

Section-B: Poetry

INTRODUCTION: ELEMENTS OF POETRY

What will I learn?

- Comprehend the use of literary features/techniques of poetry.
- Analyse to use in their writing the features of an expository composition showing comparison and contrast between things, events, situations, places, action, idea or a problem: use of effective metaphors and similes.
- Utilize appropriate informational print and electronic sources to collect information.

Pre-reading

1. Recite any of your favourite poems in Sindhi, Urdu or English.

What is poetry?

Poetry is a verbal or written expression of feelings and ideas in an imaginative style with distinctive rhythm, rhyme, and meter. These all work together with the sounds, meanings, and associations of the words themselves to produce one significant effect. Understanding or appreciating poetry requires some acquaintance with the basic elements of poetry.

ELEMENTS OF POETRY

Terms	Description
Line	Poetry contains lines. The length of a line may be measured in two ways: the number of syllables in it or the number of stresses. Example: Thus in the winter stands the lonely tree. (This verse has ten syllables or five meters.)
Foot	The foot is a formative measuring unit in poetry that is made up of stressed and unstressed syllables. The combination of feet creates meter in poetry. Later, these meters join for the composition of a complete poem.
Meter	Meter functions as a means of imposing a specific number of syllables in a line of poetry. It consists of the number of syllables and the pattern of emphasis on those syllables. The most widely used meter in English poetry is iambic pentameter that is a line or verse with five metrical feet, each consisting of one short (or unstressed) syllable followed by one long (or stressed) syllable. Example: Close bosom-friend of the maturing sun; -- Keats
Stanza	Stanza is the division of a poem in a certain number of lines having the same meter, rhyme, and a unifying idea or image. Stanza is identified with a number of lines it contains. Thus, a couplet has two lines, a tercet has three lines, a quatrain has four lines, a quintain has five, a sestet has six lines, a septet has seven, and an octave has eight lines. Example: How happy is he born or taught, That serveth not another's will; Whose armour is his honest thought, And simple truth his highest skill.
Rhyme	It is the same sound at the end of poetic lines.

Rhyming pattern	A convenient way of setting out a pattern of rhymes is to write for (a) the first rhyme, (b) for the second, (c) for the third, and so on. Example: The people along the sand. (a) All turn and look one way. (b) They turn their back on the land. (a) They look at the sea all day. (b)
Free verse	Free verse is a poem that doesn't rhyme and doesn't have a regular rhythm or meter.

Forms and Genres of Poetry

Poetry can be broadly divided into three types: lyrical, narrative, and descriptive. Further, poetry can be classified into forms and genres based on structure, content, and style. Here are some important forms and genres of poetry.

Forms/ Genres	Description
Lyric	A lyric poem is a short but highly musical verse that conveys powerful feelings. It has rhyme, meter, or other literary devices.
Sonnet	The word 'sonnet' means little song. A sonnet is a 14-line lyrical poem divided into two stanzas: an octave and a sestet. The sonnet's three main types are the Italian, the English and the Spenserian.
Elegy	Elegy is a lyrical poem expressing sorrow over the death of a loved one.
Ode	Ode is also a kind of lyrical poem usually written in the form of an address commonly glorifying an event or individual.
Ballad	A ballad is a narrative poem that tells a story, usually in four-line stanzas called quatrains.
Epic	Epic is a long narrative poem that tells the heroic exploits of a legendary hero.

Poetic Devices and Figures of Speech

Poets use poetic devices and figures of speech in order to enhance the meaning or mood of a poem. Here are some essential poetic devices and figures of speech.

Poetic Devices/ Figures of Speech	Description
Simile	A simile is a direct comparison between two unlike things, usually with the words like or as. Example: The muscles on his brawny arms are strong as iron bands.
Metaphor	Metaphor is an implied comparison between two relatively unlike things without like or as. Example: The road was a ribbon of moonlight.
Personification	Personification gives the qualities of a human to an animal, an object, or an idea. Example: a brave handsome tree fell with a creaking rending cry
Hyperbole	It is an exaggerated statement used to heighten the effect. Example: She's said so on several million occasions
Alliteration	Alliteration is the repeated consonant sounds at the beginning of words. Example: Wide-eyed and wondering while we wait for others to waken.
Onomatopoeia	It is the use of words that mimic sounds. Example: Crackle!



Oxymoron	It is the contradictory words used together signifying two different but exact ideas. Examples: He is the wisest fool of them all.
Irony	It is a situation that means quite opposite to what is apparently said. Example: A post on Facebook complaining how useless Facebook is.
Symbol	A symbol is an object that represents something else rather than itself. Example: Ah Sun-flower, weary of time, Who countest the steps of the sun; -- William Blake
Imagery	Imagery is the use of words to create an image or images in the reader's mind based on five senses. Examples: I wandered lonely as a cloud That floats on high o'er vales and hills. --- Wordsworth

Exercise 1

Answer the following questions. Write down your answers in your notebook, and share it with your class fellows once you have completed.

1. What is meant by rhyme in poetry?
2. What is meter in poetry?
3. What are different kinds of stanza?
4. What is a sonnet?
5. What is function of the poetic devices?

Exercise 2

Work in pairs. See the picture below and read the poem of William Wordsworth very carefully and answer the questions. Each pair should write down their answers in their notebooks. After you have completed this exercise, exchange your work with other pairs.



Earth has not anything to show more fair:
Dull would he be of soul who could pass by
A sight so touching in its majesty:
This City now doth, like a garment, wear
The beauty of the morning; silent, bare,
Ships, towers, domes, theatres, and temples lie
Open unto the fields, and to the sky;
All bright and glittering in the smokeless air.

Never did sun more beautifully steep
In his first splendour, valley, rock, or hill;
Ne'er saw I, never felt, a calm so deep!
The river glideth at his own sweet will:
Dear God! the very houses seem asleep;
And all that mighty heart is lying still!

1. What type of poem is it? Explain and justify your answer.
2. How many stanzas are there and what are they called?
3. Write down the rhyming scheme of the poem?

Exercise 3

Work individually. Read the elements of poetry and find out which of the following statements are correct and incorrect. For correct statements, put a tick (✓); and for incorrect ones, put a cross (X). After completing, compare your answers with your partner.

No	Statement	Correct/ Incorrect
1	Two lines which rhyme at the end are called a couplet.	
2	There is no convenient way of setting out a pattern of rhymes.	
3	Imagery is the use of figurative language to represent objects, actions, and ideas.	
4	Usually a sonnet is comprised of 14 lines having certain rhyming scheme.	
5	Ballad is expressed for sorrow, grief or death.	
6	A metaphor states explicitly that one thing is like another.	

Exercise 4

Work in pairs. Read the following examples of various figures of speech and write the name of corresponding figures of speech against each. Once you have completed, share it with your partner.

No	Example	Figure of Speech
1	To enter in the thoughts of desperate men.	
2	They speak like saints and act like devils.	
3	How could he be a king, a soldier and a peon?	
4	How high, his highness holds his haughty head.	
5	What avail me, all my Kingdoms?	
6	Hasten slowly.	
7	Not that I loved Caesar less, but that I loved Rome more.	
8	Life is a dream.	
9	She was as proud as a peacock.	
10	More haste, less speed.	

Exercise 5

Work individually. Read the following sentences and convert them as directed in the brackets against each. You can add new words in these sentences while converting these. Share your work with your class fellows once you have completed.

- | | |
|---|-------------------|
| 1) He is as sober as a judge. | (metaphor) |
| 2) She was a tower of strength in their trouble. | (simile) |
| 3) Necessity knows no law. | (oxymoron) |
| 4) He is the wisest fool of them all. | (personification) |
| 5) The professor's ideas are as old as the hills. | (irony) |
| 6) The fire station burned down last night. | (hyperbole) |

Exercise 6

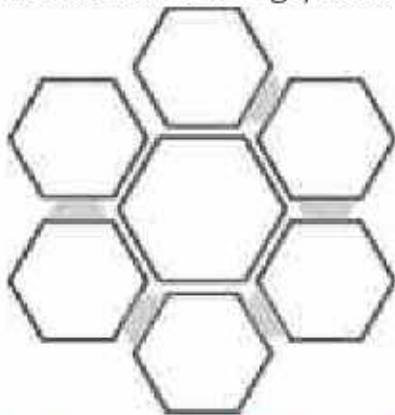
Most of the figures of speech are very common in our daily use. Work in pairs and collect as many other common examples of above-mentioned figures of speech in Exercise 4. Once you have done, display them in front of the class by writing on the charts.

What will I learn?

- Use pre-reading strategies to predict content of a text.
- Use while-reading strategies to apply critical thinking, while exploring and interacting with the text.
- Use post-reading strategies to critically evaluate the text and to give a personal opinion.
- Comprehend the use of literary features/techniques of poetry.
- Analyse the context and contents of a poem.
- Express spontaneous personal response to the poem.
- Identify facts/opinions in the given literary text.
- Express personal responses to the given literary text through creativity and imagination.
- State the lessons/understanding learned from the given text.
- Identify the character/poem/situation that inspired you and state the reason.

Pre-reading

1. What is happiness according to you?
2. Write briefly in the boxes the things/ideas that make you happy.

**The Character of a Happy Life**

Sir Henry Wotton

How happy is he born or taught
That serveth not another's will;
Whose armour is his honest thought
And simple truth his utmost skill!

4

Whose passions not his masters are,
Whose soul is still prepared for death,
Untied unto the world by care
Of public fame, or private breath:

8

Who envies none that chance doth raise,
Nor vice: who never understood
How deepest wounds are given by praise;
Nor rules of state, but rules of good;

12

Note for teachers: Elicit response to pre-reading questions and accept all the responses. Make sure that all students participate. Next, ask the students to listen and follow the lines as you read the poem aloud. After that, divide the students in groups and randomly call upon one by one in group to recite the poem aloud with intonation and appropriate gestures.

Who hath his life from rumours freed;
 Whose conscience is his strong retreat;
 Whose state can neither flatterers feed,
 Nor ruin make oppressors great; 16

Who God doth late and early pray
 More of His grace than gifts to lend;
 And entertains the harmless day
 With a religious book or friend; 20

This man is freed from servile bands
 Of hope to rise, or fear to fall:
 Lord of himself, though not of lands,
 And having nothing, yet hath all. 24

Exercise 1

Column A has words from the poem; underline these words in the poem. Column B has the contextual meanings of these words, but they are jumbled up. Work in pairs. Try and match the appropriate meaning of each word, and write your answer in column C. Share your work with your partner after you have completed.

No	Column A		Column B	Column C
1	passion	A	unverified or doubtful information	
2	armour	B	move back	
3	rumours	C	jealous	
4	conscience	D	a metallic covering to protect from attack	
5	retreat	E	moral sense of right and wrong	
6	servile bands	F	destruction	
7	envy	G	slavish bonds	
8	ruin	H	strong emotions	

Exercise 4

Work in pairs and pick out the line(s) from 'The Character of a Happy Life' in which the poet has identified each of the following characteristics of a happy man. Write their corresponding character against each quality in the table given below. Once you have completed, compare your work with your partner.

No	Characteristics	Qualities
1		Independence
2		Honesty
3		Truthfulness
4		Ambition
5		Self-control
6		Envy
7		No greed
8		Piety

Exercise 5

Read the poem again and answer the following questions.

1. What does the poet mean when he says that a happy man does not serve another's will?
2. Explain briefly, how Sir Henry Wotton's happy man is 'having nothing yet hath all'.
3. What a happy man is taught from his very birth?
4. Write the central idea of the poem 'The Character of a Happy Life'.
5. Write the rhyming scheme of the poem.
6. What are the sources of happiness other than those mentioned in the poem?

Exercise 6

Work individually and identify the poetic devices in the poem. Make a list of them and use them in your sentences. Share your work with your class fellows after you have completed.

Exercise 7

Work in pairs and give a critical appreciation of the poem based on the following aspects. After you have written, compare your work with your partner.

1. Poetic Diction
2. Theme
3. Structure
3. Language
5. Message

Exercise 8

Work in groups of three. Compose your own poem on the theme of happiness using elements of poetry based on three stanzas. Each member of the group should compose 1 stanza. After your group has composed the poem, exchange it with other groups.

Exercise 9

Work individually and explain the following stanzas. Write down your work in the notebook and share it with your class fellows after you have completed.

Stanzas	Lines
1	How happy.....utmost skill!
2	Whose passions or private breath:
3	Who envies none but rules of good;
4	Who hath his life make oppressors great;
5	Who God doth late..... book or friend;
6	This man is freed..... yet hath all.

What will I learn?

- Use pre-reading strategies to predict content of a text.
- Use while-reading strategies to apply critical thinking, while exploring and interacting with the text.
- Use post-reading strategies to critically evaluate the text and to give a personal opinion.
- Identify the character/poem/situation that inspired you and state the reason.
- Make connections between one's own life and the characters, events, motives and causes displayed in literature.
- Recognize recurring themes and the existence of universal human emotions across literary works.
- Express students' personal response to the overall effect of the given literary text.
- Interpret the literary themes with real life situations, social and cultural norms.

Pre-reading

1. Read about the following famous personalities who turned their failures into success.
2. What comes to your mind after reading them?

Famous Failures

	Abraham Lincoln failed in business three times and failed campaigning seven times prior to becoming the President of the United States.
	Albert Einstein was expelled from school and his teachers described him as "mentally slow" but he became a great scientist.
	J.K. Rowling's novel "Harry Potter" was rejected by 12 publishing houses before it became the world's number one best-selling book.

Don't Quit

By Edgar A. Guest

When things go wrong, as they sometimes will,
 When the road you're trudging seems all uphill,
 When the funds are low and debts are high,
 And you want to smile but have to sigh,
 When care is pressing you down a bit,
 Rest, if you must, but don't you quit. 6

Life is queer with its twists and turns,
 As every one of us sometimes learns,
 And many a failure turns about,
 When he might have won had he stuck it out;
 Don't give up though the pace seems slow-
 You might succeed with another blow. 12

Note for teachers: Elicit response to pre-reading questions and accept all the responses. Make sure that all students participate. Next, ask the students to listen and follow the lines as you read the poem aloud. After that, divide the students in groups and randomly call upon them one by one in group to recite the poem aloud with intonation and appropriate gestures.

Often the goal is nearer than,
 It seems to a faint and faltering man,
 Often the struggler has given up,
 When he might have captured the victor's cup.
 And he learned too late when the night slipped down,
 How close he was to the golden crown. 18

Success is failure turned inside out-
 The silver tint of clouds of doubt,
 And you never can tell how close you are,
 It may be near when it seems so far,
 So stick to the fight when you're hardest hit-
 It's when things seem worst that you mustn't quit. 24

Exercise 1

Column A has words from the poem; underline these words in the poem. Column B has the contextual meanings of these words, but they are jumbled up. Work in pairs. Try and match the appropriate meaning of each word, and write your answer in column C. Share your work with your partner after you have completed.

No	Column A		Column B	Column C
1	trudge	a	strange	
2	quit	b	speed	
3	queer	c	a long deep breath	
4	pace	d	to walk slowly	
5	twist	e	to stop	
6	stuck	f	caught	
7	tint	g	an unexpected change	
8	sigh	h	shade	

Exercise 4

Read the poem again and answer the following questions.

1. What is the poet's message in the first stanza?
2. Which lines of the poem do you like the most and why?
3. Write the central idea of the poem.
4. Find similes, metaphors and alliterations in the poem.
5. Discuss how the poem helps the reader to be optimistic in every situation.
6. What effect does the poem create on the reader?
7. What is the message of the poem?
8. Why does the poet term life 'queer with twists and turns'?
9. What is the benefit of not quitting as suggested in the poem?

Exercise 5

Work individually and identify the poetic devices in the poem. Make a list of them and use them in your sentences. Share your work with your class fellows after you have completed.

Exercise 6

Work in pairs and give a critical appreciation of the poem based on the following aspects. Compare your work with your partner.

1. Poetic Diction
2. Theme
3. Structure
4. Language
5. Message

Exercise 7

Work individually and explain the following stanzas. Write down your work in the notebook and share it with your class fellows.

Stanzas	Lines
1	When things go wrong but don't you quit.
2	Life is queer with another blow.
3	Often the goal to the golden crown.
4	Success is failure that you mustn't quit.

Exercise 8

Work in groups of three. Compose your own poem on the theme of 'Don't Give Up', using elements of poetry based on three stanzas. Each member of the group should compose 1 stanza. After your group has composed the poem, exchange it with other groups.

What will I learn?

- Use pre-reading strategies to predict content of a text.
- Use while-reading strategies to apply critical thinking, while exploring and interacting with the text.
- Use post-reading strategies to critically evaluate the text and to give a personal opinion.
- Analyse the context and content of a poem.
- Recognize recurring themes and the existence of universal human emotions across literary works.
- Analyse how writer has used language and style.
- State the lessons/understanding learned from the given text.



Ozymandias was a Greek name for the Egyptian pharaoh Ramesses II, famous for the number of architectural structures which he got constructed. Shelly wrote the poem Ozymandias which describes a broken statue of Ramesses II, lying forgotten in the desert.

Pre-reading

1. Read the following quote and guess the theme of the poem:
“Graveyards are full of the people who thought themselves indispensable”

Ozymandias

Percy Bysshe Shelley

I met a traveller from an antique land,
Who said— “Two vast and trunkless legs of stone
Stand in the desert. Near them, on the sand
Half sunk, a shattered visage lies, whose frown,
And wrinkled lip, and sneer of cold command
Tell that its sculptor well those passions read,
Which yet survive, stamped on these lifeless things
The hand that mocked them, and the heart that fed; 8

And on the pedestal, these words appear:
My name is Ozymandias, King of Kings;
Look on my Works, ye Mighty, and despair!
Nothing beside remains. Round the decay
Of that Colossal Wreck, boundless and bare,
The lone and level sands stretch far away.”- 14

Note for teachers: Elicit response to pre-reading questions and accept all the responses. Make sure that all students participate. Next, ask the students to listen and follow the lines as you read the poem aloud. After that, divide the students in groups and randomly call upon each of the member of group to recite the poem aloud with intonation and appropriate gestures.

Exercise 1

Column A has words from the poem; underline these words in the poem. Column B has the contextual meanings of these words, but they are jumbled up. Work in pairs. Try and match the appropriate meaning of each word, and write your answer in column C. Share your work with your partner after you have completed.

No	Column A		Column B	Column C
1	frown	a	the parts left over	
2	visage	b	an artist who makes sculpture	
3	sculptor	c	huge	
4	mock	d	a displeasing or concentrating face	
5	pedestal	e	make fun of	
6	colossal	f	the base of sculpture	
7	remains	g	a human or animal face	

Exercise 2

Read the poem again and encircle the correct option.

- 'Ozymandias' is a poem depicting that the life is _____.
a. beautiful b. transient c. attractive d. alluring
- The poet met a traveller from _____.
a. an ancient land b. aboard
c. a neighbouring country d. a desert
- The traveller told the poet that he had seen _____ in the desert.
a. a statue b. a sculptor c. an oasis d. a snake
- The words on the base of statue tell us that the king Ozymandias was a _____ king.
a. kind b. humble c. proud d. cruel
- The message of the poem for all powerful authority and glory is _____.
a. 'sands stretch far away' b. 'frown and wrinkled lips'
c. 'nothing remains' d. 'stamped on these lifeless things'
- In the poem 'Ozymandias', the condition of the statue is _____.
a. good b. bad c. excellent d. marvellous
- 'My name is Ozymandias – King of Kings;' is _____ literary device.
a. Simile b. Irony c. Personification d. Metaphor
- One of the following lines does NOT make use of alliteration in the poem.
a. The lone and level sands stretch far away
b. I met a traveller from an antique land
c. Nothing beside remains. Round the decay
d. Half sunk, a shattered visage lies, whose frown

Exercise 3

Work in pairs and read the above poem again. Comprehend it thoroughly and paraphrase it in simple words. After you have completed, share your with your partner.

Exercise 4

Read the poem again and answer the following questions.

1. What did the traveller see in the desert and whom he told about it?
2. How can you say that the sculptor was a great artist?
3. What was written on the pedestal of the statue of Ozymandias?
4. What is the meaning of the phrase in the poem "the heart that fed"?
5. What is ironic about the fate of Ozymandias?
6. What is the message of the poem?
7. How does this poem relate to your life?
8. The proud Ozymandias lies forgotten in the desert. Comment.

Exercise 5

Work in pairs and give a critical appreciation of the poem based on the following aspects. Compare your work with your partner after you have done it.

1. Poetic Diction
2. Theme
3. Structure
4. Language
5. Message

Exercise 6

'Every rise has a fall.' Work in pairs and discuss it in the light of the poem.

Exercise 7

Work individually and explain the following lines. Write down your work in the notebook and share it with your class fellows.

Line No.	Lines
1-8	I met a traveller and the heart that fed;
9-14	And on the pedestal stretch far away.

Exercise 8

Work in groups of three. Compose your own poem on the theme of 'all power is temporary, no matter how proud a person is'. Make sure that you are using the elements of poetry. Each member of group should compose 1 stanza. After your group has composed the poem, exchange it with other groups.

What will I learn?

- Use pre-reading strategies to predict content of a text.
- Use while-reading strategies to apply critical thinking, while exploring and interacting with the text.
- Use post-reading strategies to critically evaluate the text and to give a personal opinion.
- Listen to and read a given poem with intonation to comprehend the use of sound in poetry; rhyme and rhythm; rise and fall, syllable stress/unstress.
- Make connections between one's own life and the characters, events, motives and causes displayed in literature.
- Recognize recurring themes and the existence of universal human emotions across literary works.
- Analyse the context and contents of a poem.
- Express personal responses to the given literary text through creativity and imagination.
- State the lessons/understanding learned from the given text.



Pre-reading

1. "The stronger the wind, the stronger the tree".
Read the line and guess the theme of the poem.

Good Timber

By Douglas Malloch

The tree that never had to fight
For sun and sky and air and light,
But stood out in the open plain
And always got its share of rain,
Never became a forest king
But lived and died a scrubby thing. 6

The man who never had to toil
To gain and farm his patch of soil,
Who never had to win his share
Of sun and sky and light and air,
Never became a manly man
But lived and died as he began. 12

Good timber does not grow with ease,
The stronger wind, the stronger trees,
The further sky, the greater length
The more the storm, the more the strength,
By sun and cold, by rain and snow
In trees and men good timbers grow. 18

Where thickest lies the forest growth
We find the patriarchs of both,
And they hold counsel with the stars
Whose broken branches show the scars,
Of many winds and much of strife
This is the common law of life. 24

Note for teachers: Elicit response to pre-reading question and accept all the responses. Make sure that all students participate. Next, ask the students to listen and follow the lines as you read the poem aloud. After that, divide the students in groups and randomly call upon each member of group to recite the poem aloud with intonation and appropriate gestures.

Exercise 3

Read the poem again and answer the following questions.

1. What is the significance of the title of the poem?
2. What happens to the people who work hard?
3. How can one achieve one's true potential in life according to the poem?
4. Why does the poet suggest people to be like good timber?
5. Which poetic devices are used in the poem?
6. Write central idea of the poem.
7. How does this poem relate to your life?

Exercise 4

Work individually and identify the poetic devices in the poem. Make a list of them and use them in your sentences. Share your work with your class fellows once you have completed.

Exercise 5

Work in pairs and give a critical appreciation of the poem based on the following aspects. Once you have written, compare your work with your partner.

1. Poetic Diction
2. Theme
3. Structure
4. Language
5. Message

Exercise 6

Work in groups of three. Compose your own poem on the theme of 'When life gives you lemons, make lemonade', using elements of poetry based on three stanzas. Each member of group should compose 1 stanza. Once your group has composed the poem, exchange it with other groups.

Exercise 7

'Life grows when a person comes out of comfort zone.' Elaborate this statement in the light of the poem 'The Good Timber'. Note down your points in the notebook and share it with your class fellows.

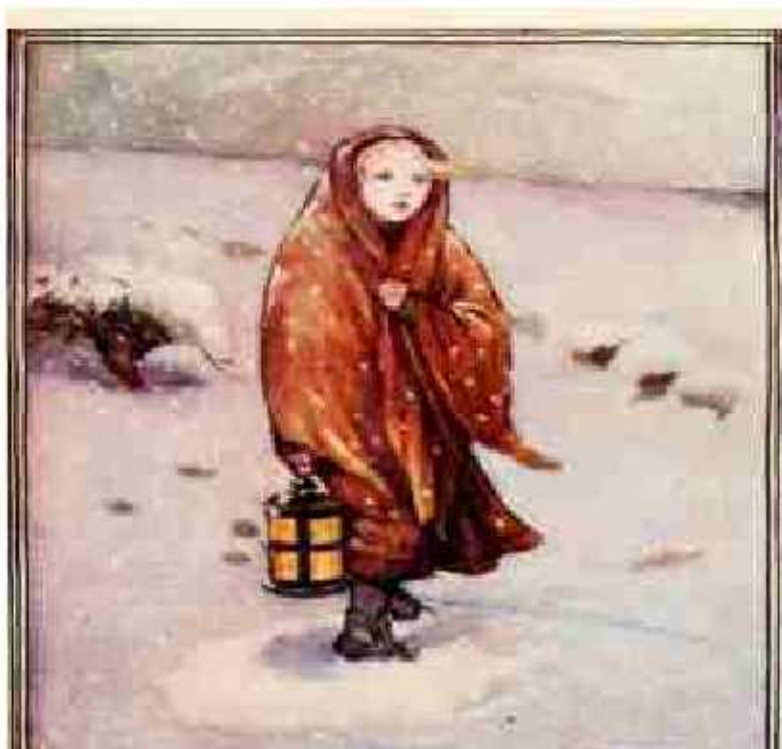
Exercise 8

Work individually and explain the following lines. Write down your work in the notebook and share it with your class fellows once you have completed.

Line No.	Lines
1-6	The tree that a scrubby thing.
7-12	The man who died as he began.
13-18	Good timber does not..... good timbers grow.
19-24	Where thickest lies.....common law of life.

What will I learn?

- Use pre-reading strategies to predict content of a text.
- Use while-reading strategies to apply critical thinking, while exploring and interacting with the text.
- Use post-reading strategies to critically evaluate the text and to give a personal opinion.
- Analyse the context and contents of a poem.
- Express personnel responses to the given literary text through creativity and imagination.
- Identify the problem in given text and provide solution.



Pre-reading

1. Look at the picture and express what you observe in it.
2. How can you describe an obedient child?
3. How much are your parents attached to you?
4. Does anyone among you know any story related to a child?
5. What do you know about William Wordsworth?

Lucy Gray

William Wordsworth

Oft I had heard of Lucy Gray:
And, when I crossed the wild,
I chanced to see at break of day
The solitary child. 4

No mate, no comrade Lucy knew;
She dwelt on a wide moor,
--The sweetest thing that ever grew
Beside a human door! 8

You yet may spy the fawn at play,
The hare upon the green;
But the sweet face of Lucy Gray
Will never more be seen. 12

"To-night will be a stormy night--
You to the town must go;
And take a lantern, Child, to light
Your mother through the snow." 16

Note for teachers: Elicit response to pre-reading questions and accept all the responses. Make sure that all students participate. Next, ask the students to listen and follow the lines as you read the poem aloud. After that, divide the students in groups and randomly call upon each member of the group to recite the poem aloud with intonation and appropriate gestures.

"That, Father! will I gladly do:
 'Tis scarcely afternoon--
The minster-clock has just struck two,
 And yonder is the moon!" 20

At this the Father raised his hook,
 And snapped a faggot-band;
He plied his work;--and Lucy took
 The lantern in her hand. 24

Not blither is the mountain roe:
 With many a wanton stroke
Her feet disperse the powdery snow,
 That rises up like smoke. 28

The storm came on before its time:
 She wandered up and down;
And many a hill did Lucy climb:
 But never reached the town. 32

The wretched parents all that night
 Went shouting far and wide;
But there was neither sound nor sight
 To serve them for a guide. 36

At day-break on a hill they stood
 That overlooked the moor;
And thence they saw the bridge of wood,
 A furlong from their door. 40

They wept--and, turning homeward, cried,
 "In heaven we all shall meet;"
--When in the snow the mother spied
 The print of Lucy's feet. 44

Then downwards from the steep hill's edge
 They tracked the footmarks small;
 And through the broken hawthorn hedge,
 And by the long stone-wall; 48

And then an open field they crossed:
 The marks were still the same;
 They tracked them on, nor ever lost;
 And to the bridge they came. 52

They followed from the snowy bank
 Those footmarks, one by one,
 Into the middle of the plank;
 And further there were none! 56

--Yet some maintain that to this day
 She is a living child;
 That you may see sweet Lucy Gray
 Upon the lonesome wild. 60

O'er rough and smooth she trips along,
 And never looks behind;
 And sings a solitary song
 That whistles in the wind. 64

Exercise 1

Work in pairs and find out the meaning of the following words by using dictionary. Read the poem carefully and write the contextual meaning against each word. After completing, share your work with your partner.

No.	Words	Contextual Meaning
1	solitary	
2	wretched	
3	comrade	
4	wanton	
5	tripping	

Exercise 2

Read the poem again and encircle the correct option.

- The poet chanced to see Lucy _____.
a. at the break of day b. in the evening
c. in the afternoon d. at night
- Lucy's father asked Lucy to go to the town with a lantern to bring her _____.
a. aunt b. sister
c. brother d. mother
- Lucy replied to her father that she would _____ go to the town to take back her mother.
a. gladly b. sadly
c. unwillingly d. probably
- Lucy couldn't reach the town because _____.
a. it was late b. she didn't get any conveyance
c. her mother reached home d. she lost her way in storm
- The wooden bridge was at distance of _____ from Lucy's home.
a. a mile b. a furlong c. a kilometre d. a few feet
- Lucy's parents became certain of her death when they saw _____.
a. her foot prints b. her body
c. her lantern d. her shoes
- Some people still believe that Lucy can be seen _____.
a. in mountains b. in wind c. in town d. on bridge
- People believe Lucy can be seen doing these activities except _____.
a. looking straight b. singing songs
c. moving rapidly d. talking to people

Exercise 3

Read the poem again and answer the following questions.

- Where did Lucy live and what kind of child she was?
- Where did Lucy's father send her and why?
- What did Lucy mean when she said 'yonder is the moon'?
- Why did Lucy take lantern with her?
- Do you think that the tragedy would have been prevented if Lucy's father himself had gone down the town?
- What happened to Lucy while she was going to the town?
- What efforts did Lucy's parents make in finding her?
- What led the Lucy's parents to the bridge?
- What do people still maintain about Lucy Gray and why?

Exercise 4

Work in pairs and give a critical appreciation of the poem based on the following aspects. Once you have written, compare your work with your partner.

1. Poetic Diction
2. Theme
3. Structure
4. Language
5. Message

Exercise 5

How should elders guide their children to save themselves from some forcible dangers? Work in pairs and discuss about it.

Exercise 6

Work individually and explain with reference to the context the following stanzas. Write down your work in the notebook and share it with your class fellows after you have completed.

Line No.	Lines
1	Oft I had heard the solitary child.
2	No mate, no comrade Lucy..... Beside a human door!
3	You yet may spy..... will never more be seen.
4	"To-night will be through the snow."
5	"That, father, will I gladly..... yonder is the moon."
6	At this the father..... lantern in her hand.
7	Not blither is the mountain..... rises up like smoke.
8	The storm came on.....reached the town.
9	The wretched parents.....serve them for a guide.
10	At daybreak on.....furlong from their door.
11	They wept-and, turning.....of Lucy's feet.
12	Then downwards long stone-wall:
13	And then an open they came.

Exercise 7

Work in groups of three. Compose your own poem on the theme of 'self-awareness' using elements of poetry based on three stanzas. Each member of group should compose 1 stanza. Once your group has composed the poem, exchange it with other groups.

What will I learn?

- Use pre-reading strategies to predict content of a text.
- Use while-reading strategies to apply critical thinking, while exploring and interacting with the text.
- Use post-reading strategies to critically evaluate the text and to give a personal opinion.
- Role-play to perform different characters given in literary text.
- Know that the purpose of literature is to entertain, inform and persuade the reader/audience in diverse ways.
- Understand to make connections between one's own life and the characters, events, motives and causes displayed in literature.
- Comprehend the use of literary features/techniques of poetry (rhyme, rhythm, alliteration).
- Analyse the context and contents of a poem.

Pre-reading

"That a fool he may learn a wise man wit."

Predict the theme of the poem after reading the line.

The Abbot of Canterbury

An ancient story I'll tell you anon
Of a notable prince that was called King John;
And he ruled England with main and with might,
For he did great wrong and maintained little right. 4

And I'll tell you a story, a story so merry,
Concerning the Abbot of Canterbury;
How for his housekeeping, and high renown
They rode post for him to fair London town. 8

An hundred men, the king did hear say,
The abbot kept in his house every day;
And fifty gold chains, without any doubt,
In velvet coats waited the abbot about. 12

'How now, father abbot? I hear it of thee,
Thou keepest a far better house than me;
And for thy housekeeping and high renown,
I fear thou work'st treason against my crown.' 16

'My liege', quoth the abbot, 'I would it were known
I never spend nothing but what is my own;
And I trust your grace will do me no dere
For spending of my own true-gotten gear.' 20

Note for teachers: Elicit response to pre-reading question and accept all the responses. Make sure that all students participate. Next, ask the students to listen and follow the lines as you read the poem aloud. After that, divide the students in groups and randomly call upon each member of group to recite the poem aloud with intonation and appropriate gestures.

'Yes, yes, father abbot, thy fault it is high,
And now for the same thou needest must die;
For except thou canst answer my questions three;
Thy head shall be smitten from thy body. 24

'And first,' quoth the king 'when I'm in this stead,
With my crown of gold so fair on my head,
Among all my liege-men so noble of birth,
Thou must tell me to one penny what I am worth. 28

'Secondly, tell me, without any doubt
How soon I may ride the whole world about,
And at the third question thou must not shrink,
But tell me here truly what I do think.' 32

'O, these are hard questions for my shallow wit.
Nor I cannot answer your grace as yet;
But if you will give me but three weeks' space,
I'll do my endeavour to answer your grace.' 36

'Now three weeks' space to thee will I give,
And that is the longest time thou hast to live;
For if thou dost not answer my questions three,
Thy lands and thy living are forfeit to me. 40

Away rode the abbot all sad at that word,
And he rode to Cambridge and Oxenford;
But never a doctor there was so wise,
That could with his learning an answer devise. 44

Then home rode the abbot of comfort so cold,
And he met his shepherd a-going to folds;
How now my lord abbot, you are welcome home;
What news do you bring us from good King John? 48

'Sad news, sad news, shepherd, I must give;
That I have but three days more to live;
For if I do not answer him questions three,
My head will be smitten from my body.' 52

'The first is to tell him there in that stead,
With his crown of gold so fair on his head,
Among all his liege-men so noble of birth,
To within one penny of what he is worth.' 56

'The second, to tell him, without any doubt,
How soon he may ride this whole world about;
And at the third question I must not shrink,
To tell him there truly what he does think.' 60

'Now cheer up, sir abbot! Did you never hear yet,
That a fool he may learn a wise man wit?
Lend me horse, and serving-men and your apparel,
And I'll ride to London to answer your quarrel.' 64

'Nay, frown not, if it hath been told upto me,
I am like your lordship as ever may be;
And if you will but lend me your gown,
There is none shall know us at fair London town.' 68

'Now horses and serving-men thou shalt have,
With sumptuous array most gallant and brave,
With crozier and mitre, and rochet, and cope,
Fit to appear, 'fore our father the Pope.' 72

'Now welcome, sir abbot" the king did say,
'Tis well thou'rt come back to keep thy day;
For and if thou canst answer my questions three,
Thy life and thy living both saved shall be.' 76

'And first, when thou seest me here in this stead,
With my crown of gold so fair on my head,
Among all my liege-men so noble of birth,
Tell me to one penny what I am worth.' 80

'For thirty pence our Saviour was sold
Among the false Jews, as I have been told;
And twenty-nine is the worth of thee,
For I think thou'rt one penny worse than He.' 84

The king he laughed, and swore by Saint Bittel;
'I did not think I had been worth so little!
Now secondly tell me without any doubt,
How soon I may ride this whole world about.' 88

'You must rise with the sun and ride with the same,
Until the next morning he riseth again,
And then your face need not make any doubt,
But in twenty-four hours you ride it about.' 92

The king he laughed, and swore by Saint John;
'I did not think it could be done so soon!
Now from the third question thou must not shrink,
But tell me here truly what I do think.' 96

'Yes, that shall I do, and make your grace merry;
You think I'm the abbot of Canterbury;
But I'm his poor shepherd, as plain you may see.
That am come to beg pardon for him and for me.' 100

The king he laughed, and swore by the mass,
'I'll make thee lord abbot this day in his place!
"Now nay, my liege, be not in such speed,
For alack! I can neither write nor read." 104

'Four nobles a week, then, I will give thee,
For this merry jest thou hast show unto me;
And tell the old abbot, when thou comest home,
Thou hast brought him a pardon from good King John.' 108

Exercise 1

Column A has words from the poem; underline these words in the poem. Column B has the contextual meanings of these words, but they are jumbled up. Work in pairs. Try and match the appropriate meaning of each word, and write your answer in column C. Share your work with your partner once you have completed.

No	Column A		Column B	Column C
1	ancient	A	soon	
2	merry	B	noblemen	
3	anon	C	plan	
4	renown	D	forgiveness	
5	fold	E	joke	
6	gallant	F	primitive	
7	jest	G	brave	
8	pardon	H	happy	
9	liegemen	I	enclosure	
10	devise	J	fame	

Exercise 2

Read the poem again and encircle the right option.

- The ballad 'The Abbot of Canterbury' is narrated in _____ person.
 - first
 - second
 - third
 - first and third
- The poet says to the reader that he is going to tell a _____ story.
 - sad
 - funny
 - terrible
 - folk
- King John was jealous of Abbot's housekeeping and high _____.
 - character
 - respect
 - business
 - renown

4. King John feared that the Abbot was working against his _____.
 - a. people
 - b. policies
 - c. crown
 - d. ministers
5. King John told the Abbot if he did not answer his three questions he would be _____.
 - a. beheaded
 - b. poisoned
 - c. banished
 - d. fined
6. After listening to the King's questions, the Abbot rode to _____ universities.
 - a. Oxford and California
 - b. Oxford and Canterbury
 - c. Oxford and Campbell
 - d. Oxford and Cambridge
7. The Abbot requested the King to give him _____ weeks space.
 - a. three
 - b. four
 - c. five
 - d. six
8. While going back to his home town, the Abbot met a _____.
 - a. farmer
 - b. friend
 - c. neighbour
 - d. shepherd
9. The shepherd demanded Abbot's _____ to answer King's questions
 - a. lands
 - b. house
 - c. horse and dress
 - d. wealth

Exercise 3

Work in pairs and read the lines given below carefully. Write down the number of the stanza against each statement in which the given information appears.

No	Statement	Stanza
1	Abbot is a very rich person.	
2	Abbot seems satisfied in the court.	
3	Questions are very difficult to answer.	
4	Abbot tries to find out the answers.	
5	Abbot is sure to have his punishment.	
6	The king rewards the shepherd.	

Exercise 4

Read the poem again and answer the following questions.

1. What was the dispute between the King and the Abbot?
2. What efforts did the Abbot make in order to save himself?
3. What were the questions that the King asked?
4. What was the shepherd's answer to the first question of the King?
5. What was the shepherd's answer to the second question of the King?
6. What was the shepherd's answer to the third question of the King?
7. How did the king express his emotions after being answered his all questions?
8. Why did the shepherd not accept king's offer?
9. How was the Abbot benefited by his shepherd's bold answers?
10. What is the main idea of this ballad?

Exercise 5

Discuss the poem 'The Abbot of Canterbury' as a ballad? Note down your answer in the notebook. Once you have written, compare it with your partner.

Exercise 6

'The Abbot of Canterbury' is an interesting poem that urges the readers not to judge the people and their wisdom on the ground of their appearance and profession.

Work in groups of three. Compose your own poem on the similar theme, using elements of poetry based on three stanzas. Each member of group should compose 1 stanza. After your group has composed the poem, share it with other groups.

Exercise 7

Work in groups of three to enact the given story by playing different roles. Each group should rehearsal at least two times in the class.

Exercise 8

Work individually and explain the following lines. Write down your work in the notebook and share it with your class fellows after you have completed.

Line No.	Lines
1-4	An ancient story maintained little right.
5-8	And I'll tell you a story.....fair London town.
9-12	An hundred men.....waited the abbot about.
13-16	'How now, father abbot? against my crown.'
17-20	'My liege', quoth the abbot.....true-gotten gear.'
21-24	'Yes, yes, father abbot.....smitten from thy body.
25-28	'And first,' quoth the king penny what I am worth.
29-32	'Secondly, tell me, ...what I do think.'
33-36	'O, these are hard questions.....answer your grace.'
37-40	'Now three weeks' space to forfeit to me.
41-44	Away rode the abbot an answer devise.
45-48	Then downwards long stone-wall:
49-52	And then an open they came.
53-56	'The first is to tell him there he is worth.'
57-60	'The second, to tell him, ...he does think.'
61-64	'Now cheer up, sir abbot! answer your quarrel.'
65-68	'Nay, frown not, if it hath fair London town.
69-72	'Now horses and serving-men....our father the Pope.'
73-76	'Now welcome, sir abbot" saved shall be.'
77-80	'And first, when thou seest....what I am worth.'
81-84	'For thirty pence our Saviour....penny worse than He.'
85-88	The king he laughed, and whole world about.'
89-92	'You must rise with the sun you ride it about.'
93-96	The king he laughed, and swore..... what I do think.'
97-100	'Yes, that shall I do, and pardon for him and for me.'
101-104	The king he laughed, ... write nor read."
105-108	'Four nobles a week, then, ...from good King John.'

What will I learn?

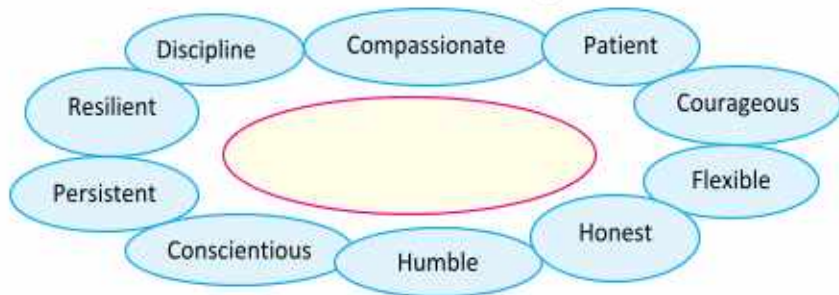
- Use pre-reading strategies to predict content of a text.
- Use while-reading strategies to apply critical thinking, while exploring and interacting with the text.
- Use post-reading strategies to critically evaluate the text and to give a personal opinion.
- Understand to make connections between one's own life, and the characters, events, motives and causes displayed in literature.
- Express personal responses to the given literary text through creativity and imagination.
- Engage in a variety of written assignment paying attention to expressive and effective language.
-



Khahori means wandering ascetics or those who search. This Sur contains the verses on the wandering life of ascetics who symbolise search of reality by following spiritual path to have glimpses of the reality.

Pre-reading

1. Read the words given in the diagram and guess the theme of the poem.
2. Write the theme in the centre of the diagram.



Selection from Sur Khahori

(Shah Abdul Latif Bhitai)

Mother! I saw those, who have Beloved seen,
One must stay a night with those who with God have been,
Their recognition becomes a raft in this ocean of the world. 3

Khahoris prepared early to depart,
Searching in the rocks, reduced to bones they are,
Giving much trouble to their bodies, they sought their goal. 6

Their faces are dry, on their feet are slippers old and torn,
They traversed that land, where even the knowing ones are lost,
Their secretive ones, talk secrets of that far off land. 9

Where not a trace of birds is seen, fire is lit,
Who save a group of ascetics can kindle it? 11

Those who went to jungle were not misled,
Those on high way were way-laid,
Those who gave up both the worlds, were from ignorance saved. 14

True seekers still exist,
Known only to those who are for spiritual realms,
Having found them, they have built their nests close to them. 17

Translated by Professor Amina Khamisani

Note for teachers: Elicit response to pre-reading questions and accept all the responses. Make sure that all students participate. Next, ask the students to listen and follow the lines as you read the poem aloud. After that, divide the students in groups and randomly call upon each member of group to recite the poem aloud with intonation and appropriate gestures.

6. Khahoris can be found even where there is no trace of:
- human beings
 - animals
 - birds
 - cattle
7. In fourth stanza, the word 'save' is used in sense of _____.
- safety
 - preservation
 - together
 - except
8. True seekers can only be known to those who are for _____.
- jungle dwelling
 - deserted abodes
 - mountain peaks
 - spiritual realm

Exercise 3

Work in pairs and read the above selection again. Comprehend it thoroughly and paraphrase it in simple words. After you have completed, share with your partner.

Exercise 4

Read the selection again and answer the following questions.

1. How is *Khahori's* character depicted by the poet?
2. How do the *Khahoris* experience sleep?
3. Where and why do *Khahoris* spend their days and nights?
4. What does the poet want to say when he says "Where not a trace of birds is seen, fire is lit"?
5. What reward does a *Khahori* get after his hard work?
6. Sur Khahori is the narration of *Khahoris'* struggle. Elaborate.
7. Which poetic devices have been used in this poetry? Write with the examples.
8. How do you express your emotions on the struggle of your friend or a family member?

Exercise 5

Work in groups of three. Compose your own poem on the theme of Search of Reality, using elements of poetry based on three stanzas. Each member of group should compose 1 stanza. Once your group has composed the poem, exchange it with other groups.

Exercise 6

Work individually and write the central idea of the lines of Sur Khahori in your notebook. Once you have completed, exchange your work with your class fellows.

Exercise 7

Work in pairs and give a critical appreciation of the lines based on the following aspects. Once you have written, compare your work with your partner.

- | | | |
|-------------------|------------|--------------|
| 1. Poetic Diction | 2. Theme | 3. Structure |
| 4. Language | 5. Message | |

Exercise 8

Work individually and identify the poetic devices in the selection. Make a list of them and use them in your sentences. Share your work with your class fellows after you have completed.

Exercise 9

Work individually and explain the following lines. Write down your work in the notebook and share it with your class fellows once you have completed.

Line No.	Lines
1-3	Mother! I saw those, ...raft in this ocean of the world.
4-6	Khahoris prepared they sought their goal.
7-9	Their faces are dry.....talk secrets of that far off land.
10-11	Where not a trace ascetics can kindle it?
12-14	Those who went to jungle ignorance saved.
15-17	True seekers still built their nests close to them.