

Unit 10

William Wordsworth

The World is Too Much With Us

By the end of the unit, the students will be able to:

- use critical thinking to respond orally and in writing to the text (post-reading) to:
 - give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read.
 - relate what is read to his or her own feelings and experiences.
 - scan to answer short questions.
- read a given poem and give orally and in writing:
 - theme and its development.
 - personal response with justification.
 - recognize literary techniques such as personification and alliteration.
- analyse how a writer/ poet uses language to:
 - appeal to the senses through use of figurative language including similes, metaphors and imagery
 - set tone.
- recognize and use varying intonation patterns as aids in spoken and written to highlight focus in meaning.
- illustrate use of dictionary for finding the appropriate meaning and correct spelling.
- make and use present and past participles.

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 wreathèd horn.

About the poet :

William Wordsworth (7 April 1770 – 23 April 1850) was an English Romantic poet who, with Samuel Taylor Coleridge, helped to launch the Romantic Age in English literature with their joint publication 'Lyrical Ballads' (1798). His famous poems are 'The Prelude', 'Ode on Intimations of Immortality', 'Lucy' poems and 'Daffodils', etc.

Glossary

Word	Meaning
sordid boon	sordid refers to something which is dirty, vile, or selfish. Boon is something that is beneficial, helpful, or considered a blessing. the use of the two in conjunction form is called an oxymoron
howling	producing a long, doleful cry or wailing sound as by wolves.
suckled	to feed a baby with milk
creed outworn	the poet would rather be brought up to believe in the Greek myths, even though he knows they are untrue, than to be so busy making and spending money that he loses his connection with nature
lea	an open area of grassy or arable land (literary)
proteus	in Greek mythology, Proteus is a sea god capable of assuming different forms
triton	as a demigod of the sea with the lower part of his body like that of a fish

Reading Comprehension

Answer the following questions.

1. What is the theme of 'The World is Too Much With Us'? And how is it developed in the poem?
2. What is the tone of the poem 'The World is Too Much With Us'?
3. What has made people insensitive to the beauty of nature?
4. What literary devices have been used by Wordsworth that give richness to the meaning of the poem?
5. What is personification? Pick out some examples of it from the poem 'The World is Too Much With Us'.
6. Write down the rhyme scheme of the poem "The World is Too Much With Us".

Writing Suggestions

(A) How does the poem 'The World is Too Much With Us' make you feel? Evaluate the effectiveness of the poem on you. Keep the following points while giving your personal response:

The first paragraph should include a thesis statement.

Use first person reference.

As Wordsworth conveys his thoughts to you in the present; you should also use present tense when speaking about the events in the poem.

(B) Paraphrase the following lines:

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.

Oral Communication

Ask some students to read the poem 'The World is Too Much With Us' aloud with proper intonation, stress pattern, and then invite the class to discuss the poet's selection, arrangement and use of diction for special effects like rhythm and rhyme. Also encourage the class to talk about the connotative and denotative meaning of the words used in the poem.

Vocabulary and Grammar

Vocabulary

Use dictionary to find meaning of the following words, identify the part of speech of the words through abbreviations used, and find guide and entry words.

optional

instructions

independently

terms

genius

specimen

peers

acceptable

assignment

mental

Now fill in the blanks with the words in the box above, make plural if needed.

1. Three days was simply not a(n) _____ amount of time to complete such a lot of work.
2. You don't need to be a(n) _____ to see what the problem here is.
3. Make sure you read all the _____ carefully before setting up the device.
4. There are special schools for students with _____ disorders.
5. Seeing that some of their _____ have one, children ask their parents for a mobile phone at a very early age.
6. When the space probe landed on Mars, the first thing it did was to take a(n) _____ from the Martian soil.
7. The students get monthly _____ which usually include writing a report.
8. Half of the courses in our department were _____. There were a variety of courses to choose from.
9. Children need to be taught to learn _____ at primary school, otherwise they can't get anywhere in their school life.
10. In most countries, schools have two _____, or semesters, while in others there can be up to six.

Grammar

A. Use the words in parenthesis as participles in the blank.

1. a _____ boy (wait)
2. an _____ story (interest)
3. a _____ car (break)
4. the _____ pizza (forget)
5. the _____ father (work)
6. I saw him _____ (go)

7. the _____ computer (repair)
8. the _____ students (talk)
9. _____ fans (excite)
10. the girl _____ next door (live)

B. Put in the verbs in parenthesis as participles (present participle or past participle) into the blank.

1. He saw his friend _____ (go) out with Murad.
2. The bus crashed into the blue car _____ (drive) down the hill.
3. Aayan hurt his leg _____ (do) karate.
4. The umbrella _____ (find) at the bus stop belongs to Abrar.
5. The people _____ (walk) in the street are all very friendly.
6. I heard my mother _____ (talk) on the phone.
7. My uncle always has his car _____ (wash).
8. We stood _____ (wait) for the taxi.
9. _____ (look) down from the tower, we saw many people walking in the streets.
10. The people drove off in a _____ (steal) car.

C. Put in the verbs in parenthesis as Past Participle into the blank.

1. _____ watches (repair)
2. _____ computers (steal)
3. _____ fans (fascinate)
4. _____ students (bore)
5. _____ boys (confuse)
6. _____ umbrellas (forget)
7. _____ girls (disappoint)

8. _____ comics (swap)
9. _____ doctors (worry)
10. _____ queens (amuse)

D. Put in the verbs in parenthesis as Present Participle into the blank.

1. _____ dogs (bark)
2. _____ children (play)
3. _____ girls (scream)
4. _____ cowboys (fight)
5. _____ ducks (swim)
6. _____ babies (cry)
7. _____ water (run)
8. _____ teachers (sing)
9. _____ leaves (fall)
10. _____ people (lie)

Teacher's Guideline:

Explain and revise with the students present and past participles.