்தால் காற்றைப் போல் மெல்லியதானதால் ஒரு புலம்பல் கூட இல்லாமல் காரியம் எளியதாய் முடிந்தது. புகழ் பெற்ற ஒரு கோட்டை கைப்பற்றப்பட்டது. அதன் ரகசியப் பாதைகள் அுணைத்தும் வெற்றிடமாயினா. இந்த அவமானத்தை எவ்வாறு வெளியில் கூற இயலும்? இதை நான் என் உயிர் உள்ளவரை மனதில் வைத்திருப்பேன். விற்கப்படுவதைத் தவிர எங்களுக்கு வேறு வழியில்லை. எங்களின் ஒரே எதிரி தங்கம். அதனுடன் போரிட எங்களிடம் எந்தவித ஆயுதமும் இல்லை. (எட்வின் மியூர் எப்போதும் வெளிப்புறத்தில் மட்டும் பார்க்காமல் உட்புறமும் பார்க்க வேண்டும். கோட்டைப் பாதுகாப்பானது தான்! உள்ளே நுழைந்த எதிரியைக் கவனிக்கத் தவறியதை அழகாக கையாண்டு உள்ளார்.)</p>

### GLOSSARY

Word	Meaning	Word	Meaning
<b>turret wall</b>	- a small tower on top of a castle	<b>mowers</b>	- grass and level the lawns
<b>provender</b>	- food	<b>towering battlements</b>	- tall towers with openings to shoot the enemies
<b>tier</b>	- one above the other	<b>friendly</b>	- allies helpful or supporting nations or armed forces
<b>foothold</b>	- advantageous position	<b>quick</b>	- alive
<b>bait</b>	- something intended to entice someone to do something	<b>wicked</b>	- evil or morally wrong
<b>wicket gate</b>	- a small gate	<b>wizened warder</b>	- an aged or old guard
<b>maze</b>	- a winding, intricate confusing path	<b>treacherous</b>	- disloyal
<b>groan</b>	- lament/ cry	<b>citadel</b>	- a safe and strong fort
<b>overthrown</b>	- conquered/ defeated	<b>Maintain</b>	- believe

### 2 Mark Questions

1. Based on your understanding of the poem, answer the following questions in one or two sentences each (Text page 20)

a) Who is the narrator in the poem?

The narrator in the poem is a soldier inside the castle.

b) How long had the soldiers been in the castle?

The soldiers had been in the castle for about a year.

**c) Why were the soldiers in the castle fearless?**

The walls of the castle were thick, high and smooth. No enemy could invade it. Even the captain of the castle was brave and true enough to safeguard the castle. Hence, the soldiers in the castle were fearless.

**d) Where were the enemies?**

The enemies were half a mile away from their foothold.

**e) Why does the narrator say that the enemy was no threat at all?**

According to the poet, the enemy was no threat at all because the castle walls were high, thick and smooth. The soldiers had sufficient arms, ammunitions and food with them. The captain was brave and confident. Even the supporting country soldiers too were close and loyal to the captain.

**f) Did the soldiers fight with the enemies face to face?**

No, the soldiers did not fight with the enemies face to face.

**g) Who had let the enemies in?**

An evil and aged or old guard or wicked warden of the castle had let the enemies in.

**h) How did the enemies enter the castle?**

The enemies entered the castle by enticing the wizened warden of the gate.

**i) Why were the secret galleries bare?**

The secret galleries were bare because the enemies invaded the castle and looted all the wealth.

**j) What was the 'shameful act'?**

The enemies bribed the old warden with gold. So, the old warden let the enemies inside the strong castle. Capturing of the mighty castle by such unfair manner is a shameful act.

**k) Why didn't the narrator want to tell the tale to anybody?**

The narrator never expected the capture of the strong castle by unfair means. He was disappointed by the capture of the castle through unfair means. So he didn't want to tell the tale to anybody.

**l) Why did the narrator feel helpless?**

The narrator felt helpless since all the soldiers had been captured or sold by the enemy force. Moreover they were made armless to fight it with.

**m) Who was the real enemy?**

The gold which was given as a bribe to the warden by the enemy soldiers was the real enemy.

**2. Read the poem again and complete the summary using the words given in box.**

**Stanzas 1-3**

“The Castle” by Edwin Muir is a moving poem on the (1) ..... of a well-guarded (2)..... The soldiers of the castle were totally stress-free and relaxed. They were (3) ..... of their castle’s physical strength. Through the turrets they were able to watch the mowers and no enemy was found up to the distance of (4) ..... and so they seemed no threat to the castle. They had (5) .....of weapons to protect them and a large quantity of (6) ..... in stock to take care of the well-being of the soldiers inside the castle. The soldiers stood one above the other on the towering (7) ..... to shoot the enemy at sight. They believed that the castle was absolutely safe because their captain was (8) ..... and the soldiers were loyal.

**Ans :**    1) capture        2) castle        3) confident        4) half-a-kilometre  
            5) plenty        6) ration        7) watching        8) brave

**Stanzas 4-6**

Even by a trick no one but the birds could enter. The enemy could not use a (9).... for their entry inside the castle. But there was a wicket gate guarded by a (10) ..... He (11) ..... in the enemies inside the famous citadel that had been known for its secret gallery and intricate path. The strong castle became (12)..... and thin because of the greedy disloyal warden. The (13) ..... was captured by the enemies for (14) ..... The narrator (15) ..... over the (16) ..... of the useless warden and also decided not to disclose this (17) ..... story to anyone. He was

(18) ..... and wondered how he would keep this truth to himself. He regretted not finding any (19) ..... to fight with the (20) ..... called 'gold'.

**Ans :** 9) bait      10) wicked guard      11) let      12) weak      13) citadel      14) gold  
15) lamented      16) disloyalty      17) shameful      18) helpless      19) weapon      20) enemy

**PARAGRAPH QUESTIONS**

**3. Read the poem and answer the following in a short paragraph of 8-10 sentences each. (Text page 21)**

**a) How safe was the castle? How was it conquered?**

The gates of the castle were strong. The walls of the castle were thick and smooth. The castle had more towers for battlements. None could enter the castle easily. Only a bird could enter it. The captain of the castle was very confident and brave. He was true to his stand. Such a mighty castle was captured by enemy soldiers due to an aged or old guard who let the enemy soldiers in by taking gold as bribe. They captured it easily.

**b) Bring out the contrasting picture of the castle as depicted in stanzas 3 and 5.**

In the third stanza, the castle is depicted positively. The gates of the castle were strong. The walls of the castle were thick, smooth and high. None could enter the castle. The castle could not be captured easily. No one's plan would kill any soldier. Only a bird could enter it. It was such a mighty castle.

In the fifth stanza, the castle is depicted negatively. The mighty castle was captured easily by the enemy soldiers. The stronghold and its winding, intricate and confusing path became weak. There, any enemy soldier could not enter easily. Protecting the castle with a strong fight could not be seen there. It was captured by the enemies' bribe of gold. No brave soldier stood against the invaders. Thus both in the 3rd and 5th stanzas, we could get the contrasting picture of the castle.

**C) Human greed led to the mighty fall of the citadel. Explain. (PTA 2, 6)**

"The Castle" by Edwin Muir is a moving poem on the capture of a well-guarded castle. The soldiers of the castle were totally stress-free and relaxed. They were confident of their castle's physical strength. Through the turrets, they were able to watch the mowers. No enemy was found up to the distance of half-a-kilometre. So they seemed no threat to the castle. The soldiers had plenty of weapons to protect them and a large quantity of food to take care of their well-being inside the castle. They stood one above the other on the tower watching to shoot the enemy at sight. They believed that the castle was absolutely safe because their captain was brave and the soldiers were loyal. Even by trick no one but the birds could enter. Such a castle was captured because of the greediness of a human being who was a wizened warder. He let the enemies in to loot all the riches and capture it. The enemies too had the sense of greediness over wealth and possession. Hence, human greediness led to the mighty fall of the citadel.



### HIGH LEVEL PARAGRAPH

<b>Name of the Poem</b>	: The Castle
<b>Name of the Poet</b>	: Edwin Muir
<b>Theme</b>	: bribery

#### Introduction:

Edwin Muir was a renowned Scottish poet, novelist, translator and critic. He was remembered for his vivid poetry. He began writing poetry at a relatively old age. "The Castle" by Edwin Muir is a moving poem on the capture of a well-guarded castle by unfair means.

#### Strong Castle:

The soldiers of the castle were totally stress-free and relaxed. They were confident of their castle's physical strength. Through the turrets, they were able to watch the enemies. No enemy was found up to the distance of half a kilometre. Hence they seemed no threat to the castle. The soldiers had more weapons to protect them, and more food to take care of their well-being in the castle. The soldiers stood on the tower watching to shoot the enemy at sight. They believed that the castle was absolutely safe because the castle had strong gates and thick walls. Their captain was brave and the soldiers were loyal.

#### Capture of the Castle:

No one could enter the castle. The enemies could not use a weapon for their entry inside the castle. But there was a wicket gate guarded by a wicked warder. He let the enemies inside the famous castle that had been known for its secret gallery and intricate path. The strong castle became weak because of the greedy disloyal warder. The castle was captured by the enemies for gold. The narrator lamented over the disloyalty of the useless warder. He also decided not to disclose this shameful story to anyone. He was helpless and wondered how he could keep this truth to himself. He mentioned that gold became their enemy.

#### Conclusion:

Thus the poem described the capture of a well-guarded castle by unfair means.

### AVERAGE PARAGRAPH

<b>Name of the Poem</b>	: The Castle
<b>Name of the Poet</b>	: Edwin Muir
<b>Theme</b>	: bribery

"The Castle" by Edwin Muir is a moving poem on the capture of a well-guarded castle by unfair means. The soldiers of the castle were comfortable. They were confident of their castle's physical strength. Through the turrets, they were able to watch the enemies. No enemy was near the castle. Hence they seemed no threat to the castle. They had more weapons and food in the castle. The soldiers were

watchful on the tower to shoot the enemy at sight. They believed that the castle was absolutely safe with strong gates and thick walls. Their captain was brave and the soldiers were loyal.

No enemy could enter the castle. The enemies could not use a weapon for their entry inside the castle. But there was a wicket gate guarded by a wicked guard. He let in the enemies inside the famous citadel. The strong castle became weak because of the greedy disloyal warder. The citadel was captured by the enemies for gold. The narrator lamented over the disloyalty of the useless warder. He also decided not to disclose this shameful story to anyone. Being helpless, he wondered how he could keep this truth to himself. He expressed disappointment to fight with the enemy called gold.

### SLOW LEARNERS

<b>Name of the Poem</b>	: The Castle
<b>Name of the Poet</b>	: Edwin Muir
<b>Theme</b>	: bribery

- ‘The Castle’ is a moving poem on the capture of a well guarded castle.
- The soldiers were confident of their castle’s physical strength.
- They had more weapons and food.
- Their captain was brave.
- But there was a wicket gate guarded by a wicked guard.
- The strong castle became weak because of the greedy disloyal warder.
- The citadel was captured by the enemies for gold.
- The narrator lamented over the useless warder’s disloyalty.

### POETIC DEVICE

POEM 1. THE CASTLE Edwin Muir	Figure of speech	Alliteration / Assonance	Appreciation Hints
All through that summer at ease we lay,	Alliteration	Through, that	‘We’ refers to the soldiers
And daily from the turret wall			Turret wall – a small tower on the top of a castle
We watched the mowers in the hay	Alliteration	We, watched	Mowers – people who trim the grass and level the ground
And the enemy half a mile away			
They seemed no threat to us at all.	Alliteration	They, threat	‘They’ refers to the enemies.
<b>Rhyming Scheme No proper rhyme scheme</b>	<b>Rhyming Words</b> <b>Lay,hay, away:</b> <b>wall, all</b>	<b>Rhyming Scheme</b> <b>abaab</b>	
For what, we thought, had we to			

fear			
With our arms and provender, load on load,			Provender - food
Our towering battlements, tier on tier,			Towering battlements – tall towers with opening to shoot the enemies
And friendly allies drawing near			Friendly allies – supporting nations
On every leafy summer road.			The threats are insignificant and the castle is surrounded by pleasantries of spring and nature
<b>Rhyming Scheme</b>	<b>Fear, tier, near Load,road</b>		
Our gates were strong, our walls were thick,			
So smooth and high, no man could win			
A foothold there, no clever trick Could take us dead or quick,			
Only a bird could have got in.			
<b>Rhyming Scheme a, b, a, a, b</b>	<b>Rhyming Words Thick, quick : win, in</b>		
What could they offer us for bait?			Bait – something intended to entice someone to do something
Our captain was brave and we were true...			
There was a little private gate,			
A little wicked wicket gate.	Personification	Wicked, wicket	Wicked – evil Wicket – small gate
The wizened warder let them through.		Wizened, warder: them, through	Wizened warder – an aged or old guard
<b>Rhyming Scheme abaab</b>	<b>Rhyming Words</b>	bait, gate true, through	
Oh then our maze of tunneled stone	Metaphor	Oh, our	Maze – a winding or intricating path
Grew thin and treacherous as air.	Simile	As, air	treacherous - disloyal
The famous citadel overthrown,			Citadel – a safe and strong fort Overthrown – conquered/ defeated
And all its secret galleries bare.			Galleries – a covered corridor

<b>Rhyming Scheme abaab</b>	<b>Rhyming Words Stone, thrown: air, bare</b>		
How can this shameful tale be told?			
I will maintain until my death			
We could do nothing, being sold:			
Our only enemy was gold,	Metaphor		Our, only
And we had no arms to fight it with.			Arms - weapons
<b>Rhyming Scheme a,b,a,a,b</b>	<b>Rhyming Words: tale,told, sold, gold: death, with</b>		

### TEXTUAL QUESTIONS

**4. Read the given lines and answer the questions that follow in a line or two.**

- a) *All through the summer at ease we lay,  
And daily from the turret wall  
We watched the mowers in the hay (PTA 2, 4)*

**i) Who does 'we' refer to?**

'We' refers to the 'soldiers'.

**ii) How did the soldiers spend the summer days?**

The soldiers spent the summer days comfortably and watchfully.

**iii) What could they watch from the turret wall?**

They could they watch the people who trim grass and level the lawns.

- b) *Our gates were strong, our walls were thick,  
So smooth and high, no man could win,  
(PTA 1, 3)*

**i) How safe was the castle?**

The gates of the castle were strong and the walls of the castle were thick, smooth and high.

**ii) What was the firm belief of the soldiers?**

The firm belief of the soldiers is that none on earth could enter the castle.

- c) *A foothold there, no clever trick,  
Could take us dead or quick,  
Only a bird could have got in.*

**i) What was challenging?**

Entering the castle by enemies was challenging.

**ii) Which aspect of the castle's strength is conveyed by the above line?**

Thy physical aspect of the castle's strength is conveyed by the above line.

- d) *Oh then our maze of tunneled stone  
Grew thin and treacherous as air,  
The castle was lost without a groan,  
The famous citadel overthrown,*

**i) Bring out the contrast in the first two lines.**

The citadel had been known for its intricate path in the first line. In the second line, the strong castle became weak and thin because of the greedy disloyal warder.

**ii) What happened to the castle?**

The castle was captured by the enemy soldiers.

- e) *We could do nothing, being sold. (PTA 5)*

**i) Why couldn't they do anything?**

They couldn't do anything because they were captured by the enemies.

**ii) Why did they feel helpless?**

They felt helpless because their weapons and food were seized by the enemies.

**ADDITIONAL QUESTIONS**

- 1) *And the enemy half a mile away  
They seemed no threat to us at all*

a) **Were the soldiers scared of the enemy?**

No, the soldiers were not scared of the enemy.

b) **How many miles were the enemies away from the castle?**

The enemies were half a mile away from the castle.

- 2) *With our arms and provender, load on load  
Our towering battlements, tier on tier.*

a) **What do you mean by ‘tier’?**

‘Tier’ means one above the other.

b) **What were there with them?**

There were arms and food with them.

c) **What could they offer us for bait?**

They could offer us weapons and food for bait.

d) **What do you mean by “Provender”?**

Provender means food.

- 3) *What could they offer us for bait?  
Our captain was brave and we were true*

(i) **What does ‘bait’ refer to?**

‘Bait’ refers to a thing that is intended to entice someone to do something.

(ii) **Were the soldiers loyal to the captain?**

Yes, the soldiers were loyal to the captain.

- 4) *There was a little private gate,  
A little wicked wicket gate*

*The wizened warder let them through. (PTA 6)*

(i) **Who let the enemies in?**

The warder of the castle gate let the enemies in.

(ii) **Which word in these lines means ‘an aged or old guard’?**

The word ‘wizened’ means an aged or old guard.

- 5) *And all its secret galleries bare*

(i) **What happened to the secret galleries?**

The secret galleries were looted by the enemies.

(ii) **Who had looted the secret galleries?**

The enemies had looted the secret galleries.



5. Explain the following with reference to the context in about 50-60 words each. (Text page 22)

a) **They seemed no threat to us at all. (PTA 3)**

**Context:**

These lines are taken from the poem “The Castle” written by Edwin Muir.

**Explanation:**

The castle was strong enough to face all the challenges from the enemies. The enemies were half a mile away. At any time they could access and attack it. But, the gates of the castle were strong. The walls of the castle were thick, smooth and high.

**Comment:**

So the soldiers believed that the enemies were no threat to the soldiers.

b) **How can this shameful tale be told?**

**Context:**

These lines are taken from the poem “The Castle” written by Edwin Muir.

**Explanation:**

The strong, high, smooth and mighty castle fell as a prey to the enemies. It became a story of shamefulness to all the soldiers who safeguarded it. It included the narrator too.

**Comment:**

The narrator felt that he could not tell that story to others till his death.

**c) I will maintain until my death (PTA 2)**

**Context:**

These lines are taken from the poem “The Castle” written by Edwin Muir.

**Explanation:**

The strong, high, smooth and mighty castle fell as a prey to the enemies. It became a story of shamefulness to all the soldiers who safeguarded it. It included the narrator too.

**Comment:**

The narrator felt that he could not tell that story to others till his death.

**d) Our only enemy was gold**

**Context:**

These lines are taken from the poem “The Castle” written by Edwin Muir.

**Explanation:**

The mighty castle had fallen as a prey to the greedy enemy soldiers. The castle was strong, high and smooth. That became the strength to the castle. But the enemies captured the castle by bribing the wicked warder with gold.

**Comment :**

Gold led to a fall.

**COMMON ERC**

**ERC CLUE WORDS**

Turret wall, treacherous, bait, citadel, foothold, maze, mowers, wicked, wicket gate, galleries, towering tunnel, provender, tier

**Context :**

These lines are taken from the poem “The Castle” by Edwin Muir.

**Explanation :**

“The Castle” is an allegorical poem. The poet narrates the downfall of a strong castle due to insincerity and faithlessness. The soldiers were very loyal. They can’t be suspected for such a great fall. The wicked guard let the enemies for gold.

**Comment :**

Greediness is the worst vice.

**6. Read the poem and complete the table with suitable rhyming words**

Stanza (1) lay, hay, away, wall, all

Stanza (2) fear, tier, near, load, road

Stanza (3) thick, trick, quick, win, in

Stanza (4) bait, gate, true through

Stanza (5) stone, groan, overthrown, air, bare

Stanza (6) told, sold, gold, death, with

**7. Underline the alliterated words in the following lines.**

**a) With our arms and provender, load on load.**

**Ans :** load - load

**b. A little wicked wicket gate.**

**Ans :** wicked – wicket

**c) The wizened warder let them through.**

**Ans :** wizened - warder

ADDITIONAL ERC

a) Our towering battlements, tier on tier

Ans : tier - tier

b) How can this shameful tale be told?

Ans : tale – told

8. Identify the figure of speech used in the following lines.

a) A little wicked wicket gate.

Ans : Personification

b) Oh then our maze of tunneled stone

Ans : Personification

C) Grew thin and treacherous as air

Ans : Personification

d) How can this shameful tale be told?

Ans : Alliteration

e) Our only enemy was gold.

Ans : Personification

Allegory :

An allegory is a complete narrative that involves characters and events that stand for an abstract idea or event. In other words, a story, poem or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one.

9. Can you call ‘The Castle’ an allegorical poem? Discuss.

Yes, we can call ‘The Castle’ an allegorical poem. From the beginning onwards, the castle is a symbol of strength. Its gates were strong. Its walls were thick, smooth and high. None could enter it. So, the castle has become a personification of strength and power. The captain of the castle is the symbol of bravery. His soldiers too are the symbol of loyalty and truthfulness. Only an aged or old guard who let the enemies in is a symbol of greediness, disloyalty and wickedness. The bird only which could enter the castle is the symbol of powerlessness. It means that things that do not do any harm only can enter it. Such a mighty castle can easily be captured if anyone with flaw makes his presence there. The flaw is greediness. Arms and food stand for power. Gold stands for wealth, richness and greediness. Thus this poem conveys the allegorical message that “one dropeth of water makes the ocean ; one dropeth of poison mars the ocean too”. The warder mars the whole backdrop. So, we can strongly recommend that it is an allegorical poem.

**unit 2**

**POEM**

**Our Casuarina Tree**

**Toru Dutt**

**A57N7W**



**About the author**

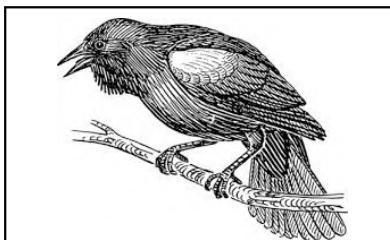
Toru Dutt (1856 - 1877) was a Bengali poet from the Indian subcontinent, who wrote in English and French. She was the third daughter of the family. The Dutt family was a family of distinguished intellectuals and poets. She also had the advantage of being taught by excellent English tutors at home and later on of the long stay in Europe and England. Toru, with all her exposure to and involvement in Western life and culture loved the land of her birth and remained thoroughly Indian in her consciousness and sensibility. Besides her well-known collection of poems with the title 'Ancient Ballads' and 'Legends of Hindustan' (1882) she has to her credit a volume of poems in French titled 'Sheaf Gleaned in French Fields' (1875). 'Our Casuarina Tree', the most well known of Toru's poems, was included in her 'Miscellaneous Poems'.



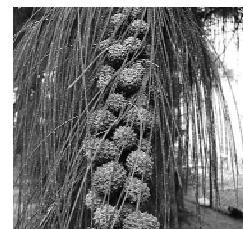
**Pictures related to the lesson**



**A Baboon**



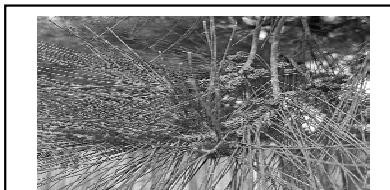
**Kokilas**



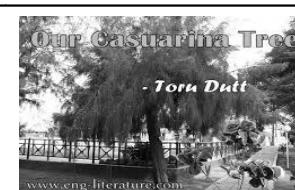
**Our causariana tree**



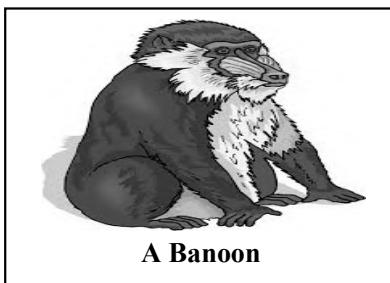
**A bird hangs on the tree**



**CREEPERS LIKE PYTHON**

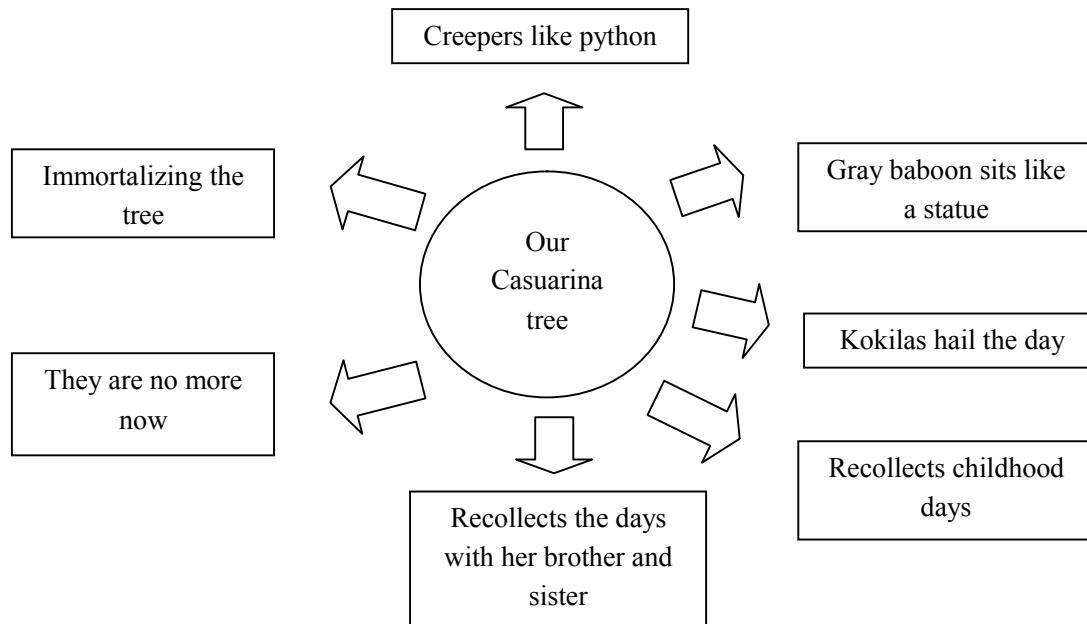


**Remembering childhood days**



**A Banoon**

## MIND MAP



## Pictorial Description





**You visit your school after several years. As you cross the banyan tree at the entrance, cheerful memories fill your mind. Fill the bubbles with your memories.**

1. Recollecting the happiest moments of playing with friends
2. Used the branches as swing
3. Taking rest under the shade of the tree

### SUMMARY

The poem begins with the description of the tree. The poet says that the creeper around the rugged trunk of the casuarina tree is like a huge Python. The creeper has left deep marks on the trunk of the tree. Being strong, the tree bears the tight hold of the creeper. The poet then goes on to describe the life that thrives amidst every facet of the tree. The tree is metaphorically said as gallant and a giant due to its huge size, strength and boldness. It is colourful with red crimson flowers. At night, the song from Kokilas seemed endless. At dawn, she is delighted to see the casuarina tree through window. There are birds and bees on the branches. In winter, a gray baboon is seen sitting on the crest of the tree. It sees the sunrise with her younger ones. It leaps and plays in the tree's boughs. The shadow of the tree appears to fall on the huge water tank.

The casuarina tree is dear to the poet not because of its majestic appearance, but because of her happy moments with her siblings under it. It was memorable when the poet was in faraway places like France and Italy. The poet wishes to consecrate the tree for the sake of her and the dead. She immortalizes the tree through this poem like how Wordsworth sanctified the Yew trees of Borrowdale. She wants the tree to be remembered with love forever.

### TEXT TRANSLATION

POEM ENGLISH	பாடல் தமிழ்
<p>LIKE a huge Python, winding round and round The rugged trunk, indented deep with scars, Up to its very summit near the stars, A creeper climbs, in whose embraces bound No other tree could live. But <b>gallantly</b> The giant wears the scarf, and flowers are hung In crimson clusters all the boughs among, Whereon all day are gathered bird and bee;</p>	<p>போய்ட்டோட கார்டனில் ஒரு காசரினா மரம் இருந்தது. ஒரு ஓட்டுண்ணி வகையை சேர்ந்த கொடி அதன் அடிப்பகுதியில் இருந்து மேலே பட்ரங்கிருப்பது நட்சத்திரத்தை தொட்டுவிடுவதைப் போல உள்ளது. இந்த கொடியால் கேசரினா ட்ரி ஸ்கார்ப் அணிந்தது போல உள்ளது, க்ரிம்சன் பூக்கள் அழகாகப் பூத்து குலங்குகிறது. நாள்தோறும் பறவைகளின் கானத்தையும் வண்டுகளின்</p>

<p>And oft at nights the garden overflows With one sweet song that seems to have no close, Sung darkling from our tree, while men <b>repose.</b></p>	<p>ரீங்காரத்தையெயும் கேட்க முடியும். இரவில் அதன் குரலால் இதமான தூக்கத்தை தழுவ முடிகிறது.</p>
<p>When first my casement is wide open thrown At dawn, my eyes delighted on it rest; sometimes, and most in winter, - on its crest A gray baboon sits status – like along Watching the sunrise; while on lower boughs His puny offspring leap about and play; And far and near kokilas hail the day; And to their pastures wend our sleepy cows;</p>	<p>அந்த இருட்டில் மனிதர்கள் ஓய்வெடுக்கும் சமயம் எங்கள் மரத்தில் இருந்து ஓர் இனிமையான பாடல் பாடப்படும். முதலில், ஜன்னலைப் போன்று என் கண்கள் இமையுடன் விரிந்து, அகலத் திறக்கும் மாலைப் பொழுதுகள், ஓய்வு எடுக்கும் சமயம் எங்கள் மரத்தின் மீது வசிக்கும். சில நேரங்களில் பெரும்பாலும் பணிக்காலங்களில் ஒரு சாம்பல் நிறக் குரங்கு தனியே சிலை போல் அமர்ந்து சூரியன் உதிப்பதைப் பார்க்கும். அப்பொழுது, அதனுடைய மெலிந்த அதன் குட்டி குதித்து விளையாடும் தூரத்திலும் அருகிலும் குயில்கள் அந்த நாளை வரவேற்கும் தூக்கக்கலக்கத்தில் பசுக்கள் மேய்ச்சலுக்கு செல்லும்.</p>
<p>And in the shadow, on the broad tank cast By that hoar tree, so beautiful and vast, The water – lilies spring, like snow enmassed.</p>	<p>அதனுடைய மிகப்பரந்த அகலத் தொட்டி போன்ற நிழலில் அந்த மரம் போல் மிகழும் அழகாக பரந்திருந்தது. நீர், அல்லிகள் வசந்தத்தில் பரவியிருந்தன. பனி ஊடுருவியது போல்</p>
<p>But not because of its magnificence Dear is the Casuarina to my soul; Beneath it we have played; though years may roll, O sweet companions, loved with love intense, For your sakes, shall the tree be ever dear. Blent with your images, it shall arise In memory, till the hot tears blind mine eyes! What is that dirge – like murmur that I hear Like the sea breaking on a shingle – beach? It is the tree's lament, an eerie speech, That haply to the unknown land may reach. Unknown, yet well-known to the eye of faith! Ah, I have heard that wail far, far away In distant lands, by many a sheltered bay When slumbered in his cave the water-wraith And the waves gently kissed the classic shore Of France or Italy, beneath the moon, When earth lay tranced in a dreamless swoon And every time the music rose, - before Mine inner vision rose a form sublime, Thy form, O Tree, as in my happy prime I saw thee, in my own loved native clime.</p>	<p>ஆனால் அதனுடைய சிறப்பினால் மட்டுமல்லாமல் அந்த சவுக்கு மரத்தின் அன்பு எனது ஆண்மாவில் உள்ளது. அதனடியில் நாங்கள் விளையாடுகிறோம். வருடங்கள் கடந்து ஒட்டாலும், ஓ...எனது இனிமையான துணைகளே அன்புடன், அன்பின் மிகுதியால்நகளது நிமித்தம். இந்த மரமும் எப்போதும் எங்கள் அன்பானது நமது நினைவுகள் மங்கினாலும் அது மீண்டும் எழும் இறுதியஞ்சலி போல் ஏதோ முனகல் நான் கேட்கிறேன். கடல் உடைந்ததுபோல, கூழாங்கல், நிரம்பிய கடற்கரையில் இதுதான் அந்த மரத்தின் புலம்பல், வியப்பான பேச்சு! நாம் சந்தோஷமாக, புதிய நிலத்தை அடைந்தாலும் தெரியாத, ஆனால் நன்கு தெரிந்த நம் நம்பிக்கை. ஓ! எனக்கு கேட்கிறது; அது ஒலமிடுவது என்ற கண் நீண்ட தூரத்தில் நீண்ட தூர நிலத்தில் நிறைய பேர் தங்கும் வளை பாத்தை கடைந்து உறங்கினாள், குடலில் நீழிவு வந்தது. கடலலைகள் மெதுவாக உன்னை முத்தமிட்டன உன்னதமான உனது கரையில் பிரான்சிலோ, அல்லது இத்தாலியிலோ நிலவின் அடியில் அப்போது இந்த பூமி கனவு நிலையில் கனவில்லாமல் மூர்ச்சையாகி ஒவ்வொரு முறையும் அந்த இசை எழும் முன்னால் எனது உள்ளுணர்வு எழும், கம்பீரமாக உன் உருவம் ஒ மரமே எனது முதன்மையான சந்தோஷமே! நான் உன்னை பார்க்கிறேன்! எனது சொந்த அன்பான தேசத்து காலநிலையில் அதனால் நான் உன்னை புனிதமாக்க செய்ய விரும்புகிறேன்.</p>

Therefore I fain would consecrate a lay  
Unto thy honor, Tree, beloved of those  
Who now in blessed sleep for aye repose, -  
Dearer than life to me, alas, were they!  
Mayst thou be numbered when my days are  
done  
With deathless trees-like those in Borrowdale,  
Under whose awful branches lingered pale  
“Fear, trembling Hope, and Death, the  
skeleton,  
And Time the shadow,” and though weak the  
verse  
That would thy beauty fain, oh, fain rehearse,  
May Love defend thee from Oblivion’s curse.

நான் உண்ணை நோக்கி மரியாதை செய்கிறேன்! மரமே அவர்களின்  
அன்புக்குரியளே!  
அவர்கள் தற்போது ஆசீர்வதிக்கப்பட்ட உறக்கத்தில்  
இருக்கிறார்கள் ஆம் பதிலிற்காக  
எனது வாழ்க்கையை விட உயிரானவள்: அந்தோ அவைகள் எங்கே  
நீ அளிப்பதற்காக எண்ணிக் கையில் எனது நாட்கள் முடிந்து  
விட்டன  
இறப்பற மரங்களுடன் பாரோடேல் போல்  
உனது அழகிய கிளைகளின் கீழே உலவி வெளிறிய  
பயன்து, நம்பிக்கை நடுங்கி, மரணம், எலும்புக்கு  
காலம் நிழலாகிப் போனாலும் வார்த்தைகள் பலவீணமாகிப்  
போனாலும்  
அது உனது அழகான உவகையுடன், ஓ உனது உவகை  
ஒத்திகையுடன்  
எனது அன்பு உண்ணை பாதுகாக்கும் மறதியிலிருந்தும்  
சாபத்திலிருந்தும்.

### GLOSSARY

Word	Meaning	Word	Meaning
<b>gallantly</b>	- bravely or heroically	<b>repose</b>	- a state of rest
<b>casement</b>	- a type of window that is fixed on one side and opens like a door	<b>baboon</b>	- a type of large monkey found in Africa and Asia
<b>kokilas</b>	- a type of bird similar to the cuckoo	<b>wend</b>	- stroll
<b>hoar</b>	- white frost deposits on the tree	<b>enmassed</b>	- amassed
<b>shingle</b>	- rocky	<b>wraith</b>	- apparition
<b>tranced</b>	- dreamy condition/ hypnotised	<b>sublime</b>	- glorious/ grand
<b>fain</b>	- eagerly	<b>consecrate</b>	- to officially make something holy
<b>lay</b>	- amateur	<b>rehearse</b>	- repeat
<b>oblivion</b>	- a state of forgetfulness		

#### 1. Fill in the blanks choosing the words from the box given and complete the summary of the poem. (Page 54)

The casuarina tree is tall and strong, with a creeper winding around it like a (1) python. The tree stands like a (2) statue with a colourful scarf of flowers. Birds surround the garden and the sweet song of the birds is heard. The poet is delighted to see the casuarina tree through her (3) casement. She sees a grey monkey sitting like a (4) giant on top of the tree, the cows grazing and the water lilies (5) springing in the pond. The poet feels that the tree is dear to her not for its (6) impressive appearance but for the (7) nostalgic memories of her happy childhood that it brings to her. She strongly believes that (8) nature communicates with human beings. The poet could communicate with the tree even when she was in a far-off land as she could hear the tree (9) lamenting her absence. The poet (10) sanctified the tree's memory to her loved ones, who are not alive. She immortalizes the tree through her poem like the poet Wordsworth who (11) consecrates the yew tree of Borrowdale in verse. She expresses her wish that the tree should be remembered out of love and not just because it cannot be (12) forgotten.

[python, statue, nature, casement, nostalgic, lamenting, impressive, forgotten, giant, consecrates, springing, sanctified ]

**2. Based on your understanding of the poem, answer the following questions in one or two sentences each. (Page 55)**

**a) What is the creeper compared to?**

The creeper is compared to a large python.

**b) How does the creeper appear on the tree?**

The creeper appears on the tree like a python.

**c) Describe the garden during the night.**

At night, the music of the bees and birds makes the whole garden come alive.

**d) How does the poet spend her winter?**

The poet spends her winter by noticing gray baboons sitting motionless on the branch of the tree.

**e) Name the bird that sings in the poet's garden.**

Kokilas

**f) Why is the casuarina tree dear to poet's heart?**

The casuarina tree is dear to the poet's heart because it brings to her mind the memories of her childhood.

**g) Does nature communicate with human beings?**

Yes, nature communicates with human beings.

**h) What has Wordsworth sanctified in his poem?**

Wordsworth has sanctified the yew trees of Borrowdale.

**i) To whom does Toru Dutt want to consecrate the tree's memory?**

Toru Dutt wants to consecrate the tree's memory to her brother and sister who were dead.

**j) The casuarina tree will be remembered for ever. Why?**

The casuarina tree will be remembered for ever because it was the poet's companion during her childhood days.

### POETIC DEVICE

POEM 2. OUR CASUARINA TREE - Toru Dutt	Figure of speech	Alliteration / Assonance	Appreciation Hints
LIKE a huge Python, winding round and round	Simile / zoomorphism		Python - snake
The rugged trunk, indented deep with scars,			Rugged – rough and uneven Indented – divided or edged with a zig zag line
Up to its very summit near the stars,			Summit - top
A creeper climbs, in whose embraces bound	Personification / Alliteration	Creeper, climbs	
No other tree could live. But gallantly	Personification		Gallantly – bravely or heroically
The giant wears the scarf, and flowers are hung	Assonance	And, are	The poetess treats the tree like a human being as if it were wearing a scarf.
In crimson clusters all the boughs among,	Alliteration	Common, clusters	

Whereon all day are gathered bird and bee;	Alliteration	Bird, bee	
And oft at nights the garden overflows			Oft - often
With one sweet song that seems to have no close,	Alliteration	Sweet, song, seems	
<b>Rhyming Scheme No proper rhyme scheme</b>	<b>Rhyming Words</b>		
Sung darkling from our tree, while men <b>repose</b> .			<b>Repose - a state of rest</b>
When first my <b>casement</b> is wide open thrown			Casement – a type of window that is fixed on one side and acts like a door
At dawn, my eyes delighted on it rest;			Dawn – early morning
Sometimes, and most in winter,—on its crest			
A gray <b>baboon</b> sits statue-like alone	Simile		Baboon – a type of monkey
Watching the sunrise; while on lower boughs			Boughs – larger branches of the tree
His puny offspring leap about and play;			Puny – little
And far and near <b>kokilas</b> hail the day;			Kokilas – a type of bird similar to cuckoo
And to their pastures <b>wend</b> our sleepy cows;			Wend – stroll
And in the shadow, on the broad tank cast			
By that <b>hoar</b> tree, so beautiful and vast,			Hoar – white frost deposits on the tree
The water-lilies spring, like snow <b>enmassed</b> .	Simile		Enmassed – amassed The water lilies are sprung fully in the pond which seem to be like a snow covered place
But not because of its magnificence		But, because	
Dear is the Casuarina to my soul:			
Beneath it we have played; though years may roll,			Beneath – under We refers to the poetess and his brother and sister
O sweet companions, loved with love intense,			
For your sakes, shall the tree be		Sake, shall	

ever dear.			
Blent with your images, it shall arise			
In memory, till the hot tears blind mine eyes!			
What is that dirge-like murmur that I hear	Simile		
Like the sea breaking on a <b>shingle</b> -beach?	Simile		Shingle - rocky
It is the tree's lament, an eerie speech,	Personification		Eerie – giant appearance
That haply to the unknown land may reach.			Haply – by any chance
Unknown, yet well-known to the eye of faith!	Anti-thesis		
Ah, I have heard that wail far, far away	Personification		
In distant lands, by many a sheltered bay,			
When slumbered in his cave the <b>water-wraith</b>			Wraith – apparition
And the waves gently kissed the classic shore	Personification		
Of France or Italy, beneath the moon,			
When earth lay <b>trancèd</b> in a dreamless swoon:	Personification		Tranced - - hyptonised
And every time the music rose,— before			
Mine inner vision rose a form <b>sublime</b> ,			Sublime – glorious, grand
Thy form, O Tree, as in my happy prime			
I saw thee, in my own loved native clime.			Clime - climate
Therefore I <b>fain</b> would consecrate a lay			Fain – having made preparations eagerly
Unto thy honor, Tree, beloved of those	Personification		
Who now in blessed sleep for aye repose,—	Euphemism		blessed sleep refers to death
Dearer than life to me, alas, were they!			
Mayst thou be numbered when			Numbered - counted

my days are done			
With deathless trees—like those in Borrowdale,		Simile	
Under whose awful branches lingered pale			
“Fear, trembling Hope, and Death, the skeleton,			
And Time the shadow;” and though weak the verse	Metaphor		
That would thy beauty fain, oh, fain rehearse, May			Rehearse – repeat
Love defend thee from <b>Oblivion’s curse</b>			Oblivion – forgetfulness

**TEXTUAL QUESTIONS**

**3. Read the lines given below and answer the questions that follow.(Text page 55)**

a) *A creeper climbs, in whose embraces bound  
No other tree could live.* (PTA 1, 3, 5)

i) **Which tree is referred to in the above lines?**

The casuarina tree is referred to in the above lines.

ii) **How does the tree survive the tight hold of the creeper?**

The tree survives the tight hold of the creeper by its strength and power.

iii) **Why does Toru Dutt use the expression ‘a creeper climbs’?**

Toru Dutt uses the expression ‘a creeper climbs’ to show the vertical growth of a tree.

b) *The giant wears the scarf, and flowers are  
hung*

*In crimson clusters all the bough among!*

(PTA 2)

i) **Who is the giant here?**

The casuarina tree is the giant here.

ii) **Why is the scarf colourful?**

The scarf is colourful because bright red flowers bloom on the branches of the casuarina tree.

c) “*Fear, trembling Hope, and Death, the skeleton,  
And Time the shadow”, and though weak the  
verse  
That would thy beauty fain, oh, fain rehearse,  
May Love defend tree from oblivion’s curse.*

i) **What does the poet mean by the expression ‘May love defend thee from oblivion’s curse?’**

The poet means that her love for casuarina tree that will protect it from being forgotten.

ii) **What does the expression ‘fain’ convey?**

The expression ‘fain’ conveys gladness.

iii) **What does the poet convey through the expression ‘Fear, trembling hope’?**

Under the distressing branches of those trees, fear, hope and death had lingered.

**ADDITIONAL QUESTIONS**

1) *Like a huge python, winding round and round  
The rugged trunk, indented deep with scars*

a) **What is python?**

Python is a large snake.

b) **How does a python kill its prey?**

A python kills its prey by twisting itself around it and crushing it to death.

c) **What is compared to a python?**

A huge creeper is compared to a python.

- d) Why is a huge creeper compared to a python?

A huge creeper is compared to a python in order to suggest that the creeper has tightly embraced the tree.

- e) What is the figure of speech employed in the first line?

Simile

- f) What do the scars on the trunk reveal?

The scars on the trunk reveal that the trunk is rough and tough.

- 2) *Up to its very summit near the stars,  
A creeper climbs, in whose embraces bound  
No other tree could live. But gallantly  
The giant wears the scarf, .....*

- a) What do you mean by the summit on the stars?

The summit on the stars means that the trunk of the casuarina tree seems to touch the sky.

- b) What tells you about the strength and power of the casuarina tree?

The grip of the creeper on the tree is so strong that any other tree than the casuarina would not have survived its grip. It shows that the casuarina tree is very strong and powerful.

- c) What is the meaning of the word ‘gallantly’?

The word ‘gallantly’ means bravely or heroically or sportingly.

- 3) .....and flowers are hung  
*In crimson clusters all the boughs among,  
Whereon all day are gathered bird and bee;*

- a) What attracts birds and bees?

Bright red flowers that bloom on the branches of the tree attract birds and bees.

- b) What does the poet describe in the above lines?

The poet describes the bright red flowers which bloom on the branches of the tree.

- c) Where do the birds and bees play?

The birds and bees play on the branches of the casuarina tree.

- d) What kind of imagery is used in the second line?

Visual imagery

- 4) *And oft at nights the garden overflows  
With one sweet song that seems to have no close  
Sung darkling from our tree, while men repose.*

- a) What happens at night?

At night, the music of the birds called Kokilas makes the whole garden come alive.

- b) What kind of imagery used in the first line?

Auditory image

- c) Comment on the poet’s love for detail.

The poet describes each scene in minute details. She describes the flowers, the birds and their songs, the bees and their buzzing very minutely. It shows that she is keen to describe every detail.

- 5) *When first my casement is wide open thrown  
At dawn, my eyes delighted on it rest;*

- a) What does the poet see first in the morning?

The poet sees the casuarina tree first in the morning.

- b) Whom does ‘it’ refer to?

‘It’ refers to the casuarina tree.

- c) How has the tree been earlier described?

The casuarina tree is stately and beautiful. Bright red flowers bloom on the branches of the tree.

- d) What is ‘casement’?

‘Casement’ is a type of window that is fixed on one side and opens like a door.

- 6) *Sometimes, and most in winter, - on its crest  
A gray baboon sits statue-like alone (PTA 6)*

- a) What does the poet notice mostly in winter?

The poet notices gray baboons mostly in winter.

- b) How and where does baboon sit?

Baboon sits motionless on the branch of the tree.

**c) What is ‘baboon’?**

‘Baboon’ is a type of large monkey found in Africa and Asia.

**d) Mention the figure of speech used in the second line.**

Simile

**e) How does the poet compare the baboon?**

The poet compares the baboon with a statue.

**f) Explain the significance of the comparison.**

The baboon looks as motionless and quiet as a statue.

- 7) *Watching the sunrise; while on lower boughs  
His puny offspring leap about and play;*

**a) Who is watching the sunrise?**

The baboon is watching the sunrise.

**b) Who lives on lower boughs of the tree?**

The baby baboons live on the lower boughs of the tree.

**c) What does the baby baboons do?**

The baby baboons play merrily.

- 8) *And far and near kokilas hail the day;  
And to their pastures wend our sleepy cows;*

**a) What is ‘kokila’?**

‘Kokila’ is a type of bird similar to cuckoo.

**b) How do kokilas welcome the day?**

Kokilas welcome the day by singing a song.

**c) Where are the cows led?**

The cows are led to green pastures.

**d) Why are the cows led?**

The cows are led to feed.

**e) What do you mean by ‘wend’?**

It means stroll.

- 9) *And in the shadow, on the broad tank cast  
By that hoar tree, so beautiful and vast,  
The water-lilies spring, like snow enmassed.*

**a) Where do the water lilies grow?**

Water lilies grow in the broad tank beside the huge tree.

**b) Mention the figure of speech used in the last line?**

Simile

**c) Explain ‘hoar’.**

‘Hoar’ is white frost.

**d) Where is hoar deposited?**

Hoar is deposited on the tree,

**e) Bring out the meaning of the word ‘enmassed’.**

It means amassed.

- 10) *But not because of its magnificence*

*Dear is the Casuarina to my soul:  
Beneath it we have played; though years may roll,*

**a) What is the ‘magnificence’ of casuarina?**

Casuarina tree is stately, beautiful, huge and majestic.

**b) Why is the casuarina tree dear to the poet?**

(OR) Give two reasons for which the casuarina tree is dear to the poet.

The casuarina tree is dear to the poet for two reasons. The first is that it is stately and beautiful. The second reason is that the tree brings to her mind the memories of a time when she played under it with her brother and sister.

**c) Whom does ‘we’ refer to?**

‘We’ refers to the poet, her brother and sister.

- 10) *Therefore I fain would consecrate a lay,  
Unto thy honour” (PTA 4)*

**a) Which tree is referred to in the above lines?**

The Casuarina Tree.

**b) What does the expression “fain” convey here?**

Poet’s eagerness



**4. Explain the following lines with reference to the context.( text page 56)**

**a) Dear is the Casuarina to my soul; (PTA 4)**

**Context:**

These lines are taken from the poem “Our Casuarina Tree” written by Toru Dutt.

**Explanation:**

The poet expresses her love to the casuarina tree in this line. It is not only because of its significance that she loves the tree but also because other memories connected with it. She loves the tree because it reminded of her childhood days.

**Comment:**

The poet has vivid memories of the days.

**b) It is the tree’s lament, an eerie speech,**

**Context:**

These lines are taken from the poem “Our Casuarina Tree” written by Toru Dutt.

**Explanation:**

In a nostalgic mood, the poet says that the memories of the tree bring tears in her eyes. She feels that the tree is lamenting over the deaths of her brother and sister.

**Comment:**

The message of the tree may reach the unknown land inhabited by her siblings.

**c) Unto thy honor, Tree, beloved of those**

**Who now in blessed sleep for aye repose,**

**Context:**

These lines are taken from the poem “Our Casuarina Tree” written by Toru Dutt.

**Explanation:**

The poet now dedicates a verse in honour to the casuarina tree because it was not only loved by her but also by her dead brother and sister.

**Comment:**

The message of the tree may reach the unknown land inhabited by her siblings.

**ADDITIONAL ERC**

1. *LIKE a huge Python, winding round and round  
The rugged trunk, indented deep with scars, (PTA 2)  
Up to its very summit near the stars,  
A creeper climbs, in whose embraces bound*

**Context:**

These lines are taken from the poem “Our Casuarina Tree” written by Toru Dutt.

**Explanation:**

The trunk of casuarina tree is deeply marked with scars. It seems to touch the sky. A huge creeper, like a Python, winds round the rough and tough trunk of the tree. The creeper had so tightly embraced the tree that no other tree than the casuarina tree would have survived.

**Comment:**

Simile and personification are used here.

2. ....*But gallantly*

*The giant wears the scarf, and flowers are hung  
In crimson clusters all the boughs among,  
Whereon all day are gathered bird and bee;  
And oft at nights the garden overflows*

**Context:**

These lines are taken from the poem “Our Casuarina Tree” written by Toru Dutt.

**Explanation:**

The casuarina, however, does not complain about the creeper’s hold. It sportingly wears it. Bright red flowers blossom on the branches of the tree. They attract all kinds of birds and bees. These bees and birds play on the branches of the tree.

**Comment:**

Often at night the sweet melody of the birds makes the whole garden come alive.

3. *When first my casement is wide open thrown*

*At dawn, my eyes delighted on it rest;  
Sometimes, and most in winter, - on its crest  
A gray baboon sits statue-like alone*

**Context:**

These lines are taken from the poem “Our Casuarina Tree” written by Toru Dutt.

**Explanation:**

When the poet opens her windows early in the morning, the first thing she sees is the casuarina tree. Sometimes in the winter months, she sees a baboon sitting motionless and quiet on the highest branches of the tree.

**Comment:**

A baboon is a type of monkey.

COMMOM ERC

**ERC CLUE WORDS**

Gallantly, repose, casement, python, baboon, kokilas, wend, hoar, enmassed, shingle, wraith, tranced, sublime, fain, consecrate, lay, rehearse, oblivion

**Context:**

The given lines are from the poem “Our Casuarina Tree” written by Toru Dutt an Indian poetess.

**Explanation:**

The poetess remembers a casuarina tree under which she and her siblings used to play happily during her childhood days. But her brother and sister were not there. Hence she laments.

**Comment:**

Finally the tree remains as a symbol of happiness, innocence and affection in her mind.

**5. Identify the figure of speech used in each of the extracts given below and write down the answer in the space given below. The first one is done for you.**

a) “*LIKE a huge Python, winding round and round the rugged trunk, indented deep with scars*”,

**Simile**

b) “*A creeper climbs, in whose embraces bound  
No other tree could live. But gallantly  
The giant wears the scarf, and flowers are hung.....*”

**Personification**

c) "A gray baboon sits statue-like alone"

**Simile**

d) "The water-lilies spring, like snow enmassed."

**Simile**

e) "What is that dirge - like murmur that I hear  
Like the sea breaking on a shingle - beach?

**Simile**

### PARAGRAPH QUESTIONS

**Answer each of the following questions in a paragraph of 100–150 words.**

**a) Describe the reminiscences of the poet, when she sees the casuarina tree. (PTA 3)**

Toru Dutt was a Bengali poetess. She wrote in English as well as French. Her famous poem is "Our Casuarina Tree". In this poem, the poetess describes a huge casuarina tree. It links her reminiscences of childhood. The poetess remembers the tree which she, her brother and sister used to play happily during her childhood days. There is a large vine plant crowding around the tree like a python. The crimson flowers are red on the boughs of the tree. The tree has its own beauty. It attracts birds and bees. Even at night, the tree is full of sounds of birds and insects.

**b) How does nature communicate with the poet?**

Toru Dutt was a Bengali poetess. She wrote in English as well as French. Her famous poem is "Our Casuarina Tree". In this poem, the poetess describes a huge casuarina tree. It links her reminiscences of childhood. The poetess is a keen observer of nature. She describes the morning scene vividly and realistically. The hailing of the day by Kokilas, the sleepy cows going to pastures and the springing of water lilies in the pond are beautiful scenes of nature. All of them are portrayed through concrete imagery.

**c) The poet immortalizes the tree. Elucidate.**

Toru Dutt was a Bengali poetess. She wrote in English as well as French. Her famous poem is "Our Casuarina Tree". In this poem, the poetess speaks about a huge casuarina tree which associates her reminiscences of childhood. "Our Casuarina Tree" is remarkable for its imagery, sincerity of experience, vividness and mastery of phrase and rhythm. The poetess conveys her thought in a logical manner. She glorifies the casuarina tree. She adds personal touch while describing the casuarina tree. She describes the memories of her childhood days linked with the tree. The tree provides her a context to remember the period of childhood spent in the company of her deceased brother and sister. Thus the poetess immortalizes the tree.

**HIGH LEVEL PARAGRAPH**

<b>Name of the Poem</b>	<b>:</b> Our Casuarina Tree
<b>Name of the Poet</b>	<b>:</b> Toru Dutt
<b>Genre</b>	<b>:</b> Poem
<b>Theme</b>	<b>:</b> Remembering childhood days.

A massive creeper winds around the rough and tough trunk of the casuarina tree. It appears to be a huge python. The trunk of the tree is marked with scars. The grip of the creeper on the tree is very strong. Any other tree than the casuarina might not have survived its grip. The casuarina tree makes no complaint about the creeper's hold on it.

Bright red flowers bloom on the branches of the casuarina. They attract all kinds of bees and birds. They play among the tree's colourful footage. At night, the whole garden comes alive with the never ending melody from a bird on the branches of the tree. She is delighted to see the casuarina tree through window at dawn.

In winter, she has sometimes seen a baboon family among the branches of the tree. Kokilas welcome the sunrise from near and far. The still drowsy cows begin their journey to feed in green pastures. White lilies bloom on the broad tank near the casuarina tree.

The tree has a special place in the poet's heart. She used to play with her deceased brother and sister under the tree. Their memories are linked with the tree. The tree reminds her of the happy childhood days.

She used to hear a strange drive like sound. It was the tree's lament over their loss. She has heard this sound even in far away countries where she had gone to study. Every time she hears the strange music, the vision of the majestic tree with all the memories flashes across her mind. The poetess dedicates a verse to the casuarina. She, her brother and sister loved the tree. The tree will become immortal like the yew trees of Borrowdale, sanctified by Wordsworth in his poetry. The poet says that her poetry may be weak but she knows that her love for the tree and everything it stands for will protect it from being ever forgotten.

**AVERAGE PARAGRAPH**

<b>Name of the Poem</b>	<b>:</b> Our Casuarina Tree
<b>Name of the Poet</b>	<b>:</b> Toru Dutt
<b>Genre</b>	<b>:</b> Poem
<b>Theme</b>	<b>:</b> Remembering childhood days.

The poem "Our Casuarina Tree" is remarkable for the poet's glorification of the casuarina tree. The poet conveys her thoughts in a logical manner. She glorifies the tree. In the first stanza, she describes the beauty and majesty of the tree. There are red flowers on the branches of the tree. There are birds and bees on the tree.

Then she vividly describes the baboons jumping and playing about. The poet is a keen observer of nature. She describes the morning scene vividly and realistically. The hailing of the day by Kokilas, the sleepy cows going to pastures and the springing of water lilies in the pond are beautiful scenes of nature. All of them are portrayed through concrete imagery. The poet adds personal touch while describing the casuarina tree. She describes the narration of her childhood days linked with the tree. The tree provides her a context to remember her childhood with her deceased brother and sister. She wants to consecrate the tree. She wants the tree to be remembered with love forever.

### SLOW LEARNERS

<b>Name of the Poem</b>	: Our Casuarina Tree
<b>Name of the Poet</b>	: Toru Dutt
<b>Genre</b>	: Poem
<b>Theme</b>	: Remembering childhood days.

- The poet gives a vivid description of the casuarina tree.
- The tree has a strong creeper. It is compared with a python.
- There are birds and bees on the tree.
- There is a huge tank near the tree.
- The water lillies bloom in the tank.
- She remembers the tree because of happy memories of her childhood.
- She had been playing under the tree with her brother and sister who were dead.
- The memories of her brother and sister bring tears to her eyes.
- She hopes that the tree will be remembered forever as the yew trees of Borrowdale in Wordsworth are still remembered. She wants to consecrate the tree.

### TEXTUAL EXERCISES

First read the questions given below, then listen to the poem, read aloud by the teacher or played on an audio player. Then answer the questions based on your listening of the poem. (Page 56)

1. The poet was tossing in the bed awake because \_\_\_\_\_.  
 a) he was worried    b) **he was struggling to sleep**  
 c) it was day time    d) he was tired
2. The \_\_\_\_\_ were 'sparkling as pearls'.  
 a) moon    b) sun

- |  |                     |
|--|---------------------|
| c) stars                                     | d) meteoroids       |
| 3. The _____ gave the poet a motherly smile. |                     |
| a) sun                                       | b) stars            |
| c) moon                                      | d) sky              |
| 4. _____ made the poet's eyelids droop.      |                     |
| a) nature                                    | b) rosy lips        |
| c) songs                                     | d) tiredness        |
| 5. _____ is the title of the poem.           |                     |
| a) Wonders                                   | b) Midnight Wonders |
| c) Nature                                    | d) Midnight dreams  |

## unit 3

### POEM

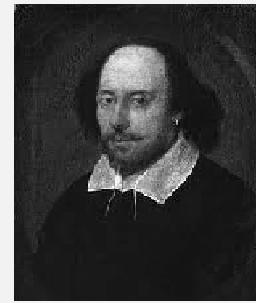
#### All the World's a Stage

William Shakespeare

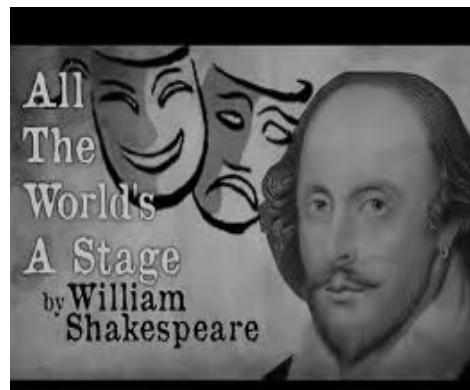


#### About the author

William Shakespeare (1564-1616) was a prolific writer during the Elizabethan and Jacobean ages of British theatre (sometimes called the English Renaissance). Shakespeare's plays are perhaps his most enduring legacy, but they are not the only things he wrote. Shakespeare's poems remain popular to this day. Shakespeare's rich and diverse works have spawned countless adaptations across multiple genres and cultures. His writings have been compiled in various iterations of The Complete Works of William Shakespeare, which include all his plays, sonnets, and other poems. William Shakespeare continues to be one of the most important literary figures of the English language.



#### Pictures related to the lesson



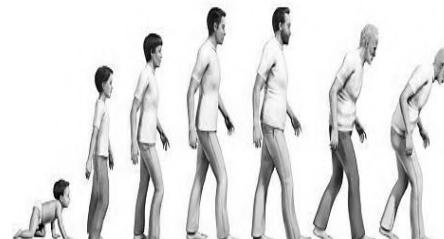
WILLIAM SHAKESPEARE



World is compared to a stage

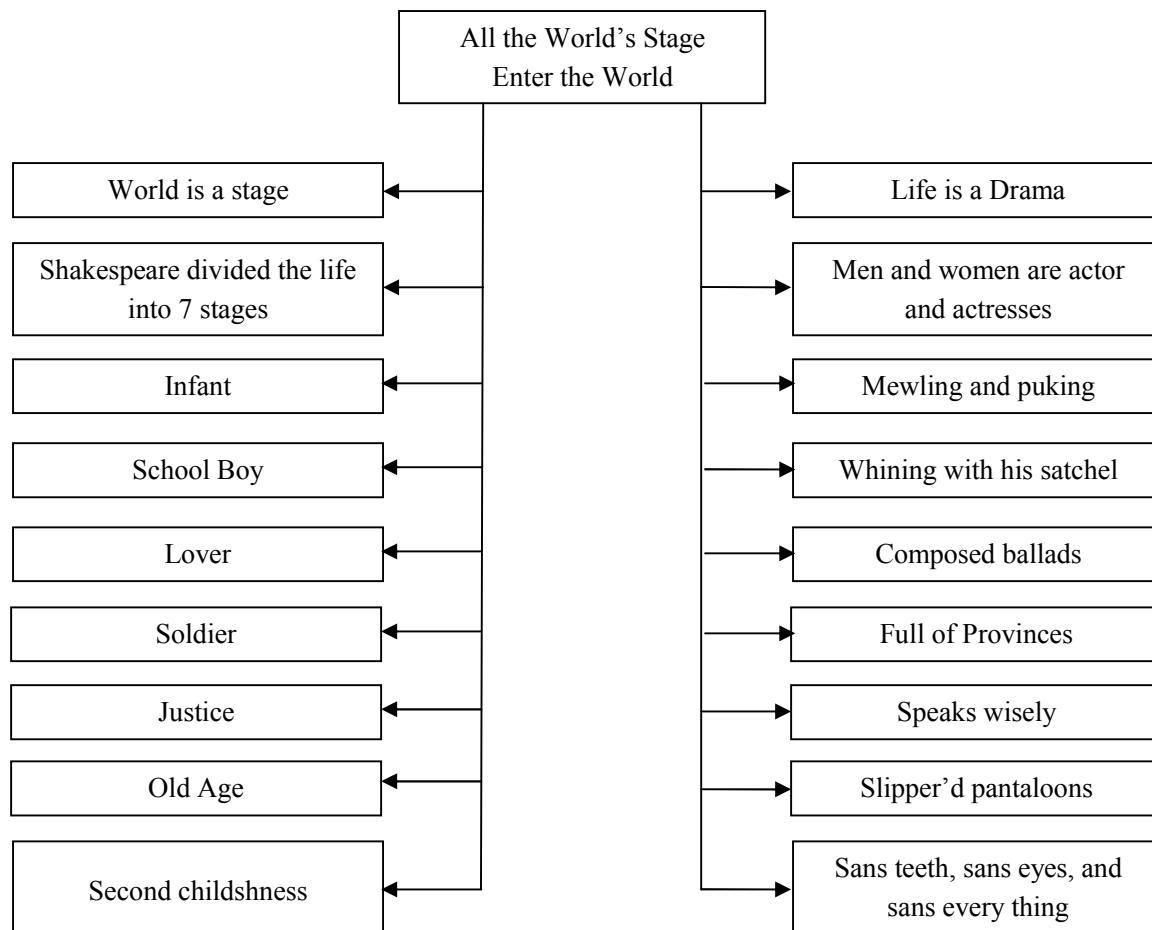


Men and women are merely players



seven stage of life : Infant, schoolboy, youth, soldier, wise man(judge), old age, second childhood

## MIND MAP

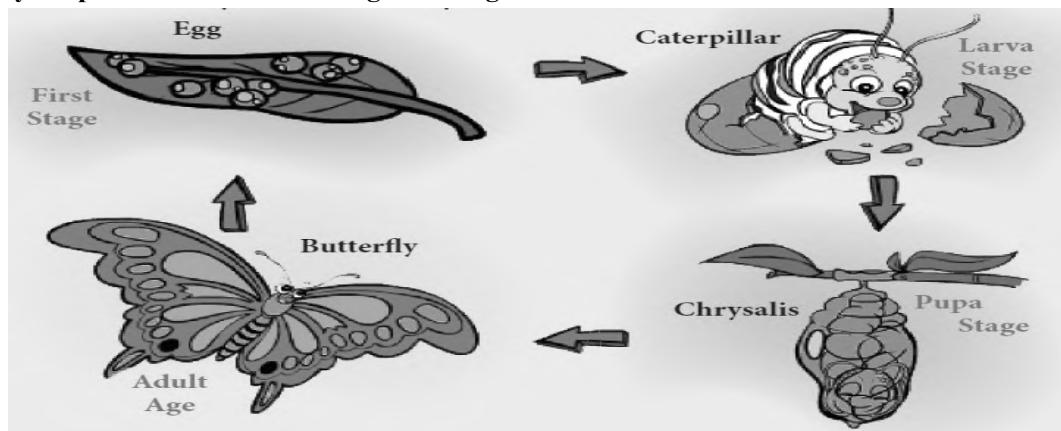


## Pictorial Description



### WARM UP

Discuss with your partner the different stages in the growth of man from a new born to an adult.



- Just like an actor who takes different stages during his life span a man has different stages. As a child, he depends squarely on parents and siblings. When the child attains the age of 3 - 4, he / she is sent to school.
- As an adult, he/she faces the challenges of the world.
- He joins the college, becomes self - dependent and prepares himself for a bright future.
- He gets married and becomes the bread winner of his family. As a father, he assumes a lot of responsibilities. The last stage is his second childhood.
- Now he is a feeble, old man who depends on others for his daily activities. No doubt he is without eye sight, ears, teeth and everything.

### SUMMARY

The poem "All the World's a Stage" is taken from William Shakespeare's play 'As You Like It'. With these words begins the monologue by a character Jacques in Act II of the play. Shakespeare views life realistically. The theme of the poem is that man is the ultimate loser in the game of life. He says that the world is a stage and all men and women are players on the stage. Every person has seven roles during his life. The first stage is that of an infant. He is a helpless child in his mother's arms. He merely vomits in the nurse's arms. In the second stage, he is a child who goes to school unwillingly. The third stage brings before us the lover who sings sad ballads for his lady love. Being full of energy, he may do everything to please his beloved. Even this life filled with merry making passes quickly.

Being a soldier is the fourth stage. Here man seeks short-lived fame. He endangers his life for it. The fifth role is of a judge. He has a round belly. He cites modern instances. In the sixth stage, man becomes very weak. He has pouches and his tight hose has become too big for him because he has become very lean. His big manly voice is turning again towards childish treble. In the last stage, the condition of man becomes very miserable. Now he has grown very old and weak. In this stage, he loses his teeth, eyes, taste and everything one by one and finally his life too. He becomes almost like a child and forgets everything about the past.

## TEXT TRANSLATION

POEM ENGLISH	பாடல் தமிழ்
"All the world's a stage, And all the men and women merely players; They have their exits and their entrances; And one man in his time plays many parts,	எல்லா உலகமுமே நாடகமேடை எல்லா ஆண்களும், பெண்களும் இதில் விளையாடுபவர்கள். அவரவர்க்கு உள்ளே வரவும் வெளியே செல்லவும் நேரமுண்டு. ஒரு மனிதன் தன்காலத்தில் பல்வேறு கதாபாத்திரங்களை ஏற்கிறான்.
His acts being seven ages. At first the infant, Mewling and puking in the nurse's arms; Then the whining school – boy, with his satchel And shining Morning face, creeping like snail	அவன் நடிப்பு ஏழு கப்பங்களாக பிரிக்கப்பட்டிருக்கிறது முதலாவது கைக்குழந்தைப் பருவம். பூண்போல் கத்திக்கொண்டு, கத்திக்கொண்டு தாதியின் கைகளில் தவழுதல். அப்புறம் பள்ளி செல்ல பிடிக்காமல், கவலையோடு பள்ளிப்பருவம் தோளில் உள்ள பையுடன் காலையில் மினிரும் முகத்துடன் நத்தைபோல் ஊர்ந்து செல்லுதல்.
Unwillingly to school, and then the lover, Sighing like furnace, with a woeful ballad Made to his mistress' eyebrow. then a soldier, Full of strange oaths, and bearded like the pard,	பள்ளிசெல்ல பிடிக்காமல், அதன்பின் காதல்பருவம். நெருப்பு உள்ளபோல், பெருமுச்ச விட்டுக்கொண்டு சோகவீதம் இசைத்துக் கொண்டு, தன் காதலியின் கண்புருவம், அசைவில் அதன்பின் போர்வீரன் பருவம். முழுவதும் விநோதமான உறுதிமொழிகளுடன், சிறுத்தைபோல் தாடி வைத்துக்கொண்டு
Jealous in honour, sudden and quick in quarrel, Seeking the bubble reputation Even in the cannon's mouth. And then the justice, In fair round belly with good capon lin'd,	மரியாதையுடன் பொறாமையும், முன் கோபத்துடன் சண்டையிட்டுக் கொண்டு நீாக்குமிழி போன்ற புகழைத் தேடிக்கொண்டு, பீரங்கியின் வாயில் கூட நிற்பாள். அதன்பின் நீதிபதி பருவம் அழகிய உருண்டையான தொந்தியுடன், கொழுத்த கோபிபோல்.
With eyes severe and beard of formal cut, Full of wise saws and modern instances; And so he plays his part. The sixth age shifts Into the lean and slipper'd pantaloons,	கண்களில் தீவிரத்துடன், தாடி முறைப்படி வெட்டி நேர்மை நெறிப்படி பார்வையும், புதியன் ஏற்றலும் கொள்கையுடன் தனது பங்கையாற்றுகிறான்! ஆறாவது பருவம் மாறுகிறது. ஒல்லியாக செருப்புதனும் இறுக்கமான கால்சட்டையுடனும்!
With spectacles on nose and pouch on side; His youthful hose, well sav'd, a world too wide For his shrunk shank, and his big manly voice, Turning again toward childish treble, pipes	முக்கில் கண்ணாடியுடனும் பக்கவாட்டில் பணப்பையுடனும்! தன் இளமையான நீண்ட குழாய் போன்ற காற்சட்டையுடனும் பரந்த இந்த உலகத்தை காத்துக்கொண்டு, கால்கள் பலமற்று, மெலிதாகப் பெரிய மனித தோரணையான குரவில் மீண்டும் தனது குழந்தைப்பருவத்திற்கு மாறுகிறான் வாயில் குழலுடனும், மூன்று மடங்கு.
And whistles in his sound. Last scene of all, That ends this strange eventful history, Is second childishness and mere oblivion; Sans teeth, sans eyes, sans taste, sans everything".	(விசில்) சீழ்க்கை அடித்துக்கொண்டும் எல்லாவற்றிற்கும் கடைசிப் பருவம்! அது அவனது விநோதமான வரலாற்றை முடிவுக்குக் கொண்டுவரும் நிகழ்வு

	அது இரண்டாவது குழந்தைப்பருவம் எல்லாவற்றிலும் மறநி பற்கவில்லாமல், கண்பார்வை இல்லாமல், சுவை பொருட்கள் இல்லாமல் எல்லாவற்றையும் இழக்கிறான்.
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 GLOSSARY

Word	Meaning	Word	Meaning
<b>time</b>	– lifetime	<b>parts</b>	– here, characters
<b>ages</b>	– here, periods of time	<b>mewling</b>	– a small weak noise that a cat makes
<b>puking</b>	– vomiting	<b>whining</b>	– expressing unhappiness
<b>creeping</b>	– walking slowly	<b>satchel</b>	– a shoulder bag
<b>furnace</b>	– place where fire is made	<b>woeful</b>	– unhappy
<b>oaths</b>	– promises	<b>pard</b>	– a large cat, such as a leopard
<b>justice</b>	– here, a judge, someone very respected	<b>saws</b>	– sayings
<b>pouch</b>	– a small bag for carrying money	<b>hose</b>	– tights, thin trousers that men wore in Shakespeare's time
<b>a world too wide</b>	– much too big	<b>pipes</b>	– a high sound
<b>second childishness</b>	– being like a child again	<b>sans</b>	– without

**1. Fill in the blanks using the words given in the box to complete the summary of the poem. (Page 91)**

Shakespeare considers the whole world a stage where men and women are only (1) **actors**. They (2) **enter** the stage when they are born and exit when they die. Every man, during his life time, plays seven roles based on age. In the first act, as an infant, he is wholly (3) **dependent** on the mother or a nurse. Later, emerging as a school child, he slings his bag over his shoulder and creeps most (4) **reluctantly** to school. His next act is that of a lover, busy (5) **composing** ballads for his beloved and yearns for her (6) **attention**. In the fourth stage, he is aggressive and ambitious and seeks (7) **reputation** in all that he does. He (8) **promises** solemnly to guard his country and becomes a soldier. As he grows older, with (9) **maturity** and wisdom, he becomes a fair judge. During this stage, he is firm and (10) **serious**. In the sixth act, he is seen with loose pantaloons and spectacles. His manly voice changes into a childish (11) **treble**. The last scene of all is his second childhood. Slowly, he loses his (12) **faculties** of sight, hearing, smell and taste and exits from the roles of his life.

(attention, actors, serious, enter, treble, maturity, faculties, promises, reluctantly, reputation, composing, dependent)

**2. From the understanding of the poem, answer the following questions briefly in a sentence or two.**

**a) What is the world compared to?**

The world is compared to a stage.

**b) "And they have their exits and their entrances" - What do the words 'exits' and 'entrances' mean?**

'Exits' means death and 'entrances' means birth.

**c) What is the first stage of a human's life?**

Infant is the first stage of human life.

**d) Describe the second stage of life as depicted by Shakespeare.**

In the second stage, he emerges as a school child. He slings his bag over his shoulder and creeps most reluctantly to school.

**e) How does a man play a lover's role?**

As a lover, he is busy composing sad songs for his beloved and yearns for her attention.

**f) Bring out the features of the fourth stage of a man as described by the poet.**

Soldier is the fourth stage. Here man seeks short-lived fame. He endangers his life for it.

**g) When does a man become a judge? How?**

In the fifth stage, a man becomes a judge. He is fat. He has a formal beard and quotes many proverbs and modern instances.

**h) Which stage of man's life is associated with the "shrunk shank"?**

In the sixth stage, man's life is associated with the "shrunk shank".

**i) Why is the last stage called second childhood?**

The last stage ends the eventful history of man. In this stage, he is like a child without teeth, sight and taste.



**3. Explain the following lines briefly with reference to the context. (Text page 92)**

a) "They have their exists and entrances"

*And one man in his time pays many parts"*

**Reference:**

These lines are taken from "All the World's a Stage" which is an extract from Shakespeare's "As You Like It".

**Explanation:**

In this extract, Shakespeare says that the world is a stage. Man enters this stage through his birth and he leaves the stage through death. In between birth and death, he plays – seven roles.

b) "Jealous in honour, sudden and quick in quarrel (PTA 1, 6)

*Seeking the bubble reputation"*

**Reference:**

These lines are taken from "All the World's a Stage" which is an extract from Shakespeare's "As You Like It"

**Explanation:**

In this extract, Shakespeare says that the world is a stage. Man plays seven roles on the stage. These lines explain the fourth stage ie. of a soldier. In this stage, he takes great care of honour and reputation. He is quick to get into any argument. He tries to get reputation which is as short lived as a bubble.

c) "Is second childishness and mere oblivion

*Sans teeth, sans eyes, sans taste, sans everything".*

**Reference:**

These lines are taken from "All the World's a Stage" which is an extract from Shakespeare's "As You Like It".

**Explanation:**

In this extract, Shakespeare says that the world is a stage. Man has seven roles on the stage. These lines explain the last stage of man. In this stage, he becomes like a child and it is his second childishness. He forgets everything about the past. He loses his teeth, sight, taste and everything and finally his life too.

COMMOM ERC

**ERC CLUE WORDS**

Exit, entrance, stage, players, whining, mewling, puking, satchel, woeful, mistress, eyebrows, soldier, wise, saws, oaths, Pard, second childishness

**Context:**

The above lines are from the poem "All the world's stage" written by William Shakespeare.

**Explanation:**

Shakespeare compares the world to a stage. Men and women are merely actors. The poet divides the life of human being into seven stages. They are

- |            |                         |          |            |            |
|------------|-------------------------|----------|------------|------------|
| 1. Infant  | 2. School boy           | 3. Lover | 4. Soldier | 5. Justice |
| 6. Old age | 7. Second Childishness. |          |            |            |

**Comment:**

A sad and pessimistic nature of human life is depicted by the poet.

## POETIC DEVICE

<b>POEM 3. All the World's a Stage (from As You Like It) William Shakespeare</b>	<b>Figure of speech</b>	<b>Alliteration / Assonance</b>	<b>Appreciation Hints</b>
“All the world’s a stage,	Metaphor		The world is indirectly compared to a stage.
And all the men and women merely players;	metaphor	And, all Men, merely	The poet indirectly compares all men and women to actors and actresses, who perform on the stage.
They have their exits and their entrances;	Metaphor	Exits, entrances	Exit – death Entrance – birth
And one man in his time plays many parts,	Alliteration	Plays, parts Man, many	Parts – roles
His acts being seven ages. At first the infant,			Ages – stages Infant – new born
<b>Mewling and puking</b> in the nurse’s arms;	Internal rhyme		Mewling – a small feeble noise which a cat makes Puking – vomiting
Then the <b>whining</b> school-boy, with his satchel	Alliteration	<u>School</u> <u>Satched</u>	<b>Whining – complaining</b> <b>Satchel – school bag</b>
And shining morning face, <b>creeping</b> like snail	Simile		Creeping – walking slowly
Unwillingly to school. And then the lover,		Then, the	
Sighing like furnace, with a <b>woeful</b> ballad	Simile		Woeful – sorrowful
Made to his mistress’ eyebrow. Then a soldier,	Alliteration	Made, mistress	
Full of strange <b>oaths</b> , and bearded like the <b>pard</b> ,	Simile		Oaths – promises Pard – a large cat such as a leopard
<b>Jealous in honour, sudden and quick in quarrel,</b>	Alliteration	Quick, quarrel	

<b>Seeking the bubble reputation</b>	<b>Metaphor</b>		<b>Bubble reputation – short lived fame</b>
Even in the cannon's mouth. And then the justice,		Then, the	
In fair round belly with good capon lin'd,			
With eyes severe and beard offormal cut,			
Full of wise saws and moderninstances;			Saws – sayings Instances – examples
And so he plays his part. Thesixth age shifts	Alliteration	Plays, part: sixth,shifts	
Into the lean and slipper'd pantaloons,			
With spectacles on nose and pouch on side;			
His youthful hose, well sav'd, a world too wide	Alliteration	Well, World, wide His, hose	Hose – tights
For his shrunk shank; and his big manly voice,	Alliteration	Shrunk, sank	
Turning again toward childish treble, pipes	Alliteration	Turning, toward, treble	Pipes – a high sound
And whistles in his sound. Last scene of all,	Assonance	And, all	
That ends this strange eventful history,	Assonance	Ends, eventful	
Is second childishness and mere oblivion;			Oblivion – forgetfulness
Sans teeth, sans eyes, sans taste, sans everything.”			Sans – without

### TEXTUAL QUESTIONS

4. Read the poem once again carefully and identify the figure of speech that has been used in each of the following lines from the poem.

a) All the world's a stage  
Metaphor.

b) And all the men and women merely players  
Metaphor.  
Alliteration.

c) And shining morning face, creeping like snail  
Simile.

d) Full of strange oaths, and bearded like a pard  
Simile.

e) Seeking the bubble reputation  
Metaphor.

f) His youthful hose, well sav'd a world too wide  
Alliteration.

g) and his big manly voice, turning again  
towards childish treble  
Personification.

**5. Pick out the words in Alliteration in the following lines**

a) **and all the men and women merely players**

men – merely.

b) **And one man in his time plays many parts**

man – many.

c) **Jealous in honour, sudden and quick in quarrel**

quick – quarrel.

**6. Read the given lines and answer the questions that follow. (Page 93)**

a) “*Then the whining school boy with his satchel And shining morning face creeping like snail Unwilling to go to school*”. (PTA 1, 4)

i. **Which stage of life is being referred to here by the poet?**

The second stage (the school boy) is being referred to here by the poet.

ii. **What are the characteristics of the stage?**

In this stage, the boy goes to school with his bag unwillingly.

iii. **How does the boy go to school?**

The boy goes to school with his bag unwillingly. He moves towards the school as slowly as a snail.

iv. **Which figure of speech has been employed in the second line?**

Simile is employed in the second line.

b) ..... “*Then a soldier*

*Full of strange oaths, and bearded like a pard,*  
*Jealous in honour, sudden and quick in*  
*quarrel*

*Seeking the bubble reputation* (PTA 2)

*Even in the cannon’s mouth*”.....

i. **What is the soldier ready to do?**

The soldier is ready to quarrel. Here ‘quarrel’ means argument.

ii. **Explain ‘bubble reputation’.**

‘Bubble reputation’ refers to glory that is short lived like a bubble.

**iii. What are the distinguishing features of this stage?**

In this stage, the soldier is full of promises. He has a beard like a leopard. He tries to gain honour. He is quick to take up any argument. Even at the risk of his life, he tries to achieve reputation which is as short-lived as bubble.

c) “*And then the justice*

*In fair round belly with good capon lin’d*  
*With eyes sever and beard of formal cut*  
*Full of wise saws and modern instances*”;

i. **Whom does justice refer to?**

Justice refers to man in his fifth stage.

ii. **Describe his appearance.**

He has a fair belly and he has become fat by eating chicken. He has a serious look and a formal beard.

iii. **How does he behave with the people around him?**

He behaves with the people around him as a learned man.

iv. **What does he do to show his wisdom?**

To show his wisdom, he quotes many proverbs and modern instances.

**ADDITIONAL QUESTIONS**

**Read the given lines and answer the questions that follow.**

a) “*All the world’s a stage,*

*And all men and women are merely players*

*They have their exits and their entrances*”; (PTA 3, 5)

i. **What is the world compared to?**

The world is compared to a stage.

ii. **According to the poet what are men and women?**

According to the poet, men and women are players on the stage.

iii. **What are the exits and entrances?**

The exits are deaths and the entrances are births.

- b) "With spectacles on nose and pouch on sides;  
His youthful hose, well sav'd, a world too wide"

**i. Which stage of man is referred to here?**

The sixth stage of man is referred to here.

**ii. Describe his appearance.**

He has spectacles to see and he keeps a pouch to carry money.

**iii. What happens to his younger days' dress?**

His younger days' dress which has been well maintained is too big for him because he has become very lean and his shanks have shrunk.

- c) "Is second childishness and mere oblivion;  
Sans teeth, sans eyes, sans taste, sans everything".

**i. Which stage of man is referred to here?**

The last and seventh stage is referred to here.

**ii. What is the significance of this stage?**

In this stage, man reaches his second childhood and he forgets everything about the past. He is

losing his teeth, sight and taste one by one and finally his life too.

- d) "And all the men and women merely players"  
**(PTA 6)**

**i) Mention the poet and poem name**

Poet : William Shakespeare

Poem : All the World's a Stage

**ii) Pick out the words in alliteration.**

men - merly

**7. Complete the table based on your understanding.**

Stage	Characteristics
<b>1st stage, infant</b>	crying
Judge	<b>full of proverbs</b>
Soldier	sudden and quick to quarrel
<b>6th stage</b>	unhappy
second childhood	<b>sans teeth, eyes and taste</b>
<b>School boy</b>	whining
old man	<b>oblivion</b>

**PARAGRAPH QUESTIONS**

**8. Based on the understanding of the poem, answer the following questions in about 100 – 150 words each. You may add your own ideas if required, to present and justify your point of view.**

**a) Describe the various stages of a man's life picturised in the poem "All the World's a Stage".**

**(PTA 1, 4)**

Shakespeare considers the whole world a stage where men and women are only actors. They enter the stage at birth and exit at death. Every man, during his life time, plays seven roles based on age. In the first stage, as an infant, he depends on the mother or a nurse. In the second stage, as a school child, he goes to school with a bag unwillingly. His third stage is that of a lover. He is busy in composing sad ballads for his beloved. He yearns for her attention. In the fourth stage, he is aggressive and ambitious. He seeks short-lived reputation. He promises solemnly to guard his country and becomes a soldier. As he grows older, with maturity and wisdom, he becomes a fair judge. During this stage, he is firm and serious. In the sixth stage, he is seen with loose pantaloons and spectacles. His manly voice changes into a childish treble. The last scene of all is his second childhood. Slowly, he loses his power of sight, hearing, smell and taste and exits the world.

**b) Shakespeare has skillfully brought out the parallels between the life of man and actors on stage. Elaborate this statement with reference to the poem.**

In the beginning of the poem, Shakespeare brings out the imagery of a drama stage. He compares the world to the stage. As needed for a drama stage, he introduces exits and entrances. In a drama, an actor has

particular time to enter and exit the stage. In the same way, man enters the world through birth and exits from the world through death. In a drama, different actors play different roles on the stage. But in the world a single man plays different roles at different periods of time of his life. The poet introduces him as an infant and takes him through different roles leading to the final stage of death. As the actors on the stage have their own script to act, man has a separate script to act in his different stages. As an infant, he has a particular script and as an old man he has another script. Shakespeare divides the whole life of man into seven stages and he has given seven roles to him to play in the drama of life.



### TALENTED STUDENTS

Name of the Poem	: All the World's a Stage
Name of the Poet	: William Shakespeare
Theme	: Different Stages of life

Shakespeare compares the world to the stage. Life is a drama and all the men and women are actors according to Shakespeare. He divides the life into seven stages.

#### Stage 1: Infant

The first stage is infant. He cries inconsolably. He is taken care by a nurse. He challenges the patience of the mother.

#### Stage 2: School boy

Infant becomes a child. He has got a glowing face. He goes to school unwillingly with his bag.

#### Stage 3: Lover

Man reaches his adolescent stage. He is romantic now. He is attracted towards his lady love. He composes song son her. He puts up with all the frustration.

#### Stage 4: Soldier

Now the man becomes a soldier. The challenges of the battle field romanticizes him. He grows beard as a proof of his manliness and resolve. He takes oath due to his training in army. He cherishes honor, fame and recognition. The canon of the enemy holds little scare for him. Even death does not deter him.

#### Stage 5: Judge

During this stage, he talks like a Judge. He shows his wisdom and experience.

#### Stage 6: old man

In this stage, the limbs and organs of man become weak. He loses his memory power. He never minds other's comments. He wears baggy dresses. He has a whistling tone.

#### Stage 7: Second Childishness

This is the final stage of man's life. He loses his control. He is without teeth, memory power, and eye sight. He expects death at any time.

Sants teeth, Sans eyes, Sans taste, Sans every thing

### AVERAGE PARAGRAPH

Name of the Poem	: All the World's a Stage
Name of the Poet	: William Shakespeare
Theme	: Different Stages of life

“All the World’s a Stage” is an extract from William Shakespeare’s famous play “ As you like it”.The world is compared to a stage. Human beings are compared to actors. Birth is called entrance. Death is called exit.

The various stages of life are depicted in this poem. At first, infant is taken care by a nurse. Then, he becomes a school boy, unwilling to go to school. Then the lover is always in romantic mood. The soldier is full of pride. During the fifth stage, the judge plays his part as a wise and quiet man. The sixth stage finds him as an old man with specs. At the final stage, man is without teeth, taste, eyesight and everything.

### SLOW LEARNERS

Name of the Poem	: All the World's a Stage
Name of the Poet	: William Shakespeare
Theme	: Different Stages of life

Man’s life is divided into seven stages:

- An Infant is taken care by a nurse.
- A school boy goes to school unwillingly.
- A romantic lover is attracted by his lady love. He composes songs for her.
- A soldier seeks short-lived fame. He is short-tempered.
- A judge behaves wisely. He is fat.
- In the old age, a man is thin. He is unmindful of others’ comments.
- In the last stage, a man has second childishness. He lives without eye sight, taste and everything.

TEXTUAL EXERCISES

 SPEAKING

Shakespeare describes the characteristics of the various stages of man. You are in the second stage of life. What do you think of your roles and responsibilities at this stage? Discuss with your partner and share your ideas with the class.

Yes I am in the second stage of Shakespeare's division of man's life. As it is said in the poem, in the beginning of my career as a student I too had the same problem. Now I am out of the trouble. Now I love to go to school. What I learn from here is going to be the basis for my future life. I have to fulfill the responsibilities which this stage has. I have to come to school regularly. I should take my classes very seriously. Apart from the lessons I have to develop many of my skills. I should use this opportunity to have a positive attitude. I should utilise all the opportunities given by the school to become a successful man in future.

 LISTENING

Listen to the poem and fill in the blanks with appropriate words and phrases. If required listen to the poem again.

The World Is Too Much with Us

The world is too much with us; late and soon,  
Getting and spending, we lay waste our powers;  
Little we see in **Nature** that is ours;  
We have given **our hearts away**, a sordid boon!  
This Sea that bares her bosom **to the moon**,  
**The winds** that will be howling at all hours,  
And are up-gathered now like **sleeping flowers**,  
For this, for everything, we are **out of tune**;  
It **moves** us not. --Great God! I'd rather be  
A Pagan suckled in a creed outworn;  
So might I, standing on this pleasant lea,  
Have glimpses that would make me less forlorn;  
Have sight of Proteus rising **from the sea**;  
Or hear old Triton blow his wreathed horn. William Wordsworth

## unit 4

### POEM

#### Ulysses

Alfred Tennyson



#### About the author

Alfred Tennyson, 1st baron Tennyson(6 August 1809- 6 October 1892) was a British poet. He was the poet Laureate of great Britain and Ireland during much of Queen Victoria's reign and remains one of the most popular British poets. Tennyson excelled at penning short lyrics, such as "Break, Break, Break", "The charge of the light Brigade", "Tears, and "Crossing the bar". He wrote verses on classical mythology such as Ulysses, Idylls of the king and Tithonus. Tennyson's use of the musical qualities of words to emphasise his rhythms and meanings is sensitive.



#### Pictures related to the lesson



Telmachus, son Ulysses



Thirst for adventure



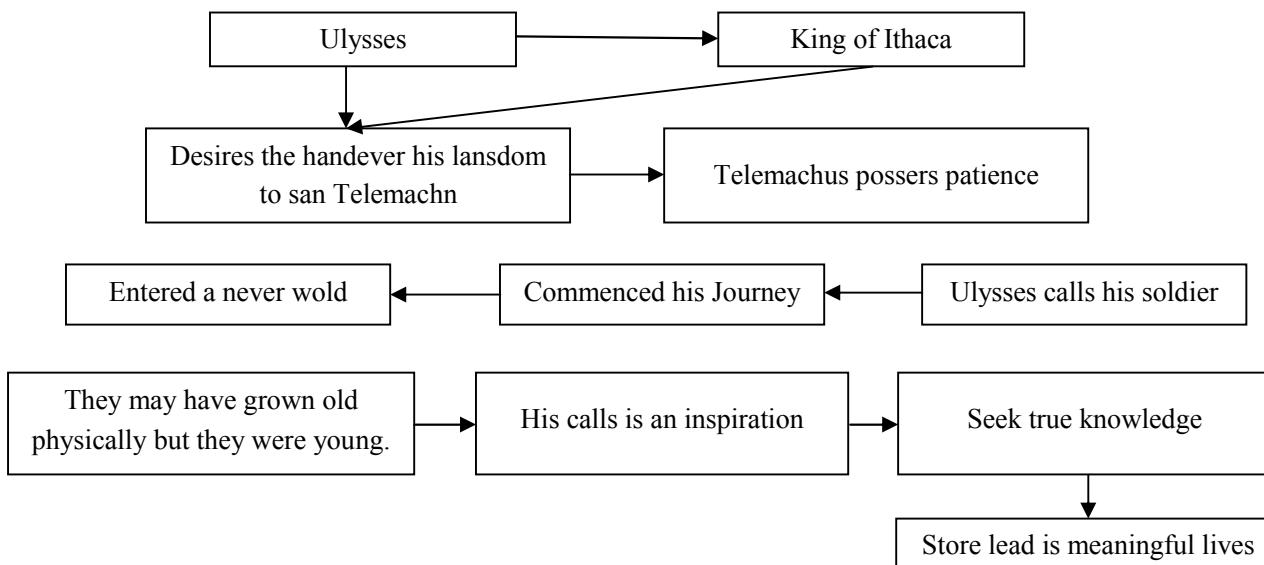
Ulysses handed over kingdom to his son



Diamond, Cogito, Vedic, Kali, Spartaan, Warlike, Sea, Indian, Barbarian

Clarion call to sailors

## MIND MAP



## Pictorial Description



 SUMMARY

“Ulysses” was published in 1842 in the collection of poetry that secured Tennyson’s literary fame. It had been written nine years earlier, when he was 24 years old, following the death of his closest friend, Arthur Henry Hallam. This poem is a dramatic monologue. Ulysses complains that he is ‘idle’ as a king, being at home with his elderly wife and getting stuck passing enlightened laws for a “savage race” that sleeps and eats but does not know him. He does not want to stop his travels. He has made the most of his life. He suffered and enjoyed with others and alone both at sea and on the shore. He has been honoured everywhere. He also has enjoyed battling at Troy with his fellow warriors. It is boring to remain useless in his old age; simply breathing is not life. It would be a shame to do nothing for even three days; he does not want to store himself away.

In contrast, his son Telemachus, who will succeed him as king, seems content to simply rule the people. Ulysses loves him and knows that he will use his prudence to govern wisely, turning the ‘rugged’ people ‘mild’. He is ‘blameless’ and ‘decent’ in his ‘common duties.’ He honors the family’s gods. Yet, Telemachus does not have his father’s energy. Ulysses looks at the port and the sea beyond, calling to him. He recalls his glorious days. He believes that he and his friends can do something noble suited to their greatness, especially as they are men who once fought with gods. Even at old age, Ulysses calls out that it is not too late to discover a ‘newer world.’ They can leave this shore and sail beyond the sunset, exploring until he dies. Perhaps they even will reach the Happy Isles and meet Achilles. Although they are weak in age, much vigor remains. They still have ‘heroic hearts’ which are ‘strong in will’. They want to explore and discover by patience and obduracy.

 TEXT TRANSLATION

POEM ENGLISH	பாடல் தமிழ்
<p>It little profits that an idle king, By this still hearth, among these barren crags, Match'd with an age wife, I mete and dole Unequal laws unto a savage race,</p>	தனியான அரசனாக மட்டும் இருந்தால் சிறிதுமட்டுமே இலாபம் உலைபோன்று கொதிக்கின்ற கண்மலைகளுக்கு மத்தியில் பாறைகளுக்கு தரிசாகிப்போன, வயதாகிப்போன மனைவியுடன் போட்டியிட்டுக் கொண்டு பிச்சை எடுத்து அளித்துக் கொண்டு நான் சமமற்ற சுட்டங்களுடன் காட்டுமிராண்டித்தனமான இனத்தினை நோக்கி,
<p>That hoard, and sleep, and feed, and know not me. I cannot rest from travel: I will drink Life to the lees: All times I have enjoy'd Greatly, have suffer'd greatly, both with those</p>	சேமித்து வைத்து, மேலும் தூங்கி மேலும் சாப்பிட்டு என்னைப் பற்றி என்னால் பயணம் செல்லாமல் ஒய்வு எடுக்க முடியாது. முழுவதுமாக நான் குடிப்பேன். (வாழ்க்கையை) வாழ்க்கை குறைவான நாட்கள் தான்! எல்லா நேரமும் நான் அனுபவிக்கனும் அதிகமாக, நான் அதிகமாக துன்பம் அனுபவித்துவிட்டேன். அந்த இரண்டு பேருடனும்
<p>That loved me, and alone, on shore, and when Thro' scudding drifts the rainy Hyades Vext the dim sea: I am become a name; For always roaming with a hungry heart</p>	அவைகள் என்னை நேசிக்கின்றன. தனிமையில் கரையின் மேல்! காற்றிடுக்கிறதோ அதன் திசையில் சறுக்கி மழை பெய்யும் போது வானவெளியில் (பாராஸ்)! கடலில் வெறித்துப் பார்த்துக் கொண்டு நான் ஒரு பெயராக மாற வேண்டும் எப்போதும் பசித்த இதயத்துடன் சுற்றித்திரிய வேண்டும்.
<p>Much have I seen and known; cities of men And manners, climates, councils, governments,</p>	நான் நிறைய பார்த்துவிட்டேன். தெரிந்துகொண்டேன். நகரத்து மனிதர்கள்,

<p>Myself not least, but honour'd of them all; And drunk delight of battle with my peers,</p>	<p>அவர்கள் நடத்தை, காலநிலை, சபைகள், அரசாங்கங்கள் நானும் குறைந்தவரில்லை! ஆனால் எல்லோரையும் மேலும் போரில் வரும் மகிழ்ச்சியையும் (கவுப்படுத்துவேன்) இரசிப்பேன் என்றுடனுள்ள சக போராளிகளுடன்!</p>
<p>Far on the ringing plains of windy Troy. I am a part of all that I have met; Yet all experience is an arch wherethro' Gleams that untravell'd world whose margin fades</p>	<p>சமவெளிகளின் மேல் ஒன்றையும் கொந்தளிப்பான களை வெட்டுக்களுடன்! நான் எல்லாவற்றிலும் பங்கெடுப்பேன் எதையெல்லாம் சந்திக்கிறேனோ அதில்! ஆனால் எல்லா அனுபவங்களும், வில் வளைவு மூலமாக வருகின்றன. யாரும் பயணிக்காத உலகில் கிடைக்கும் கூற்றுகள், அதன் எல்லைகள் மங்குகின்றன.</p>
<p>For ever and forever when I move. How dull it is to pause, to make an end, To rust unburnish'd, not to shine in use! As tho' to breathe were life! Life piled on life</p>	<p>என்றென்றைக்கும், எப்போதும் நான் நகர்ந்து கொண்டிருக்க வேண்டும். எவ்வளவு சோகமானது! ஓய்வும் ஒரு முடிவுக்கு வருவதும்! துருப்பிடித்துப் போய் உபயோகமாய் மினிராமல் மூச்சவிட்டுக் கொண்டே எங்கே வாழ்க்கை! வாழ்க்கை மீது வாழ்க்கை குவிந்துள்ளது.</p>
<p>Were all too little, and of one to me Little remains: but every hour is saved From that eternal silence, something more, A bringer of new things; and vile it were</p>	<p>எல்லாமே மிகச்சிறியது. அதுவும் எனக்கு ஒன்றுதான் சிறிதளவே மிஞ்சும். ஆனால் ஒவ்வொரு மணியும் சேமிக்கப்படுகிறது. மேலுக அமைதியிலிருந்து ஏதோவொன்று அதிகமாக புதியனவற்றை கொண்டு வருபவனாக, மேலும் வெறுக்கத்தக்கவையும் அங்கே உள்ளன.</p>
<p>For some three suns to store and hoard myself, And this gray spirit yearning in desire To follow knowledge like a sinking star, Beyond the utmost bound of human thought.</p>	<p>மூன்று நீண்ட வருடங்களுக்கு சேமித்து குவிக்க வேண்டும். நான் அந்த சாம்பல் நிற ஆவி ஆசையுடன் விரும்புகிறது மூழ்கிக் கொண்டிருக்கும் நட்சத்திரம் போல் நான் அறிவைப் பின்பற்றி செல்கிறேன்</p>
<p>This is my son, mine own Telemachus, To whom I leave the scepter and the isle, - Well-loved of me, discerning to fulfil This labour, by slow prudence to make mild</p>	<p>இது எனது மகன். எனது சொந்த உலைசிங்கின் மகன். நான் இவனை விட்டுச் செல்லப் போகிறேன். செங்கோலுடனும்! நன்று! அவர்கள் என்னை நேசிக்கிறார்கள்!. நூட்பமானவர்களை திருப்திப்படுத்த! இந்தத் தொழிலில் மெதுவான முன் ஜாக்கிதை பிரச்சனையை இலகுவாக்கும்.</p>
<p>A rugged people, and thro' soft degrees Subdue them to the useful and the good. Most blameless is he, centred in the sphere Of common duties, decent not to fail</p>	<p>கடினமாக உழைக்கும் மக்களை மென்றையான வழிகளின் மூலமாக அவர்களை அடக்கமாக, உபயோகமுள்ள, நல்லவர்களாக மாற்ற வேண்டும். அதிகமாகக் குறைசொல்ல முடியாத இக்கோளத்தின் நடுவில் பொதுவான கடமைகளை கண்ணியமாக செய்து தவறில்லாமல்.</p>
<p>In offices of tenderness, and pay Meet adoration to my household gods,</p>	<p>மென்றையான அலுவலகத்தினுள்ளே கொடுக்க வேண்டும். எனது வீட்டிலிருக்கும் கடவுள்களைச் சந்தித்து</p>

<p>When I am gone. He works his work, I mine. There lies the port; the vessel puffs her sail:</p>	<p>அர்ப்பணித்துவிட்டு நான் சென்றுவிட்டால், அவள் தனது வேலையை செய்வாள் ! நான் நானாகிருப்பேன் ! நான் துறைமுகத்தில் படுத்திருப்பேன். கப்பல் புகை கக்கிக் கொண்டு பயணிக்கும்.</p>
<p>There gloom the dark, broad seas. My mariners, Souls that have toil'd, and wrought, and thought with me That ever with a frolic welcome took The thunder and the sunshine, and opposed</p>	<p>அங்கே இருட்டான பரந்த கடன் எனது மாலுமிகள், ஆன்மாக்கள் அங்கே கஷ்டப்பட்டு செய்கின்றன. என்னோடு சேர்ந்து யோசிக்கின்றன. அவை எப்போதும் எனக்கு கேளிக்கை, ஜெகருடம் வரவேற்பு கொடுத்தன இடியும், குரிய வெளிச்சமும் எதிர்கொண்டன.</p>
<p>Free hearts, free foreheads – you and I are old; Old age hath yet his honour and his toil; Death closes all: but something ere the end, Some work of noble note, may yet be done,</p>	<p>திறந்த மனங்கள்-திறந்த நெற்றியுடன், நீயும் - நானும் நிச்சயமாக வயதான காலத்தில், அவனது வயதானவர்கள் மரியாதையும்; கடுமையான உழைப்பும் இன்னவும்; இறப்பு அனைத்தையும் மூடிவிடும். ஆனால் முடிவுக்கு முன்னர்.</p>
<p>Not unbecoming men that strove with Gods. The lights begin to twinkle from the rocks: The long day wanes: the slow moon climbs: the deep Moans round with many voices, Come, my friends,</p>	<p>சில உன்னதமான குறிப்புகளை எழுதுவோம். இன்றும் செய்ய வேண்டியிருக்கிறது. கடவுருக்கு பின்னால், வேண்டி ஒடும், மனிதனாக இல்லாமல், பாறைகளிலிருந்து வெளிச்சம் தொடங்கி, மின்னிட ஆரம்பிக்கின்றன. நீண்ட பலவீணமான நாட்களில் மெதுவான சந்திரன் மேலேறி ஆழமாக</p>
<p>T is not too late to seek a newer world. Push off, and sitting well in order smite The sounding furrows; for my purpose holds To said beyond the sunset, and the baths</p>	<p>நிறைய குரல்களில் முணங்குகின்றது. வாருங்கள் எனது நண்பர்களே ! புதிய உலகத்தை காண இன்னும் சிறிது நேரம் தான் உள்ளது. தள்ளுங்கள் ! நன்றாக அமர்ந்து கொள்ளுங்கள் ! நீங்கள் தான் அடிக்க வேண்டும் தண்ணீரில் கப்பல் செல்லும் சத்தும் எனது நோக்கத்தை சொல்லும்.</p>
<p>Of all the western stars, until I die. It may be that the gulfs will wash us down: It may be we shall touch the Happy Isles, And see the great Achilles, whom we knew</p>	<p>நாம் படகோட்டி செல்வோம், அந்தி வானத்தையும் தாண்டி பூமியின் மற்றொரு பக்கத்திற்கு, மேற்கிலுள்ள அனைத்து நட்சத்திரங்களும் நான் சாகும் வரை வளைகுடாக்கள் நம்மை கீழே தள்ளி கழுவலாம்.</p>
<p>Tho' much is taken, much abides; and tho' We are not now that strength which in old days Moved earth and heaven, that which we are, we are; One equal temper of heroic hearts, Made weak by time and fate, but strong in will To strive, to seek, to find, and not to yield.</p>	<p>நாம் சந்தோஷமாக, புதிய தீவுகளுக்கு சென்று தொடலாம். நாம் அளவுகடந்த கிரேக்கத்தின் சிறந்த (அசீஸ்) போராளியை நமக்கு முன்பே தெரிந்தவரை பார்க்கலாம் நிறைய எடுத்துக் கொள்ளலாம் என்று நிறைய அளவுகடந்து கருதுகிறது நாம் பழைய நாட்களில் இருந்தது போல் வலுவடன் இல்லை பூமியும் சொர்க்கமும் சுற்றுகின்றன. அது எது இப்போது நாம்தான், நாம்தான்</p>
	<p>ஒரு இணையாள கோபமான வீர இதயம் காலத்தால் பொழிவிலக்கலாம். தலைவிதி. ஆனால் செயலில் உறுதியாக்கள்</p>

செழிப்பைத் தேடி காண்பார்கள். விளைவை அல்ல.
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 GLOSSARY

<b>drink life to the lees</b>	– drink to the very last drop; here ‘live life to the fullest’	<b>scudding</b>	– moving rapidly because of the wind
<b>Hyades</b>	– a group of stars in the constellation Taurus often associated with rain	<b>vext</b>	– (past tense of ‘vex’) upset to rust unburnish’d – to let go waste, without being used
<b>three suns</b>	– three long years	<b>Telemachus</b>	– son of Ulysses
<b>smite</b>	– strike	<b>furrow</b>	– mark made in the water by the ship
<b>baths</b>	– outer ocean or river that the Greeks believed to surround the flat earth	<b>Happy Isles</b>	– a fortunate island situated in the Atlantic Ocean, popularly known as Greek Paradise
<b>Achilles</b>	– the greatest of Greek warriors (as an infant his mother dipped into the river Styx, which made himinvulnerable everywhere but the feet by which she held him)		

**1. Complete the summary of the poem, choosing words from the list given below.**
**Lines 1 to 32**

Ulysses is (1) **unwilling** to discharge his duties as a (2) **king**, as he longs for (3) **adventure**. He is filled with an (4) **unquenchable** thirst for (5) **adventure** and wishes to live life to the (6) **fullest**. He has travelled far and wide gaining (7) **knowledge** ofvarious places, cultures, men and (8) **matters**. He recalls with delight his experience at the battle of Troy. Enriched by his (9) **experience** he longs for more and his quest seems endless. Like metal which would (10) rust if unused, life without adventure is meaningless. According to him living is not merely (11) **breathing** to stay alive. Though old but zestful, Ulysses looks atevery hour as a bringer of new things and yearns to follow knowledge even if it is (12) **unattainable**.

(fullest, unquenchable, unattainable, experience, knowledge, king, matters.rust. adventure, unwilling travel. breathing)

**Lines 33 to 42**

Ulysses desires to hand over his (1) **kingdom** to his son Telemachus, who would fulfil his duties towards his subjects with care and (2) **prudence**. Telemachus possesses patience and has the will to civilise the citizens of Ithaca in a (3) **tender** way. Ulysses is happy that his son would do his work blamelessly and he would pursue his (4) **quest** for travel and knowledge.

(prudence, kingdom, quest, tender)

**Lines 44 to 70**

Ulysses beckons his sailors to (1) **gather** at the port where the ship is ready to sail. His companions who have faced both (2) **thunder** and sunshine with a smile, are united by their undying spirit of adventure. Though death would end everything, Ulysses urges his companions to join him and sail beyond the sunset and seek a newer (3) **world**, regardless of consequences. These brave hearts who had once moved (4) **heaven** and earth, may have grown old and weak physically but their spirit is young and (5) **undaunted**. His call is an inspiration for all those who seek true knowledge and strive to lead (6) **meaningful** lives.

(world, thunder, meaningful, gather, undaunted, heaven and earth)

**2. Answer the following questions in one or two sentences each.**

**a) 'Ulysses is not happy to perform his duties as a king.' Why?**

Ulysses does not want to be an idle king who would meet the people to talk to them about the laws. He knows that he cannot retire from travel.

**b) What does he think of the people of his kingdom?**

He thinks that the people of his kingdom are savage people.

**c) What has Ulysses gained from his travel experiences?**

He has seen and known people of many cities. He has come to know the manner, climate, councils and governments of different cities.

**d) Pick out the lines which convey that his quest for travel is unending.**

"Yet all experience is an arch wherethro' Gleams that untravell'd world whose margin fades

**e) 'As tho' to breathe were life!' – From the given line what do you understand of Ulysses' attitude to life?**

Ulysses does not like to stay in a place; he is always for adventures. For him life is not merely for breathing.

**f) What does Ulysses yearn for?**

Ulysses yearns for knowledge; he looks at every hour as a bringer of new things.

**g) Who does the speaker address in the second part?**

He addresses the sailors who are willing to join him for adventure.

**h) Why did Ulysses want to hand over the kingdom to his son?**

Ulysses desires to hand over his kingdom to his son Telemachus, because he wanted to go with the sailors to experience new adventures.

**i) How would Telemachus transform the subjects?**

Telemachus would fulfil his duties towards his subjects with care and prudence. Telemachus possesses patience and has the will to civilise the citizens of Ithaca in a tender way.

**j) 'He works his work, I mine' – How is the work distinguished?**

Ulysses' work is to go to different places seeking adventure. Telemachus, his son's work is to rule his kingdom.

**k) In what ways were Ulysses and his mariners alike?**

Ulysses and his mariners were old but they had the honour of the old age. They were closer to death but they wanted to do some noble work before their end.

**l) What could be the possible outcomes of their travel?**

The sea in Gulf may wash them down and they may reach the Happy Isles which are known as Greek Paradise. They may see the great Achilles.

#### POETIC DEVICE

POEM 4. Ulysses Alfred Tennyson	Figure of speech	Alliteration / Assonance	Appreciation Hints
It little profits that an idle king,			Little profits – it is not beneficial
By this still hearth, among these barren crags,			Hearth – floor of a fire place Barren – infertile Crags – cliff
Match'd with an aged wife, I mete and dole	Match'd and aged- Internal rhyme		Mete – to give Dole – benefit

Unequal laws unto a savage race, That hoard, and sleep, and feed, and know not me.			
I cannot rest from travel: I will <b>drink</b>			
<b>Life to the lees:</b> All times I have enjoy'd	Metaphor		Drink to the very last drop
Greatly, have suffer'd greatly, both with those			
That loved me, and alone, on shore, and when			
Thro' <b>scudding</b> drifts the rainy Hyades	<b>Personification</b>		<b>Scudding – moving rapidly</b> <b>Hyades – a group of stars</b>
<b>Vext</b> the dim sea: I am become a name;	Personification		<b>Vext</b> - upset
For always roaming with a hungry heart	Metaphor	Heavy, heart	
Much have I seen and known; cities of men			
And manners, climates, councils, governments,			
Myself not least, but honour'd of them all;			
And drunk delight of battle with my peers,	Metaphor	Drunk, delight	Peers – look closely
Far on the ringing plains of windy Troy.			
I am a part of all that I have met;			
Yet all experience is an arch wherethro'	Metaphor		
Gleams that untravell'd world whose margin fades	Metaphor		Gleams - shines
For ever and forever when I move.	Refrain or repetition		
How dull it is to pause, to make an end,			
To <b>rust unburnish'd</b> , not to shine in use!	Metaphor		To rust unburnish'd – to let go waste or without being used
As tho' to breathe were life! Life piled on life			
Were all too little, and of one to me			
Little remains: but every hour is saved			

From that eternal silence, something more,			
A bringer of new things; and vile it were			Vile – bad
For some three suns to store and hoard myself,			Three suns – three long years
And this gray spirit yearning in desire			
To follow knowledge like a sinking star,	Simile		
Beyond the utmost bound of human thought.		Beyond, bound	
This is my son, mine own <b>Telemachus</b> ,			Telemachus – son of Ulysses
To whom I leave the sceptre and the isle, -			Sceptre – worldly power Isle – kingdom
Well-loved of me, discerning to fulfil			Discerning – showing good judgement
This labour, by slow prudence to make mild			Prudence – cautiousness
A rugged people, and thro' soft degrees			
Subdue them to the useful and the good.			Subdue - conquer
Most blameless is he, centred in the sphere			
Of common duties, decent not to fail		Duties, decent	
In offices of tenderness, and pay			
Meet adoration to my household gods,		Meet, my	Adoration – deep love and respect
When I am gone. He works his work, I mine.			
There lies the port; the vessel puffs her sail:	Personification		Puffs - blows
There gloom the dark, broad seas. My mariners,	Metaphor		Mariners – sailors
Souls that have toil'd, and wrought, and thought with me -			Wrought – beaten out
That ever with a frolic welcome took			Frolic – play or move about
The thunder and the sunshine, and opposed	Metaphor		
Free hearts, free foreheads - you		Free, forehead	

and I are old;			
Old age hath yet his honour and his toil;			
Death closes all: but something ere the end,			
Some work of noble note, may yet be done,			
Not unbecoming men that strove with Gods.			
The lights begin to twinkle from the rocks:			
The long day wanes: the slow moon climbs: the deep			Wanes – disappears
Moans round with many voices. Come, my friends,		Moans, many	
'T' is not too late to seek a newer world.	Synecdoche		
Push off, and sitting well in order smite	<b>Metaphor</b>		
The sounding <b>furrows</b> ; for my purpose holds	Metaphor		Furrows – mark made in the water by the ship
To sail beyond the sunset, and the <b>baths</b>	Metaphor	Beyond, baths	Baths – outer ocean or river that the Greeks believed to surround the flat earth
Of all the western stars, until I die.			
It may be that the gulfs will wash us down:			
It may be we shall touch the <b>Happy Isles</b> ,	Allusion ( it is Greek mythology)		Happy Isles – a fortunate island situated in the Atlantic Ocean, popularly called as Greek Paradise
And see the great <b>Achilles</b> , whom we knew.	Allusion (Greek Mythology)		Achilles – the greatest Greek warrior
Tho' much is taken, much abides; and tho'			
We are not now that strength which in old days			
Moved earth and heaven, that which we are, we are;			
One equal temper of heroic hearts,			
Made weak by time and fate, but strong in will			

To strive, to seek, to find, and not to yield. 70			
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**3. Identify the figures of speech employed in the following lines. (Page 132)**

a) "Thro' scudding drifts the rainy Hyades Vext the dim sea..".

eg. 'Personification' is employed in the above lines.

b) "For always roaming with a hungry heart"

Metaphor.

c) "And drunk delight of battle with my peers";

Metaphor.

d) ".....the deep Moans round with many voices".

Personification.

e) "To follow knowledge like a sinking star".

Simile.

f) "There lies the port the vessel puffs her sail"

Personification.

c) "Little remains: but every hour is saved  
From that eternal silence, something more,  
A bringer of new things; and vile it were"

(PTA 2)

**i. How is every hour important to Ulysses?**

Ulysses wants to utilise whatever time is left with him. So every hour is important to him.

**ii. What does the term 'Little remains' convey?**

The term 'Little remains' conveys that only little time is left with Ulysses because he is already old.

d) "This is my son, mine own Telemachus,  
To whom I leave the sceptre and the isle  
Well-loved of me", (PTA 3)

**i. Who does Ulysses entrust his kingdom to, in his absence?**

In his absence, Ulysses entrusts his kingdom to his son Telemachus.

**ii. Bring out the significance of the 'sceptre'.**

Sceptre is the decorated staff carried by kings. It is a symbol of kingly power.

e) "That ever with a frolic welcome took  
The thunder and the sunshine, and opposed"

**i. What do 'thunder' and 'sunshine' refer to?**

'Thunder' and 'sunshine' refer to the easy and difficult situations they meet when they travel.

**ii. What do we infer about the attitude of the sailors?**

Sailors are ready to accept any situation on the way. They have positive attitude.

**TEXTUAL QUESTIONS**

**4. Read the sets of lines from the poem and answer the questions that follow.**

a) "... I mete and dole

Unequal laws unto a savage race,  
That hoard, and sleep, and feed, and know not  
me". (PTA 5)

**i. What does Ulysses do?**

Ulysses meets people and talks to them about the laws.

**ii. Did he enjoy what he was doing? Give reasons.**

He did not enjoy what he was doing. His main goal was to travel for adventure. He called his people a savage race.

b) "Yet all experience is an arch wherethro'  
Gleams that untravell'd world, whose margin  
fades  
For ever and for ever when I move".

**i. What is experience compared to?**

Experience is compared to an arch through which one can see the unknown world.

**ii. How do the lines convey that the experience is endless?**

When we see through the arch, the end fades away and immediately a new sight emerges. So the experience is endless.

- f) "Death closes all: but something ere the end,  
Some work of noble note, may yet be done,  
Not unbecoming men that strove with Gods".

i. **The above lines convey the undying spirit of Ulysses. Explain.**

Ulysses has a strong and determined mind to travel. He will not be frightened of any difficult situation on the way.

ii. **Pick out the words in alliteration in the above lines.** noble – note.

- g) "...for my purpose holds  
To sail beyond the sunset, and the baths  
Of all the western stars, until I die".

(PTA 1, 4, 6)

i. **What was Ulysses' purpose in life?**

Ulysses' purpose in life was to travel to unknown lands.

ii. **How long would his venture last?**

His venture would last till his death.

- h. "One equal temper of heroic hearts,  
Made weak by time and fate, but strong in will  
To strive, to seek, to find, and not to yield".

i. **Though made weak by time and fate, the hearts are heroic. Explain.**

Ulysses and the sailors may be weak due to the age and their fate but they all have a very strong will.

ii. **Pick out the words in alliteration in the above lines.**

heroic – hearts; weak – will; strive – seek.



5. Explain with reference to the context the following lines. (ERC)

a) "I cannot rest from travel: I will drink Life to the less":

**Reference:**

These lines are taken from the poem "Ulysses" written by Alfred Tennyson.

**Explanation:**

In the poem "Ulysses", he describes his intention to travel to unknown places to gain knowledge and experience. Though he is a king, he does not show any interest to rule the kingdom. He says he cannot take rest from travel. He wants to live life to the fullest. He gets the fullest satisfaction only from travel.

b) "I am become a name;

For always roaming with a hungry heart" (PTA 6)

**Context:**

These lines are taken from the poem "Ulysses" written by Alfred Tennyson.

**Explanation:**

In the poem 'Ulysses', he describes his intention to travel to unknown places to gain knowledge and experience. His ship may drift from one place to another because of strong wind. He has earned a name for himself a constant traveller. He always roams around with a hungry heart. Hungry heart stands for his strong desire to travel to unknown places.

c) "How dull it is to pause, to make an end,

To rust unburnished, not to shine in use"!

**Context:**

These lines are taken from the poem "Ulysses" written by Alfred Tennyson.

**Explanation:**

In the poem "Ulysses", he describes his intention to travel to unknown places to gain knowledge and experience. He does not want to stop his travel to unknown places. It will be boring for him to give a short gap between travels. He wants to travel continuously. If he stops his travel, his life will be rusted like the unused swords. Only when we use the swords do they shine. In the same way, his life will shine only when he travels.

- d) “To follow knowledge like a sinking star,  
Beyond the utmost bound of human thought”.

**Context:**

These lines are taken from the poem “Ulysses” written by Alfred Tennyson.

**Explanation:**

In the poem “Ulysses”, he describes his intention to travel to unknown places to gain knowledge and experience. His quest for knowledge goes beyond ordinary people. He wants to follow knowledge like a sinking star. He wants to gain knowledge which may be beyond the human thoughts.

- e) “He works his work, I mine”. (PTA 3, 5)

**Context:**

This line is taken from the poem “Ulysses” written by Alfred Tennyson.

**Explanation:**

In the poem “Ulysses”, he describes his intention to travel to unknown places to gain knowledge and experience. Though he is a king, he does not want to rule over a kingdom. He has decided to pass the responsibility of ruling the people to his son, Telemachus. Then Ulysses would be free to undertake his journey to different places. Telemachus will do his work as a king and Ulysses will do his work as a traveller.

- f) “....you and I are old;  
Old age hath yet his honour and his toil”;

**Context:**

These lines are taken from the poem “Ulysses” written by Alfred Tennyson.

**Explanation:**

In the poem “Ulysses”, he describes his intention to travel to unknown places to gain knowledge and experience. In the last part of the poem, Ulysses addresses his fellow sailors. They faced the easy and difficult situation alike. Now all have become old.

In their old age, they still maintain honour and they have the strength to work hard. This shows the determination of Ulysses and his men.

- g) “The long day wanes: the slow moon climbs: the deep  
Moans round with many voices”.

**Context:**

These lines are taken from the poem “Ulysses” written by Alfred Tennyson.

**Explanation:**

In the poem ‘Ulysses’, he describes his intention to travel to unknown places to gain knowledge and experience. In the last part of the poem, Ulysses addresses his fellow sailors. Light fades, and the day wanes. Ulysses calls out that it is not too late to discover a “newer world.” He knows that the old age might have made all of them weak but still they have the determination to travel. The sea is waiting for them to take another venture.

- h) “It may be we shall touch the Happy Isles,  
And see the great Achilles, whom we knew”.

**Context:**

These lines are taken from the poem “Ulysses” written by Alfred Tennyson.

**Explanation:**

In the poem “Ulysses”, he describes his intention to travel to unknown places to gain knowledge and experience. In the last part of the poem, Ulysses addresses his fellow sailors. They can leave this shore and sail beyond the sunset, exploring until he dies. Perhaps they even will reach the Happy Isles and may meet Achilles. Although they are weak in age, much vigor remains; they still have “heroic hearts”. Happy Isles means Greek Paradise. Achilles was the greatest Greek warrior.

- i) “We are not now that strength which in old days  
Moved earth and heaven”;

**Context:**

These lines are taken from the poem “Ulysses” written by Alfred Tennyson.

**Explanation:**

In the poem “Ulysses”, he describes his intention to travel to unknown places to gain knowledge and experience. In the last part of the poem, Ulysses addresses his fellow sailors. He accepts that they have become old and they lost their strength. Once they had the strength to move heaven and earth which means they were strong enough to do any physical work. Although they are weak in age, much vigor remains. They still have ‘heroic hearts’ which are ‘strong in will’ and want to persevere, to explore and discover and never give up.

- j) “To strive, to seek, to find, and not to yield”. (PTA 4)

**Context:**

This line is taken from the poem “Ulysses” written by Alfred Tennyson.

**Explanation:**

In the poem “Ulysses”, he describes his intention to travel to unknown places to gain knowledge and experience. In the last part of the poem, Ulysses addresses his fellow sailors. He accepts that they have become old and they lost their strength. Once they had the strength to move heaven and earth which means they were strong enough to do any physical work. Though they have lost their strength their will is not lost. Their will-power will be with them to work hard to find something new.

**COMMON ERC**

**ERC CLUE WORDS**

Drink life to the less, scudding, Hyades, vext, to rust unburnish'd, three suns, Telemachus, subdue, smite, furrow, baths, HappyIsles, Achilles

**Content:**

The given lines are taken from the poem “Ulysses” written by Alfred Tennyson.

**Explanation:**

This poem is a dramatic monologue. Tennyson has depicted Ulysses as a hero. Ulysses was a great greek warrior and king of Ithaca. He had become a part and parcel of all new lands, new people and new climates.

**Comment:**

King Ulysses was determined to strive.

**PARAGRAPH QUESTIONS**

**6. Answer the following questions in a paragraph of about 100 words each.**

**a) What makes Ulysses seek newer adventures?**

The poem “Ulysses” has been written by Alfred Tennyson. Ulysses complains that he is idle as a king. He stays with his elderly wife and keeps passing enlightened laws to his people. He does not want to stop his travels. He had happiness and sadness in life. He is famous because he has been honored everywhere. He also has enjoyed battling at Troy with his fellow warriors. He is a part of all that he has met, but this is not the end, for his experience is an archway to new experiences, with the horizon always beyond reach. It is boring to remain useless in his old age because simply breathing is not life. When he is alive, there is

time for something more. It would be a shame to do nothing for even three days. He does not want to store himself away. His spirit yearns to attain knowledge and follow it like a sinking star.

**b) List the roles and responsibilities Ulysses assigns to his son Telemachus, while he is away.**

The poem “Ulysses” has been written by Alfred Tennyson. In the poem, he describes his intention to travel to unknown places to gain knowledge and experience. In contrast, his son Telemachus, who will succeed him as king, seems content to stay in the kingdom and simply rule the people. Ulysses loves him and knows that he will use his prudence to govern wisely, turning the rough people mild, and he is blameless and decent in his common duties. He honors the family’s gods. Yet, Telemachus does not have his father’s energy. He will do his work well leaving Ulysses to do his work as a traveller.

**c) What is Ulysses’ clarion call to his sailors? How does he inspire them?**

The poem “Ulysses” has been written by Alfred Tennyson. In the poem, he describes his intention to travel to unknown places to gain knowledge and experience. In the last part of the poem, Ulysses addresses his fellow sailors. Ulysses beckons his sailors to gather at the port where the ship is ready to sail. His companions, who have faced both thunder and sunshine with a smile, are united by their undying spirit of adventure. Though death would end everything, Ulysses urges his companions to join him and sail beyond the sunset and seek a newer world, regardless of consequences. These brave hearts who had once moved heaven and earth, may have grown old and weak physically but their spirit is young and undaunted. His call is an inspiration for all those who seek true knowledge and strive to lead meaningful lives.



**COMMON PARAGRAPH**

**HIGH LEVEL PARAGRAPH**

<b>Name of the poem</b>	: Ulysses
<b>Name of the poet</b>	: Alfred lord Tennyson
<b>Genre</b>	: Dramatic Monologue
<b>Theme</b>	: Looking for Adventure and Experience.

Ulysses, King of Ithaca, is depicted as a hero by poet Tennyson. The king was representative of the Spirit in the Victorian age. He had a thirst for knowledge. He came back to Ithaca after the Trojan war. He found his life very dull. He wanted to enjoy the life to its fullest. He got knowledge and experience by his travel. Hence he decided to give the kingdom to his son, Telemachus. He was determined to go on another voyage.

Telemachus was a wise ruler. He was kind to his mother and his subjects. He had much patience to control the people. Ulysses knows that death will end everything. Yet he is confident of doing great things. The great hero observes the sun set. It seems to him as if he were thinking about his own death as well. It reminds us of ghosts or people mourning at death.

While praising his old warriors, Ulysses infuses a new spirit saying it is not too late to get to a newer world. He quotes the destiny and shows the target to be achieved through their journey. He firmly thinks that he has a destiny. He is moving towards it simultaneously. He admits that his friends are not strong

now. Once they had shaken the heaven and earth. He fought against the will of gods in the wars. Time and fate has taken their strength and vigor. Yet, they are strong in their will power. Even though they are physically weaker, they are to strive, to seek to find and not to yield.

### AVERAGE PARAGRAPH

<b>Name of the poem</b>	: Ulysses
<b>Name of the poet</b>	: Alfred lord Tennyson
<b>Genre</b>	: Dramatic Monologue
<b>Theme</b>	: Looking for Adventure and Experience.

Ulysses was the king of Ithaca. He had returned to his kingdom after the Trojan War which lasted for twenty years. He has wandered different strange places. Finally he returned to his country with a lot of experiences. Still speaking to himself, he proclaims that he cannot rest from travel. He felt compelled to live to the fullest. He has enjoyed all his experiences as a sailor. He considers himself a symbol for everyone who wanders the earth. He declares that it is boring to stay in one place.

His son Telemachus is good enough for the task of governing the savage people of his land and making them civilized. He possesses patience and will power. Ulysses is happy that his son would do his work blamelessly. He would follow his search for travel and knowledge. Ulysses asks his companions to gather at the port, where the ship is ready to sail. His companions have faced both sunshine and thunder with a smile. They are united to their undying spirit of adventure. Though death would end everything, Ulysses urges his companions to join him and sail beyond the sunset and seek a newer world, regardless of consequences. These brave hearts had once moved heaven and earth. They have now grown old and become weak physically. But the spirit in them is young and energetic. Hence he insists us to seek adventure, knowledge and drive to lead meaningful lives.

### SLOW LEARNERS

<b>Name of the poem</b>	: Ulysses
<b>Name of the poet</b>	: Alfred lord Tennyson
<b>Genre</b>	: Dramatic Monologue
<b>Theme</b>	: Looking for Adventure and Experience.

- In this poem, we see an aged Ulysses.
- He overcame struggles successfully.
- He led armies victoriously in the Trojan war.
- Ulysses hates his responsibilities to his subjects and family.
- He is confident of his son's perfect rule.
- He vows to set forth on new adventures.
- His determination to continue living life is admirable.
- Thus we can deduce that the king of Ithaca wants his listeners to defy their own inevitable mortality and continue living life to the fullest.

### TEXTUAL EXERCISES

**Listen to the poem and fill in the blanks with appropriate words and phrases. If required listen to the poem again. Choose the best option and complete the sentences.**

1. \_\_\_\_\_ works like madness in the poet.  
a) Wander-Thirst b) Bidding Farewell c) Eastern Sunrise d) Western Seas
2. A man could choose \_\_\_\_\_ as his guide.  
a) the sun b) the hills c) a star d) a bird
3. There is no end of \_\_\_\_\_ once the voice is heard.  
a) walking b) roaming c) talking d) voyaging
4. The old ships return, while the young ships \_\_\_\_\_.  
a) drift b) move c) sail d) wander
5. The blame is on the sun, stars, the road and the \_\_\_\_\_.  
a) hills b) trees c) seas d) sky



### About the author

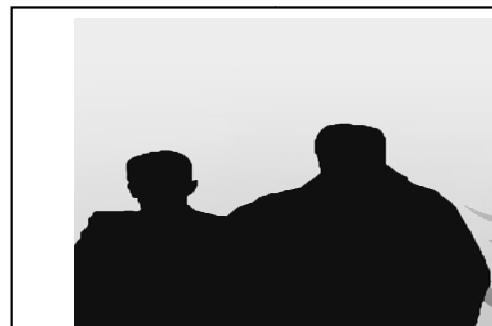
Sandburg was born in Galesburg ,Illinois ,to parents of Swedish ancestry. Carl August Sandburg (January 6,1878 –July 22,1967)was an American poet, writer and editor. He won three Pulitzer Prizes: two for his poetry and one for his biography of Abraham Lincoln .During his lifetime ,Sandburg was widely regarded as “a major figure in contemporary literature” ,especially for volumes of his collected verse ,including ,Chicago Poems (1916),Corn-huskers(1918),and Smoke and steel(1920).He enjoyed unrivalled appeal as a poet inn his day ,perhaps because the breadth of his experiences connected him with so many strands of American life ,and at his deathin 1967,President Lyndon B Johnson observed that “Carl Sandburg was more than the poet of its strength and genius . He was America.” “Poetry is the opening and closing of a door ,leaving those who look through to guess about what was seen during a moment.”



### Pictures related to the lesson



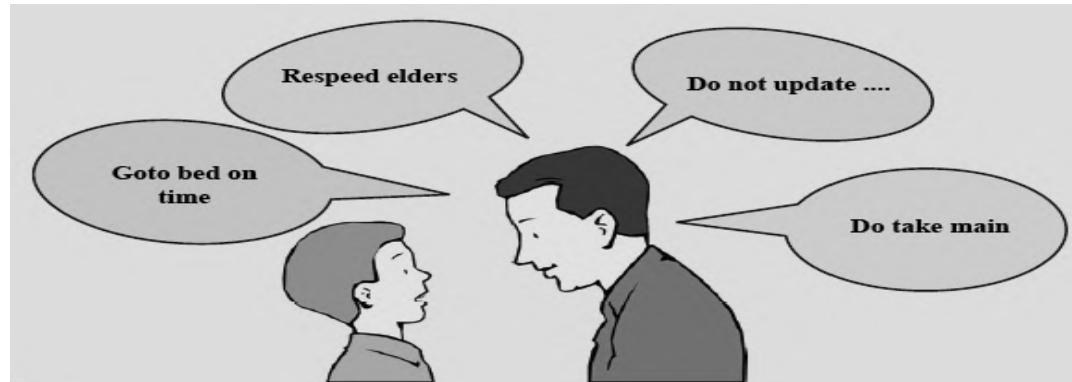
Father and his son



Father advises his son



### WARM UP



 SUMMARY

In this poem, a father gives his son a kind of worldly wisdom. An experienced father wants his son to lead a life of perfection without any hurdles and failures. He is more tensed because his son is about to be a man. In this stage, almost every father has become protective and cautious. A father is always concerned towards the career and settlement of his son. He wants his son to achieve whatever he could not achieve in his life time. He tells his son about successes and failures. He also tells the mantra behind these. He is aware of the fact that life is steel. He also motivates his son to be strong and gentle in life. He tells him that too much of money killed men and it left them dead well before the actual death.

## TEXT TRANSLATION

POEM ENGLISH	பாடல் தமிழ்
A father sees his son nearing manhood. What shall he tell that son? “Life is hard; be steel; be a rock.” And this might stand him for the storms And serve him for humdrum monotony	அப்பா மகனைப் பார்க்கிறார். ஆண்மைப் பருவத்தை நெருங்கிலிட்டான். அந்த மகனிடம் என்ன சொல்வார்? வாழ்க்கை கடனமானது. இரும்பைப் போல்! பாறையைப் போல்!. அது உன்னை வாழ்க்கையில் புயலடிக்கும் போது நிற்க உனக்கு பணி செய்யும் ஒரே மாதிரியான சத்தத்தை, சலிப்பூட்டும் வாழ்க்கையில் திடீரென துரோகம் வரும்போது உதவி செய்யும்.
and guide him among sudden betrayals and tighten him for slack moments. “Life is a soft loam; be gentle; go easy.” And this too might serve him. Brutes have been gentled where lashes failed.	நீ மந்துமாக இருக்கும்போது, உன்னை இறுக்கமாக்கும். வாழ்க்கை, மென்மையான மண் போன்றது. மென்மையாக இரு!. எளிமையாக செல்!. இதுவும் உனக்கு எப்போதும் பணி செய்யும். மிருகம் போன்றவர்களிடம் மென்மையாகவும் இரு.
The growth of a frail flower in a path up Has sometimes shattered and split a rock. A tough will counts. So does desire. So does a rich soft wanting. Without rich wanting nothing arrives.	அங்கே வசைபாடுதல் தோற்கும். சிறுமலரின் வளர்ச்சி பாதையெங்கும், ஒரு சில சமயங்களில் சிறைக்கும்; மற்றும் பாறையைக்கூட பிளக்கும். உனது கடுமை எண்ணப்படும். எனவே ஆசைப்படு. எனவே பணக்காரர்கள், மென்மையை விரும்புகிறார்கள். பணமில்லாதவர்கள் விரும்புவது எதையும் அடைய முடியாது.
Tell him too much money has killed men and left them dead years before burial: the quest of lucre beyond a few easy needs has twisted good enough men sometimes into dry thwarted worms.	அவனிடம் சொல், நிறைய பணம், மனிதனைக் கொல்லும் அடக்கம் செய்யப்படும். முன் இறந்த வருடங்களை விட்டுவிடுங்கள். நேர்மையற்ற வழியில் வந்த பணத்தை சில எளிமையான தேவைகளுக்கு அப்பால், மனிதர்களுக்கு நலம் பயப்பதாக மாற்றிட வேண்டும். ஒரு சில நேரங்களில் புழுக்கள் போல் காய்ந்து முறியடிக்கப்பட்டது.
Tell him time as a stuff can be wasted. Tell him to be a fool ever so often and to have no shame over having been a fool yet learning something out of every folly hoping to repeat none of the chap follies	அவனிடம் சொல்லுங்கள்! காலம் பொருள் போன்றது. விரயம் செய். அவனிடம் சொல்லுங்கள் முட்டாளாயிரு. எப்போதும் அடிக்கடி எப்போதும் முட்டாளாயிருப்பதற்கு எப்போதும் வெட்கப்படாதே! இன்னும் நிறைய கற்றுக் கொள். ஒவ்வொரு முறை முட்டாளாகும் போதும் திரும்ப இதுபோன்ற மட்டமான முட்டாள்கள் என எண்ணிவிடலாம்.
thus arriving at intimate understanding of a world numbering many fools.	அவனிடம் சொல்லுங்கள்! அடிக்கடி தனிமையிலிரு! உன்னை நீயே பெறு. மேலும் எல்லாவற்றிற்கும் மேலாக சொல்லுங்கள்!

tell him to be alone often and get at himself and above all tell himself no lies about himself whatever the white lies and protective fronts	உனக்கு நீயே எப்போதும் உன்னைப் பற்றி பொய் சொல்லாதே. யாரைக் காப்பாற்ற சொன்ன பொய்யானாலும், உற்பத்தி முனைகளில் எதுவானாலும்!
he may use against other people Tell him solitude is creative if he is strong and the final decision are made in silent rooms. Tell him to be different from other people if it comes natural and easy being different.	மற்ற மக்களுக்கு எதிராக அவன் அதை உபயோகிக்கலாம். அவனிடம் சொல்லுங்கள்! தனிமை படைப்புத்திற்மையுடையது. அவன் உறுதியாயிருந்தால்! மேலும் இறுதியான முடிவுகள் அமைதியான அறையில் தான் எடுக்கப்படுகின்றன. அவனிடம் சொல்லுங்கள்! மற்றவர்களிடமிருந்து வித்தியாசமாக இரு என்று! அது இயற்கையாகவே வருமானால் வித்தியாசமாக இருப்பது எனிமையானது.
Let him have lazy days seeking his deeper motives. Let him seek deep for where he is born natural. Then he may understand Shakespeare and the Wright brothers, Pasteur, Pavlov, Michael Faraday and free imaginations	அவனைச் சோம்பேறித்தனமான நாட்களை அனுபவிக்க விடுங்கள். ஆழமான குறிக்கோள்களைத் தேடவிடுங்கள். அவனை ஆழமாகத் தேட விடுங்கள். அவன் இயற்கையாக, எங்கு பிறந்தானென்று அதன்பின், அவன் புரிந்து கொள்ளட்டும். மற்றும் ரைட் சகோதரர் பாஸ்டியர், வேக்ஸ்பியர் பாவ்லோவ் மைக்கேல் பாரடே. மேலும் சுதந்திரமாகக் கற்பணக்ஞம் மாற்றங்களை!
Bringing changes into a world resenting change. He will be lonely enough to have time for the work he knows as his own.	இந்த உலகிற்குக் கொண்டுவர கோபத்தை, அவன் போதுமான தனிமையில் இருக்கட்டும். மாற்று வேலை செய்ய தனி நேரம் ஒதுக்கட்டும். அவன் தன்னை உணர்ட்டும்.

### GLOSSARY

Word	Textual Meaning	Word	Textual Meaning
humdrum monotony	- boring routine	soft loam	- fertile soil
lashes	- whips	thwarted	- frustrated
white lies	- lies told to avoid hurting one's feelings	quest of lucre	- money gained in a dishonourable way
resenting	- money gained in a dishonourable way		

1. Fill in the blanks choosing the words from the box given and complete the summary of the poem.

Lines 1-25

The poet Carl Sandburg gives a vivid description of a father's worldly (1) **wisdom** in directing a son who is at the threshold of his (2) **manhood**. Here the father motivates his son to be like a hard (3) **rock** and withstand life's (4) **mistakes** and sudden betrayals. (5) **Life** is like a fertile soil. We can take life as it comes. At times (6) **gentleness** overtakes harshness. The growth of a (7) **tender** flower can split a rock. One should have a (8) **deep** desire and strong will to achieve. Greed for (9) **money** has left men dead before they really die. Good men also have fallen prey in quest for (10) **easy** money. Time for (11) **leisure** is not a waste. When you seek knowledge, never feel ashamed to be called a (12) **fool** for not knowing at the same time from your (13) **challenges** and never (14) **repeat** it.

(**deep desire, manhood, gentleness, mistakes, easy, leisure, fool, life, money, repeat, tender-flower, rock, challenges, wisdom**)

**Lines 26-44**

Do (15) **introspect** often ,and do not hesitate to accept your shortcomings ,avoid (16) **white lies** to protect self against other people. solitude helps to be (17) **creative** and(18) **final decisions** are taken in silent rooms. Instead of being one among many be (19) **different** if that is your nature. The son may need lazy days to find his (20) **work** abilities, to seek what he is born for He will then know how free imaginations bring (21) **changes** to the world, which (22) **resents** change. During such resentment ,let him know that it is time for him to be on his own ,and (23) **inherent** to achieve like Shakespeare ,the Wright Brothers, Pasteur, Pavlov and Michael Faraday.

(changes, introspect, inherent, work, resents, white lies, creative, final decisions, different)

**2) Based on your understanding of the poem answer the following questions in one or two sentences.**

**a) How would the poet's advice help his son who is at the threshold of the manhood?**

A father who has earned experience from the life wishes that his son should lead a life where he could have enough energy and stamina to grapple with the hurdles that come in the pathway of life.

**b) 'A tough will counts'. Explain**

A strong desire can only achieve springing over obstacles.

**c) What happened to the people who wanted too much money?**

They were blinded by greed. Too much want of money made them as dead worms.

**d) What has twisted good men into thwarted worms?**

Good men also have fallen prey in quest for easy money.

**e) How would his being alone help the boy?**

The monotony and solitude of a quiet life stimulates the creative mind.

**f) Where are the final decisions taken?**

Final decisions are made in silent rooms.

**g) What are the poet's thoughts on 'being different'?**

The inner strength and courage should make him different. Instead of being one among many ,be different if that is his nature.

**h) Why does the poet advise his son to have lazy days?**

The son may need lazy days to find his work abilities, to seek what he is born for .He will then know how free imaginations bring changes to the world.

**i) The poet says without rich wanting nothing arrives" but he condemns "the quest of lucre beyond easy needs". Analyse the difference and write.**

Wanting money and economic strength are essential. He tries to show his son many images of what possible outcome of life would be. Seeking for higher would bring the larger than the expected. But the want of should not be transformed as greed. Even great men have fallen a prey.

## POETIC DEVICE

POEM 5. A FATHER TO HIS SON Carl August Sandburg	Figure of speech	Alliteration / Assonance	Appreciation Hints
A father sees his son nearing manhood.			Nearing - approaching
What shall he tell that son?			
"Life is hard; be steel; be a rock."	Metaphor		Life is compared to hardness as a rock and a steel.

And this might stand him for the storms			
and serve him for humdrum monotony			Humdrum monotony – boring routine
and guide him among sudden betrayals	Anaphora	And, among the repetition of the same sentence structure	Betrayal - falsehood
and tighten him for slack moments.	Anaphora		Slack – slowdown
“Life is a soft loam; be gentle; go easy.”	Metaphor		Soft loam – fertile soil
And this too might serve him.			
Brutes have been gentled where lashes failed.	Antithesis		Brutes – violent person Lashes - whips
The growth of a frail flower in a path up	Antithesis:it is a literary device that emphasises the idea of contrast		Frail – weak
has sometimes shattered and split a rock.	Antithesis	Sometimes, split	Shattered – broken Split – break
A tough will counts. So does desire.		Does, desire	
So does a rich soft wanting.		So, Soft	
Without rich wanting nothing arrives.	Wanting, nothing Internal rhymes		
Tell him too much money has killed men			
and left them dead years before burial:			
the quest of lucre beyond a few easy needs			Quest of lucre – money gained in an unjust way
has twisted good enough men			
sometimes into dry thwarted worms.			Thwarted - frustrated
Tell him time as a stuff can be wasted.	Anaphora		
Tell him to be a fool ever so often	Anaphora		
and to have no shame over having been a fool			
yet learning something out of every folly			
hoping to repeat none of the			Follies – mistakes

cheap follies			
thus arriving at intimate understanding	Intimate – familiar		
of a world numbering many fools.			
Tell him to be alone often and get at himself	Repetition		
and above all tell himself no lies about himself	Repetition		
whatever the white lies and protective fronts			White lies – lies told to avoid hurting one's feelings
he may use against other people.			
Tell him solitude is creative if he is strong			
and the final decisions are made in silent rooms.			
Tell him to be different from other people			
if it comes natural and easy being different. 35			
Let him have lazy days seeking his deeper motives.	Transferred Epithet		It is an epithet grammatically qualifies a noun other than the person or a thing, it is actually meant to describe
Let him seek deep for where he is born natural.	Transferred Epithet		
Then he may understand Shakespeare			
and the Wright brothers, Pasteur, Pavlov,			
Michael Faraday and free imaginations 40			
Bringing changes into a world resenting change.			Resenting – disliking
He will be lonely enough			
to have time for the work			
he knows as his own. 44			

**3. Here are a few poetic devices used in the poem.**

**a) Antithesis - It is a literary device that emphasises the idea of contrast.**

e.g : The growth of a frail flower in a path up has sometimes shattered and split a rock. Brutes have been gentled where lashes failed.

**b) Transferred Epithet - It is a figure of speech in which an epithet grammatically qualifies a noun other than the person or a thing ,it is actually meant to describe.**

eg. : and left them dead years before burial: Let him have lazy days seeking his deeper motives. Bringing changes into a world resenting change.

**c) Repetition – It is a poetic device.**

eg : Tell him to be alone often and get at himself and above all tell himself no lies about himself.

**d) Simile**

A figure of speech involving the comparison of one thing with another thing of a different kind, used to make a description more emphatic or vivid

**e) Metaphor**

a figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable.

**e.g : Imagery**

when the writer or speaker uses their descriptions to access the senses of the reader or listener visually descriptive or figurative language, especially in a literary work.

**e.g : Personification**

representing an abstract quality or idea as a person or creature the attribution of a personal nature or human characteristics to something nonhuman, or the representation of an abstract quality in human form.

e.g : Tell him to be alone often and get at himself and above all tell himself no lies about himself

**TEXTUAL QUESTIONS**

**4. Read the lines given below and answer the questions that follow.**

**a) "Life is hard; be steel; be a rock." (PTA 1, 4)**

**i) How should one face life?**

One should face life strongly.

**ii) Identify the figure of speech in the above line.**

Metaphor

**b) "Life is a soft loam; be gentle; go easy."**

*And this too might serve him (PTA 3, 6)*

**i) Why does the poet suggest to take life easy?**

Life is like a fertile soil. We can take life as it comes.

**ii) Identify the figure of speech in the above line.**

Metaphor

**c) Tell him solitude is creative if he is strong and the final decisions are made in silent rooms. (PTA 2)**

**i) Can being in solitude help a strong human being ? How?**

In solitude the mind gains strength and learns to lean upon itself. The monotony and solitude of a quiet life stimulates the creative mind.

**ii) Identify the figure of speech in the above line.**

Personification

**d) Tell him time as a stuff can be wasted.**

*Tell him to be a fool every so often*

**i) Why does the poet suggest that time can be wasted?**

Time for leisure is not a waste .The time spent for introspection is a process for progress.

**ii) Identify the figure of speech in the above line.**

Anaphora

**e) Tell him to be a fool every so often**

*and to have no shame over having been a fool*

**i) Is it a shame to be a fool at times?**

No, it is not a shame to be a fool.Follies are incidental with no chance for reappearance in life.

**ii) What does one learn from every folly?**

One learns from every folly to avoid repeating the folly.

**f) -----free imaginations**

*Bringing changes into a world resenting change. (PTA 5)*

**i) How does free imagination help the world?**

Free imagination helps to bring changes.

**ii) Identify the figure of speech in the above line.**

Transferred epithet

**g) Pick out the alliterated words from the poem and write. And this might stand him for the storms**

Stand - Storms

**ADDITIONAL QUESTIONS**

1) *A father sees his son nearing manhood.  
What shall he tell that son?*

**i) What might be the age of his son?**

The son is moving from boyhood to manhood.

**ii) Is poet the father here?**

No, the poet is the observer here.

2) *Tell him time as a stuff can be wasted.  
Tell him to be a fool ever so often*

*and to have no shame over having been a fool*

**i) Which can be wasted? and why?**

Time can be wasted. It is worthy enough to waste for introspection.

**ii) Which status of a man is not a shame according to the poet?**

Being a fool is not a shame according to the poet.

3) *thus arriving at intimate understanding  
of a world numbering many fools.*

**i) With whom he expects the son to have “intimate understanding”?**

The son is expected to have intimate understanding with the world of fools.

**ii) What is the form of this poem?**

It is a free verse.



**5. Explain the following lines with reference to the context.**

a) .....

**Context:**

These lines are taken from the poem “A Father To His Son” written by Carl Sandburg.

**Explanation:**

In this poem, a set of guidelines and values helps him to steer uncertainties and complexities and satisfying existence. The father uses many images to give the clear understanding of world and life.

**b) and guide him among sudden betrayals and tighten him for slack moments.**

**Context:**

These lines are taken from the poem “A Father To His Son” written by Carl Sandburg.

**Explanation:**

The poem is of worldly wisdom given by a father to a son. Here, a father who has earned experience from the life wishes that his son should lead a life with enough energy and stamina to grapple with the hurdles of life. The father suggests his son to tighten his heart in slack moments. It’s a time when nearly every father becomes protective and cautious.

**c) Brutes have been gentled where lashes failed. (PTA 3)**

**Context:**

These lines are taken from the poem “A Father To His Son” written by Carl Sandburg.

**Explanation:**

The poet uses the image of a flower for its frailty and gentleness. Even the delicate flower has the ability to split a rock .Gentleness can also be a powerful weapon .So a tough thought can decide the destination. He tries to show his son many images of what possible outcome of life would be. The qualities and benefits on being hard and soft are presented by a vigilant father.

- d) Yet learning something out of every folly  
hoping to repeat none of the cheap follies

**Context:**

These lines are taken from the poem “A Father To His Son” written by Carl Sandburg.

**Explanation:**

Time for leisure is not a waste .The poet suggests the father to tell him not to be ashamed for being a fool. Experience helps to take right decisions but experience is an outcome of mistakes. But repetition of the same mistakes should be avoided.

- d) He will be lonely enough to have time for the work (PTA 2)

POEM : A Father To His Son

POET : Carl Sandburg

**Explanation:**

He wants that his son should achieve whatever he could not achieve in his lifetime. In solitude the mind gains strength and learns to lean upon itself. The monotony and solitude of a quiet life stimulates the creative mind. Final decisions are made in silent rooms.

**COMMON ERC**

**ERC CLUE WORDS**

Humdrum monotony, soft loam, lashes, quest of lucre, thwarted, white lies, resenting, solitude, motives

**Context:**

These are the lines taken from the poem of “Carl August sand burg” entitled as “ A father to his son”

**Explanation:**

This poem is the form of an advice of a father to his son to have courage and strength. The son should be steel as the life is hard like a rock. He also warns him that there is nothing wrong in earning money.

**Comment:**

The poet says finally if his son really follows his advice, he will be alone.

**PARAGRAPH QUESTIONS**

- 6) Answer the following questions in about 100-150 words each

- a) Explain how the poet guides his son who is at the threshold of man hood, to face the challenges of vote. (PTA 2, 4)

This poem is about a father who is advising how his son should do in life. The theme of this poem is to take life as it is and not to worry about the future or the past but live in the present. That one will experience many things in life and we should not rush or force these experiences but let them happen naturally. Experience and appreciate every aspect of life. Here, a father who has earned experience from the life wishes that his son should lead a life with enough energy and stamina to grapple with the hurdles in life. A father is tensed when his son is about to be a man.

- b) How according to the poet is it possible for his son to bring changes into a world that resents change? (PTA 3)

Making introspection often, and not hesitating to accept his shortcomings, avoid white lies to protect self against other people .solitude helps to be creative and final decisions are taken into silent rooms.

Instead of being one among many, be different must be his nature. The son may need lazy days to find his work abilities, to seek what he is born for .He will then know how free imaginations bring changes to the world, which resents change. During such resentment, let him know that it is time for him to be on his own, and inherent to achieve like Shakespeare ,the Wright brothers, Pasteur ,Pavlov and Michael Faraday.



### HIGH LEVEL PARAGRAPH

<b>Name of the Poem</b>	: A father to his son
<b>Name of the Poet</b>	: Carl August Sandburg
<b>Theme</b>	: Worldly Wisdom

In this poem, the poet briefly describes his worldly wisdom given by a father to his son. Here a father who has earned experience from the life wishes that his son should lead life with enough energy and stamina to grapple with the burden in life. A father is tensed when he looks at his son standing at the threshold of “manhood”. It is a time when nearly every father becomes protective and cautious.

Life is a soft team, be Gentle : go easy.

A vigilant father is always careful of the career concern, further settlements and furnished responsibility towards his son. He wishes that his son would achieve whatever he (father) could not achieve in his life time. He tells his son about failures and success. He also tells the mantras of success. He is very much aware of the fret.

Life is hard

He motivates his son to.

Be steel.

An enlightened Further tells his son.

Too much of money has killed Men. It left them dead years before burial.

### AVERAGE PARAGRAPH

<b>Name of the Poem</b>	: A father to his son
<b>Name of the Poet</b>	: Carl August Sandburg
<b>Theme</b>	: Worldly Wisdom

The poet Carl August Sandburg gives detailed description of a father's worldly wisdom directly to his son who is about to be a man. Father motivates his son to be like a hard rock. He has to stand the challenge and sudden betrayals. Life is like a fertile soil. We can make our lives, fruitful if we are gentle and calm. We should take life as it comes.

At times, gentleness mistakes harshness. One should have a deep desire and strong will power to achieve success. Greed for money has left men dead before they really die. One should not feel ashamed

to be called as a fool when one seeks knowledge. One should learn from mistakes to avoid repeating them.

Learn from your mistakes and never repeat them.

### SLOW LEARNERS

<b>Name of the Poem</b>	<b>:</b> A father to his son
<b>Name of the Poet</b>	<b>:</b> Carl August Sandburg
<b>Theme</b>	<b>:</b> Worldly Wisdom

- A Father tells his son who is about to be a man.
- He advises his son to approach life strongly and gently.
- Because life is hard. It is also like fertile soil
- A strong- will matters a lot.
- Only fools waste time.
- Learning from a folly is vital to avoid repeating it.
- Greediness kills human beings.
- Loneliness is creative for a strong mind.
- With free imagination, he can bring changes into a world.

### TEXTUAL EXERCISES



### LISTENING

**Listen to the poem read by the teacher or to the recorded version and write a synopsis in about 100 words. The teacher can choose any three stanzas.**

Abraham Lincoln letter to his son's headmaster is a rulebook of what it should take to effectively raise a child. Each paragraph consists of memorable lessons that every man should know as he grows up. President Lincoln wanted his son to have faith in people, that there are some good aspects of a bad person. In reality, there is every conscience that every people have, which made up the core of good parts in every person, good or bad. To most people, losing is dishonorable, but President Lincoln see losing is something to learn. The covered meaning of this sentence is being lost is not a disgrace, but another step closer to the goal, if the goal is far, there are more lost encountered before reaching

destiny. By giving an example of 'bullies', which is popular in schools, the President's awareness of such situations would happen to his son, where he should be wise enough to get through The paragraph continued the idea of withstanding failures, beginning with 'In school, teach him it is far more honorable to fail than to cheat...', that showed a difficult side to choose in life. Losing is dishonorable to most people, so very few people choose that side in any competition, so most people would rather cheat to gain victory. It is seen that people tend to follow the side which had already been walked by a larger group than the other, therefore, it creates an idea that the major side is better, which eventually trapped people into it so no one dares thinking any differences. But the President hoped that his son would be a courageous man who dares to stand out in life. Ironically, nowadays, we can see that there are people who are successful are those who dare to walk in their own way instead of those who follow that of others. We should be able to distinguish between

friends and foe. Normally, there are only a few numbers of people whom we come across can be friends, good friends are even fewer, finally, the ones we can trust are hardest to find. Most people think that when a President's son goes to school, he would be treated like a Prince. President Lincoln did not use his political position to affect his son's education.



### SPEAKING

"Tell him too much money has killed men and left them dead years before burial".

These are the lines you have just read from the poem.

**Given below is a well-known quotation.**

"Cowards die many times before their death."

A coward is a person who fears to fight due to the fear of death may result at the end. By this unrealistic and fake assumption, he dies every moment and every time when he encounters a struggle or altercation with someone. This is why a coward dies many times. A brave man dies once when he loses a battle but not at all battles he fight out.

**Study the quotations and identify the adverse human qualities that are worse than 'death' and discuss the underlying message conveyed.**

**Read the summary of the extract.**

He teaches him to think before he acts, restrain from taking rash decisions, keep his thoughts to himself

and treat people with respect and equality . He advises him to keep his old friends ,however be careful about making new acquaintances. He should be slow to fight but fight boldly if the need arises; he should listen more than talk ;he should dress richly. Moreover he should be careful about borrowing and lending money and above all be true to himself . He advises him how to behave with integrity and practicality. While all the advice is good ,the best doesn't come until the end – "To thine own self be true ".Be a man of honour and integrity. Live life in a way that allows you to look at yourself in the mirror and not be ashamed.

### SUMMARY

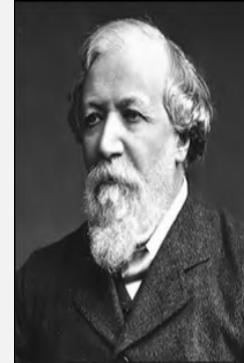
He teaches him to think before he acts ,restrain from taking rash decisions, keep his thoughts to himself and treat people with respect and equality . He advises him to keep his old friends ,however be careful about making new acquaintances. He should be slow to fight but fight boldly if the need arises; he should listen more than talk ;he should dress richly. Moreover he should be careful about borrowing and lending money and above all be true to himself. He advises him how to behave with integrity and practicality. While all the advice is good ,the best doesn't come until the end – "To thine own self be true ".Be a man of honour and integrity. Live life in a way that allows you to look at yourself in the mirror and not be ashamed.

unit 6
**POEM**
Incident in the French camp
**Robert Browning**


  
RAAE63

### About the author

Robert Browning (7 May 1812–12 December 1889) was an English poet and playwright whose mastery of the dramatic monologue made him one of the foremost, Victorian poets. He was born in Camberwell, a suburb of London on 7 May 1812. He was educated mainly at home, but he attended a short course in Greek at London University. His poems are known for their irony, characterisation, dark humour, social commentary, historical settings and challenging vocabulary and syntax. He developed a unique form of conversational, unrhythmic verse. The collection ‘Dramatis Personae’ and the book-length epic poem “The Ring and the Book” made him a leading British poet. By 1881 in recognition of his outstanding contribution to literature, a literary society called Browning Society was established. His poem “Incident of the French Camp” related to the attack of the French army against the German city Ratisbon led by Napoleon Bonaparte essentially describes the motherly attitude of Napoleon and also an act of chivalry, gallantry, patriotism and sacrifice on the part of a young French soldier.



### Pictures related to the poem



Young soldier approaching  
Napolean



France Emperor, Napolean  
Bonaparte



Napolean on Horse



caring / concerned mother  
eagle



wounded soldier



KING

 WARM UP

Now identify the chess pieces and complete the table below. Discuss the role of each piece in the game.



**King:**

With an open crown, this piece can move in any direction by a single square. He is protected by other pieces. A checkmate declared by the opponent player means the game is over for a player.

**Queen:**

Queen with the enclosed crown is the most powerful piece on the board. She can move along any of the squares that are directly connected to her. Losing the queen can prove to be devastating.

**Bishop:**

Bishops look like taller pawns. There are two Bishops in each side. One begins on a dark space and the other begins on a light space. They can move in diagonal in their respective lines.

**Knight:**

There are two Knights in each side. It is an unique piece with a horse's head which can jump around the board in an L-shaped pattern. Mastering its use can be useful to win the game.

**Elephant:**

There two Elephants in each side with an appearance of a castle. They occupy the far edges of the board when setup. The rook can move any number of spaces up or down, left to right unless blocked by other pieces of the same side.

**Pawn:**

There are eight pawns in each side that line up in front of other pieces in a single line. These pieces can open with a single or two spaces move. After this, they can only move one space. When a piece is directly diagonal to them, the pawn can capture it. If they make it across the board, they can give the player any piece back.

**A brief background of the poem:**

Napoleon Bonaparte (1769–1821) was originally an officer in the French army became the army chief and a legendary warrior, who later known for his military skill and genius. ‘Incident of the French Camp’ is a subjective as well as a dramatic poem. It consists of 40 lines of regular rhythm. It narrates an actual incident in the war in 1809 between France and Ratisbon of Austria. The French army was led by the army chief Marshal Lannes. Meanwhile the Emperor Napoleon was standing on a little mound a mile away, eagerly looking towards Ratisbon.

He said to himself that all his ambitious plans would come to nothing if Lannes failed to storm Ratisbon. While his mind was oppressed with such anxious thoughts, a young soldier on horseback rushed to him to deliver the good news of their peerless victory over Ratisbon.

 SUMMARY

The poet Robert Browning in his ever commendable poem “Incident of the French Camp” assumes himself one of the French soldiers and narrates dramatically the incident in the war of 1809 between France and Austria. The French army attacked Ratisbon of Austria. On the storming day, the French emperor Napoleon stood on a hillock just a mile away from the battlefield. He was passionately observing the onslaught eagerly and worriedly. He was deeply thinking that all his soaring ambitious future plans would be shattered (fall on to earth) if his army leader Marshal Lannes failed to capture Ratisbon. Out of the battle smoke, a rider found galloping at great speed and did not slow down his horse until he reached the mound where Napoleon stood. The soldier in immense joy flung off the horse and stood erect holding his horse’s mane. He had tightly compressed (kept) his mouth lest his blood should come through. So none could suspect that he had been fatally wounded.

He exclaimed to Napoleon with pride and joy that by the grace of God, the French had conquered Ratisbon and Marshal Lannes was eagerly awaiting his arrival very soon at the marketplace. He also told Napoleon that he could see his flag-bird flapping his *vans* which he himself had perched. Hearing that, Napoleon’s eyes sparkled with joy and satisfaction and his plans soared high like fire.

On seeing his boy soldier fatally wounded, the glittering eyes of Napoleon immediately softened as if a mother eagle’s eye looked miserable seeing its bruised eaglet. Surging with maternal affection, he asked the young soldier if he was wounded. Hearing it, the young soldier felt hurt of true soldiership. He stated proudly that he was not wounded but killed and fell dead smiling beside his emperor.

 TEXT TRANSLATION

POEM ENGLISH	பாடல் தமிழ்
You know, we French stormed Ratisbon: A mile or so away, On a little mound, Napoleon Stood on our storming-day; With neck out-thrust, you fancy how, Legs wide, arms locked behind, As if to balance the prone brow Oppressive with its mind.	பிரான்ச் நாட்டவரான நாங்கள் ராட்சிஸ்பன்-ஜீ அழித்தோம். ஒரிரு மைல் தொலைவில்! ஒரு குன்றின் மேல் நெப்போலியன், நாங்கள் அழித்த நாள் அன்று நின்றார்! தலை நீட்டிய நிலையில் கற்பனை செய்து, கால்கள் அகன்று கைகள் பின்னால் கட்டியபடி, புருவங்கள் கீழ் நோக்கி இருக்குமாறு! கொடுரமான பார்வையைப் பாய்ச்சின
Just as perhaps he mused, ‘My plans That soar, to earth may fall, Let once my army-leader Lannes Waver at yonder wall’, – Out ’twixt the battery-smokes there flew A rider, bound on bound Full-galloping: nor bridle drew Until he reached the mound.	அவர் இவ்வாறு சிந்தித்தார். எனது திட்டங்கள் மிக உயர்வானதாக, பூமியின் மேல் வீழ்ச்சியடையலாம் என்று! எனது படைத்தளபதி வேணஸ் அங்கே உள்ள மதிற்சுவற்றில், கை அசைக்கிறார். அங்கே புகை மண்டல மத்தியில் ஒரு போர்வீரன், குதிரையின் மேல் வேகமாக வந்து கொண்டிருக்கின்றான்.
Then off there flung in smiling joy, And held himself erect By just his horse’s mane, a boy: You hardly could suspect – (So tight he kept his lips compressed,	பிறகு கீழ் இறங்கினான் சிரித்த முகத்துடன்! நிமிர்ந்த பார்வையோடு! குதிரையின் பிடியைப் பிடித்தபடி, அச்சிறுவன் உங்களால் நம்ப முடியாது. (தனது உதுகளை இறுக்கிய நிலையில்

Scarce any blood came through) You looked twice ere you saw his breast Was all but shot in two.	ரத்தம் எதுவும் சிந்தாதவாறு) அவனது மார்பில் இரு முனை நீங்கள் பார்த்தபொழுது, இரு குண்டுகள் துளைத்து இருந்தன.
'Well', cried he, 'Emperor, by God's grace We've got you Ratisbon! The Marshal's in the market-place And you'll be there anon, To see your flag-bird flap his vans Where I, to heart's desire, Perched him!' The Chief's eye flashed; his plans Soared up again like fire.	அரசே, கடவுளின் கருணையினால் நாம் ராட்டிஸ் பன்னை வென்று விட்டோம் படைவீரன் அங்காடி வீதியில் அங்கு நீங்கள் விரைவில் வந்தடைந்தீர்கள் என் கைகளினால் நமது கொடியினை ஏற்றினேன்" என்று பெருமிதம் கொண்டான். தலைவரின் கண்கள் பிரகாசித்தன.
The Chief's eye flashed; but presently Softened itself, as sheathes A film the mother-eagle's eye When her bruised eaglet breathes: 'You're wounded!' 'Nay', his soldier's pride Touched to the quick, he said: 'I'm killed, Sire!' And, his Chief beside, Smiling, the boy fell dead.	தலைவரின் கண்கள் பிரகாசித்தன. ஆனால் அமைதியாய், மூடிய நிலையில் தாய் கழுத்தின் கண்களில் தன் குஞ்சு அடிப்பட்ட நிலையில் வருந்துவது போல இருந்தன. நீ அடிப்பட்டு உள்ளாய்" என்றார் தலைவர். ஆனால் அந்த இளைஞனோ பெருமித்த "அரசே, நான் கொல்லப்பட்டேன்". என்று கூறி சிரித்தவாறு அரசன் அருகில் வீழ்ந்து மாண்டான் அவனது திட்டம் தீப்போல மீண்டும் மேலெழுந்தது.

### GLOSSARY

Word	Meaning	தமிழ் அர்த்தம்
<b>stormed</b>	sudden violent attack	எதிர்பாராத கடும் தாக்குதல்
<b>Ratisbon</b>	(German Regensburg) a city in Austria	(ஜெர்மன் ரெஜென்ஸ்பர்க்) ஆஸ்டிரியாவில் உள்ள நகரம்
<b>mound</b>	hillock / hill	சிறு குன்று
<b>out-thrust</b>	Extended forwarded	முன்நீடியவாறு
<b>fancy</b>	imagine	கற்பனை, எதிர்நோக்கு
<b>prone</b>	inclined downward	தரையை நோக்கி சரிந்த நிலையில்
<b>oppressive</b>	harsh/ domineering	கடுமையான, ஆட்கொள்ளும் வகையில்
<b>mused</b>	thought deeply	ஆழமான சிந்தனை
<b>Lannes</b>	Duke of Montebello, a general in Napoleon's army.	மோன்டெபெல்லோவின் படைத்தளபதி நெப்போலியன் படைத்தளபதி
<b>bridle</b>	the head gear used to control a horse	குதிரையை கட்டுப்படுத்த உதவும் கடிவாளம்
<b>compressed</b>	pressed together	இருக்கப்பிடித்தல்
<b>anon</b>	soon	விரைவில்
<b>flag-bird</b>	the imperial eagle on the French flag	பிரான்சு நாட்டு கொடியில் அமைந்த கழுவின் உருவும்
<b>perched</b>	sat on, rested	நிலை நிறுத்தப்பட்ட
<b>sheathes</b>	covers	அரண்கள்

**1. Fill in the blanks choosing the words from the box given and complete the summary of the poem.**

The poet Robert Browning narrates an incident at the French Camp in the war of 1809 between France and Austria, in a (a) \_\_\_\_\_ version. He describes the brave action of a (b) \_\_\_\_\_ soldier, whose heroic devotion to duty and his (c) \_\_\_\_\_ in it is inspiring and worthy of (d) \_\_\_\_\_. During the attack of the French army on Ratisbon, Napoleon was anxious about the (e) \_\_\_\_\_. Austrians were defending Ratisbon with great (f) \_\_\_\_\_ and courage. Napoleon was watching the war standing on a (g) \_\_\_\_\_ near the battlefield. All of a sudden a rider appeared from the closed smoke and dust. Riding at great speed, jumping and leaping, he approached the mound where Napoleon stood. As he came closer, the narrator noticed that the rider, a young boy, was severely wounded. But the rider showed no sign of pain and smiling in joy, jumped off the horse and gave the happy news of (h) \_\_\_\_\_ to the emperor. He exclaimed with pride that French had (i) \_\_\_\_\_ Ratisbon and he himself had hoisted the flag of France. When Napoleon heard the news, his plans (j) \_\_\_\_\_ up like fire. His eyes (k) \_\_\_\_\_ when he saw that the soldier was severely wounded. Like a caring mother eagle, the emperor asked if he was wounded. The (l) \_\_\_\_\_ soldier replied proudly that he was killed and died heroically.

**Answer**

a) dramatic	d) admiration	g) mound	j) soared
b) wounded	e) result	h) victory	k) softened
c) pride	f) determination	i) conquered	l) valiant

**2. Based on your understanding of the poem, answer the following questions in one or two sentences each.****a. Who do you think is the narrator of the poem?**

The poet Robert Browning is the narrator of the poem.

**b. Where was the narrator when the incident happened?**

The narrator was in the French camp when the incident happened.

**c. Who took the city of Ratisbon by storm?**

The French army led by Marshal Lannes took the city of Ratisbon by storm.

**d. Where was Napoleon standing on the day of attack on the city of Ratisbon?**

Napoleon was standing on a hillock just a mile away from the city of Ratisbon.

**e. Describe the posture of Napoleon.**

He was standing with his neck sticking out, his legs being wide apart and his arms clasped behind.

**f. Who came galloping on a horse to Napoleon?**

A young French soldier came galloping on a horse to Napoleon.

**g. What does the phrase 'full galloping' suggest?**

The phrase 'full galloping' suggests 'top speed'.

**h. Why was the rider in a hurry?**

The rider was in a hurry because he wanted to convey the news of victory of French to Napoleon.

**i. What did the rider do when he reached Napoleon?**

When the rider reached Napoleon, he flung off the horse in immense joy and stood erect holding his horse's mane.

**j. Why did the rider keep his lips compressed?**

His chest was divided into two. So he kept his mouth compressed to avoid blood coming out through it.

**k. Where did the rider plant the French flag after Ratisbon was captured?**

The rider planted the French flag in the market place of Ratisbon city.

**l. What was Napoleon's reaction on hearing the news of victory?**

On hearing the news of victory, Napoleon's eyes flashed with happiness and satisfaction.

**m. When did the narrator find that the boy was badly wounded?**

After hearing the news of victory, the narrator found that the boy was badly wounded.

**n. Why did Napoleon's eyes become soft as a mother eagle's eyes?**

When he saw his young soldier severely wounded, his eyes became soft as a mother eagle's eyes.

**o. How did the young soldier face his end?**

He was very proud of having completed his duty successfully. He then fell dead smiling beside his emperor.

**3. Literary Devices**

Mark the rhyme scheme of the poem. The rhyme scheme for the first stanza is as follows.

Rhyming Scheme	Rhyming Words
With neck out-thrust, you fancy how, <b>a</b> Legs wide, arms locked behind, <b>b</b> As if to balance the prone brow <b>a</b> Oppressive with its mind. <b>b</b>	With neck out-thrust, you fancy <b>how</b> , Legs wide, arms locked <b>behind</b> , As if to balance the prone <b>brow</b> Oppressive with its <b>mind</b> .

## POETIC DEVICE

POEM 6. Incident of the French Camp Robert Browning	Figure of speech	Alliteration / Assonance	Appreciation Hints
You know, we French <b>stormed</b> <b>Ratisbon:</b>	Synecdoche		Ratisbon is a city in Austria Stormed – sudden violent attack
A mile or so away,		A, away	
On a little <b>mound</b> , Napoleon			Mound – raised platform
Stood on our storming-day;		Stood, storming	
With neck <b>out-thrust</b> , you <b>fancy</b> how,			Out thrust – extended forward Fancy - imagine
Legs wide, arms locked behind,		Legs, locked	
As if to balance the <b>prone</b> brow	Hyperbole	Balance, brow	Balance brow – something very important which was weighing upon the mind of Napoleon.
Oppressive with its mind.			Oppressive – brutal
<b>Rhyming Scheme ababcdcd</b>	<b>Rhyming Words</b> <b>Ratisbon, Napolean</b> <b>Away, day How,</b> <b>brow Behind, mind</b>		
Just as perhaps he <b>mused</b> , 'My plans			Mused - thought
That soar, to earth may fall,			Soar – raise, increase
Let once my army-leader <b>Lannes</b>		<b>Let, lannes</b>	<b>Lannes – Duke of Montebeloo, a general in Napolean's army</b>
Waver at yonder wall' –			Yonder - distant
Out 'twixt the battery-smokes there flew			Twixt – between
A rider, bound on bound	Bound, bound – Refrain or Repetition		

Full-galloping: nor <b>bridle</b> drew			Bridle – the head gear used to control the horse
Until he reached the mound. 16			He refers to the young soldier
<b>Rhyming Scheme</b> <b>Cdc</b>	<b>Rhyming Words</b> <b>Fall, wall : plans,</b> <b>lannes: flew, drew:</b> <b>bound, mound</b>		
Then off there flung in smiling joy,		Then, there	
And held himself erect		Held, himself	Erect - raised
By just his horse's mane, a boy:		His, horse's	A boy refers to the young soldier
You hardly could suspect –			Suspect - doubt
(So tight he kept his lips <b>compressed</b> ,			Compressed – pressed together
Scarce any blood came through)			
You looked twice ere you saw his breast			Ere- before
Was all but shot in two.			
<b>Rhyming Scheme</b> <b>Aabb</b>	<b>Rhyming Words</b> <b>Joy, boy: erect,</b> <b>suspect:</b> <b>compressed, breast:</b> <b>through, two</b>		
'Well', cried he, 'Emperor, by God's grace			He refers to the young soldier
We've got you Ratisbon!			
The Marshal's in the market-place		Marshal's, market	
And you'll be there anon,			
To see your <b>flag-bird</b> flap his vans		Flag, flap	Flag bird – the imperial eagle on the French flag
Where I, to heart's desire,			Heart's desire – wish of the heart
<b>Perched</b> him! The Chief's eye flashed; his plans			Perched – rested The chief's eyes – Napolean's eyes
Soared up again like fire. 32	Simile		
<b>Rhyming Scheme</b> <b>aabb</b>	<b>Rhyming Words</b> <b>Grace, place</b> <b>Ratisobon, anon:</b>		

	desire, fire		
The Chief's eye flashed; but presently			Flashed - glowed
Softened itself, as sheathes		Softened, sheathes	Sheathes - overs
A film the mother-eagle's eye		Eagle's, eye	Napolean is compared to the Mother eagle
When her bruised eaglet breathes:		Brusied, breathes	Bruised – wounded
'You're wounded!' 'Nay', his soldier's pride			Nay – No
Touched to the quick, he said:		Touched, to, the	He refers to the young soldier.
'I'm killed, Sire!' And, his Chief beside,			Chief – Napolean
Smiling, the boy fell dead. 40			
<b>Rhyming Scheme cdcd</b>	<b>Rhyming Words</b>		

**Identify the Rhyming Scheme and Rhyming in the stanzas given below:**

a) *Out 'twixt the battery-smokes there flew  
A rider, bound on bound  
Full-galloping: nor bridle drew  
Until he reached the mound.*

**Rhyming Scheme :** a, b, a, b

**Rhyming Words :** flew, drew and bound, mound.

b) *'Well', cried he, 'Emperor, by God's grace  
We've got you Ratisbon!  
The Marshal's in the market-place  
And you'll be there anon,*

**Rhyming Scheme :** a, b, a, b

**Rhyming Words :** grace, place and Ratisbon, anon.

c) *To see your flag-bird flap his vans  
Where I, to heart's desire,  
Perched him!' The Chief's eye flashed; his plans  
Soared up again like fire.*

**Rhyming Scheme :** a, b, a, b

**Rhyming Words :** vans, plans and desire, fire.

d) *'You're wounded!' 'Nay', his soldier's pride  
Touched to the quick, he said:  
'I'm killed, Sire!' And, his Chief beside,  
Smiling, the boy fell dead.*

**Rhyming Scheme :** a, b, a, b

**Rhyming Words :** pride, beside and said, dead.

**Alliteration:**

*Let once my army-leader Lannes*

*Waver at yonder wall',*

In the first line, /l/ is repeated (Let- leader- Lannes), and in the second line /w/ is repeated (waver- wall).

**TEXTUAL QUESTIONS**

**4. Read the lines given below and answer the questions that follow.**

- a) *Legs wide, arms locked behind,  
As if to balance the prone brow  
Oppressive with its mind. (PTA 1)*

i. **Whose action is described here?**

French Military General Napoleon's action is described here.

ii. **What is meant by prone brow?**

'Prone brow' means inclining of Napoleon's forehead due to his oppressive mind.

iii. **What is his state of mind?**

His mind was deeply oppressive due to his concern over the outcome of his (French) army's attack on Ratisbon.

- b) *'You're wounded!' 'Nay', his soldier's pride  
Touched to the quick, he said: (PTA 3)*

i. **Why did the boy contradict Napoleon's words?**

He felt that his words 'You're wounded' underrated his valour and true soldiership. So he contradicted Napoleon's words.

ii. **Why was his pride touched?**

His pride was touched because Napoleon asked him if he was wounded.

- c) *A film the mother-eagle's eye  
When her bruised eaglet breathes (PTA 2)*

i. **Who is compared to the mother eagle in the above lines?**

Emperor Napoleon is compared to the mother eagle in the above lines.

ii. **Explain the comparison.**

On seeing his boy soldier fatally wounded, the glittering eyes of Napoleon immediately softened as if a mother eagle's eye looked miserable seeing its bruised eaglet.

**ADDITIONAL QUESTIONS**

- 1) *Out 'twixt the battery-smokes there flew  
A rider, bound on bound  
Full-galloping: nor bridle drew  
Until he reached the mound. (PTA 5)*

a) **What does the word 'twixt mean?**

The word 'twixt means between.

b) **Explain the phrase 'full-galloping'.**

The phrase full-galloping refers to top-speed.

c) **How does the poet narrate the arrival of the rider?**

The rider rode his horse at full speed without a stop until he reached the mound where Napoleon was standing.

- 2) *And you'll be there anon,  
To see your flag-bird flap his vans  
Where I, to heart's desire,  
Perched him! The Chief's eye flashed; his  
plans*

*Soared up again like fire.*

a) **What does the word anon mean?**

The word anon means 'soon'.

b) **'To see your flag-bird flap his vans' – refer the figure of speech used in this line.**

The figure of speech used is personification.

c) **'...his plans soared up again like a fire' - refer the figure of speech used in this line.**

The figure of speech used is simile.

- 3) *"Then off there flung in smiling joy  
And held himself erect" (PTA 4)*

a) **Whose action is described here?**

The young soldier's action.

b) **Why was the rider in a hurry?**

To give the happy news of victory to the emperor.

- 4) *"You know, we French stormed Ratisbon "  
(PTA 6)*

a) **Where is Ratisbon?**

Ratisbon is in Austria.

b) **Who took the city of Ratisbon?**

The French



d) Explain the following lines with reference to the context.

- i. Then off there flung in smiling joy, (PTA 1)  
And held himself erect

**Reference:**

These lines are taken from the poem “Incident of the French Camp” written by Robert Browning.

**Context:**

On reaching the little mound where Napoleon was standing, the young soldier jumped off the horse and stood straight holding the mane of his horse.

**Explanation:**

The young French soldier galloped at full speed to reach the mound. He jumped off the horse and stood straight holding his horse's mane. Having fatally wounded, he could not even stand and so he held tight the mane of his horse.

**Comment:**

The poet attributes the young soldier's devotion to duty and love and loyalty to his emperor. In spite of being an Emperor of a country, Napoleon showed an attitude of a mother finding his young soldier wounded.

- ii. ‘I’m killed, Sire!’ And, his Chief beside,  
Smiling, the boy fell dead.

**Reference:**

These lines are taken from the poem “Incident of the French Camp” written by Robert Browning.

**Context:**

Napoleon’s glittering eyes with extreme joy became soft on seeing the soldier wounded. He asked him if he was wounded. The soldier contradicted his term wounded and replied that he had been killed.

**Explanation:**

Hearing the news of French victory from the young soldier, Napoleon’s eyes flashed with happiness and his thoughts soared high. On seeing his boy soldier fatally wounded, the glittering eyes of Napoleon immediately softened. He also asked him if he was wounded. Feeling hurt of his pride, the young soldier contradicted Napoleon’s word ‘wounded’ and replied that he had been killed. Saying that he fell dead smiling beside Napoleon.

**Comment:**

The poet proclaims splendidly the pride of the young rider as a true soldier.

- iii. To see your flag-bird flap his vans  
Where I, to heart’s desire,  
Perched him!

**Reference:**

These lines are taken from the poem “Incident of the French Camp” written by Robert Browning.

**Context:**

The young soldier exclaimed to Napoleon that the French had conquered Ratisbon and their flag was planted by him in the marketplace.

**Explanation:**

The young soldier exclaimed to Napoleon about the peerless victory of French over Ratisbon. He also said that his army leader was in the marketplace and his earlier arrival was eagerly awaited by the soldiers to see his flag-bird flying in the market place. He was very proud to say he himself had planted the flag.

**Comment:**

The poet's use of personification is praiseworthy. He personifies the flutter of the French flag as if an eagle flapping its wings.

**COMMON ERC**

**ERC CLUE WORDS**

Ratisbon, mound, out thrust, prone, oppressive, mused, Lannes, yonder, bridle, compressed, perched, sheathes, bruised

**Context :**

These are the lines taken from the poem "Incident of the French camp" written by Robert Browning

**Explanation:**

The poet describes the scene of the French attack on the German city of Ratisbon. Napolean, French Emperor stood on the hillock and he was in pensive mood. The incident brings out the character of both Napolean and the boy who is very brave and dutiful with strong will power.

**Comment:**

Duty is first; others are rest.

**PARAGRAPH QUESTIONS**

**Answer the following questions in about 100–150 words each.**

**a. The young soldier matched his emperor in courage and patriotism. Elucidate your answer.**

(PTA 1, 5, 6)

The poet describes the heroic action of a wounded soldier. His heroic devotion to duty and his pride in it is greatly inspiring. It is worthy of admiration. During the attack of French army on Ratisbon, Napolean was much worried about the result. His future plans depended upon the result. He was standing on a mound near the battlefield. He was watching the war from there.

Suddenly a rider appeared from the closed smoke and dust. He galloped and approached Napolean. As he came near, Napolean noticed that he was a young boy seriously wounded and not far from his death. He conveyed the happy news of victory to Napolean. He exclaimed with joy that the French had conquered Ratisbon. He himself had hoisted the flag of France in the city. With a little touch of pride, he informed to Napolean that he had played a very important role in the victory at the risk of his life. Thus he matched his emperor in courage and patriotism.

**b.What is the role of the young soldier in the victory of the French at Ratisbon?**

The actions of the young soldier in the poem can be considered heroic. He ignored his own mortal wound to deliver the news of victory to Napolean. In doing so, he showed his belief that he had served his emperor, nation and God worthily. Even though he was only a boy, he served in the army. He took part in a dangerous battle. He was mortally wounded in the battle.

Even then, he rode his horse fast to inform the emperor about their victory. He was very happy and proud of his victory. He did not bother about his death. He informed the French emperor that he had hoisted the French flag over Ratisbon.

He was very proud of his service to the nation. He did not express any regrets about his death. He seemed happier about the outcome of the battle. He was not concerned about his wounds. There was a smile of pride and satisfaction on the young soldier's lips as he fell dead near the feet of his emperor.

**c. Napoleon was a great source of inspiration to his army. Justify.**

Napolean Bonaparte's rise to power is one of the greatest stories of European history. During his life time, we can learn principles that are applicable to anyone. He was always learning initially. He was diligent to improve himself always. He was a great general and an efficient organizer. One essential feature of Napolean's attitude was his brilliance. Not only was he smart, but he could also handle many topics at once. He had an immense memory for details. When he came to power in France, he fixed many problems of the nation. He ensured that the contractors and troops get paid on time. He was a master of propaganda and popular manipulation. All these qualities made him an inspiring source to his army.



**HIGH LEVEL PARAGRAPH**

<b>Name of the poem</b>	<b>:</b> Incident of the French Camp
<b>Name of the poet</b>	<b>:</b> Robert Browning
<b>Genre</b>	<b>:</b> Dramatic Monologue
<b>Theme</b>	<b>:</b> Feat of Napolean

Robert Browning was the most highly esteemed poet of the Victorian age. He revealed his poetic power through his poetry. This is a fast moving and exciting poem. Robert Browning describes the courage of a soldier during French attack in Ratisbon. The French army attacked Austria in 1809. Napoleen Bonaparte, the French emperor stood on a little mound at a distance of a mile or two. He was quite eager to know about the results of the battle. While he was engaged in intense thinking, a rider appeared from the clouds of smoke and fire. He drew the bridle when he reached the mound. He was seriously injured. He compressed his lips very tightly that no blood drop came through his mouth. This young soldier conveyed the happy news of victory. On hearing this, Napoleen was very excited. At the same time, he saw that the soldier was seriously wounded. He asked the young soldier with much concern. The soldier replied that he was almost killed. He fell beside the emperor and died by saying this. Thus the young soldier sacrificed his life to perform his duty.

**AVERAGE PARAGRAPH**

<b>Name of the poem</b>	<b>:</b> Incident of the French Camp
<b>Name of the poet</b>	<b>:</b> Robert Browning
<b>Genre</b>	<b>:</b> Dramatic Monologue
<b>Theme</b>	<b>:</b> Feat of Napolean

This is a poem describing the courageousness of young a soldier during French attack in Ratisbon. Suddenly a young soldier appeared from the closed smoke and dust. He approached Napolean, great French emperor who was standing on the mound.

When the boy came closer, Napolean saw that the boy was wounded severely. Death was nearing him. As he came near, he got off from the horse and announced the happy news of victory. He exclaimed with joy that he himself had hoisted the flag of France in Ratisbon. With pride, he informed the emperor that he had played a vital role in the victory taking risk.

The young soldier actually expected appreciation from the great emperor. He proudly proclaimed that he felt joy and thrill. Saying this, the boy fell dead near the feet of his emperor.

### SLOW LEARNERS

Name of the poem	: Incident of the French Camp
Name of the poet	: Robert Browning
Genre	: Dramatic Monologue
Theme	: Feat of Napolean

- The French attacked Ratisbon.
- Ratisbon is a city in Austria.
- Napolean was standing on the mound.
- A young soldier appeared there.
- He announced the news of victory to Napolean.
- When he came closer, Napolean saw the wounds.
- With much concern, he asked the young man if he was really injured.
- The boy did not want to accept that he was wounded.
- The boy fell dead at the feet of his emperor.

TEXTUAL EXERCISES

**Listening (Page194)**

Some words have been left out in the poem below. First, read the poem. Then, fill in the missing words on listening to the reading or the recording of it in full. You may listen again, if required. (Page194)

**The Drum**

I hate that drum's discordant sound,  
Parading round, and round, and round:  
To thoughtless youth it pleasure yields,  
And lures from cities and from fields,  
    sell their liberty for charms  
    Of tawdry lace, and glittering arms;  
And when Ambition's voice commands,  
To march, and fight, and fall, in foreign lands.  
  
I hate that drum's discordant sound,  
Parading round, and round, and round;  
    To me it talks of ravag'd plains,  
    And burning towns, and ruin'd swains,  
    And all that Misery's hand bestows,  
    To fill the catalogue of human woes.

**UNIT-6 POEM**

**John Scott (1731–83)**