

HARVEST HYMN

John Betjeman (1906-1984)

After completing this lesson, you will be able to:

- demonstrate attentive listening' skills while working in a whole class setting and taking turns to speak with standard pronunciation.
- read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts.
- analyse organisational patterns in a text:
 - a. list/ sequence of ideas/ events comparison-contrast
 - b. cause-effect
 - c. problem-solution
 - d. reasons/ assumptions-conclusion
- verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- identify and use compound prepositions and prepositional phrases in writing
- use paraphrasing skills to paraphrase a poem.
- use summary skills to write an objective summary of the given text and poems.

Pre-Reading

- a) If you truly love nature, you will find beauty everywhere? Comment
- b) How would you relate the harvesting season with prosperity?

Reading

We spray the fields and scatter
The poison on the ground
So that no wicked wild flowers
Upon our farm be found.
We like whatever helps us
To line our purse with pence;
The twenty-four-hour broiler house
And neat electric fence.

All concrete sheds around us
And Jaguars in the yard,
The telly lounge and deep freeze
Are ours from working hard.

We fire the fields for harvest,
The hedges swell the flame,
The oak trees and the cottages
From which our fathers came.

We give no compensation,
The earth is ours today,
And if we lose on the arable,
The bungalows will pay.

All concrete sheds around us
And Jaguars in the yard,
The telly lounge and deep freeze
Are ours from working hard.

(John Betjeman)

While-reading

Why do we like whatever helps us?

Post-reading

Recite the poem with accurate pronunciation, appropriate pitch and voice variation suitable for it.

Notes and Comments

John Betjman (August 28, 1906-May 19, 1984) was a British poet, writer and broadcaster. He studied at Oxford.

During World War 2 Benjamin served as United Kingdom attaché to Dublin, as BBC broadcaster and in the British Council department. His two books revealed him as a serious poet "Old Nights for New Channels" (1940) and "New Bats in Old Fries" (1945). His poetry was enhanced by a poem "Summoned by Bells" (1960).

In 1969, Benjamin was knighted and in 1972 was appointed poet Laureate of Britain. He suffered from Parkinsons disease for a number of years. He suffered a stroke in 1981 and a heart attack in 1983. He died in 1984.

Theme

The theme is that we destroy nature for our material gains. The poet bitterly describes the way we sacrifice nature and the land in our pursuit of wealth. By burning trees to ashes, we give way to pollution, which is harmful for health. The animals and birds lose their homes and we tend to leave barren land for our generations.

Glossary

Words	Meanings	Synonyms
fence	object that blocks the way	barrier
concrete	construction based on stones and pebbles	
telly	television	
arable	land that can be cultivated	

Comprehension

a) Answer the following questions.

1. Whose voices do we hear in the poem?
2. The first two lines of the poem forcefully convey the meaning. How?
3. Why do you think the speaker in the poem regard wild flowers as "wicked"?
4. "The hedges swell the flame". The flame is literal but it also has a metaphorical meaning. What else does it represent?
5. "The earth is ours today". In your own words, express the speaker's attitudes to the land.
6. At what cost does man get the luxury items?
7. Which lines indicate the destruction of land and houses of our ancestors?

8. How will the bungalows pay for the loss of cultivated land?
 9. "All concrete sheds around us". What is the poet emphasizing through the use of the word 'all'?
 10. What lesson do we learn from the poem 'Harvest Hymn'?
- b) Analyse organisational patterns in a poem while keeping the topic of environmental issue in mind:**
- list/ sequence of ideas/ events comparison-contrast
 - cause-effect
 - problem-solution
 - reasons/ assumptions-conclusion

Oral Communication

Demonstrate attentive listening' skills while working in a whole class setting and taking turns to speak with standard pronunciation.

- i) Divide the class in groups of four or five students. Then share your views on different natural resources that our country has.
- ii) Discuss the benefits of the natural resources towards the progress of the country.
- iii) Audio visual aids can be of great help OR a documentary can be shown for better comprehension.
- iv) Read the poem aloud. Do not forget to lay stress at proper words while reading. That is known as Intonation.

Focus on the following speaking techniques:

- i) Vary the speed of your voice. Slow down to emphasize key words and lines.
- ii) Speak every word clearly and distinctively.
- iii) Make eye contact with your audience.
- iv) Every student should be given a chance to read.

Grammar and Vocabulary

Preposition

A preposition is a word that shows the relationship between a noun or a pronoun and some other word in the sentence. It shows direction, time, place and location.

a) Compound prepositions

A Compound preposition is a preposition that has two or more prepositional words. It can be said as a combination of words. For example: amidst, above, across, below, between, beneath, within, without etc. It can be said as a combination of words. It is prepared through the joining of a prepositional or a non-prepositional word to a simple preposition used with a noun, adverb, adjective, and pronoun.

Compound prepositions are formed by joining two or three words. The first word is generally an adverb adjective or conjunction. The second word is a simple preposition.

Three-word compound prepositions have a structure different from the two words compound prepositions. The first and last words of such prepositions are simple prepositions while the second word is either a noun or an article.

Examples

- According to her principal she is a good student.
- The garden was not clean aside from the cafeteria.

In the first sentence, 'to' is considered as a simple preposition. When combined with 'according' it becomes a compound preposition.

In the second sentence, 'from' is said to be a preposition. When combined with 'aside' it becomes a combined preposition

TWO-WORD COMPOUND PREPOSITIONS-

According to As for As to Due to Instead of Before Ahead of As of Apart from Owing to

As regards Regardless of Aside from Because of Regardless of Except for Owing to
In between

THREE WORD COMPOUND PREPOSITIONS-

As well as Because of By virtue of During the course of In accordance with In conjunction with In excess of

In favor of In order to In receipt of With respect to With regard to With reference to In terms of In the immediate

1. On behalf of In aid of In front of In relation to By means of With relation to In line with On top of As far as.

THREE WORD COMPOUND PREPOSITIONS-

1. He ran away from the cat as far as she could.
2. Her uncle attended the ceremony on behalf of her father.
3. There is a pizza store in front of the park.

Activity: Read each sentence carefully and identify the compound preposition(s) in each sentence. Then, write the compound preposition(s) you identified.

1. The cat jumped over the fence and ran through the field.
2. She placed the keys under the mat beside the door.
3. We walked across the bridge onto the island near the shore.
4. The book is between the shelf and the desk in the library.
5. He stood behind the tree by the river near the park.
6. The children played beneath the tree amidst the flowers around the garden.
7. They traveled throughout the country between the mountains along the river.
8. The treasure was hidden beneath the sand beyond the dunes near the shore.
9. She found the letter inside the envelope along with the photographs.
10. We walked along the path past the pond towards the forest.

b) Prepositional phrase

Prepositional phrase is a group of words comprising a preposition, its object, and a modifier of the object. In a longer sentence, this phrase modifies verbs, nouns, clauses, and phrases.

Examples:

- Getting fired from Apple was the best thing that ever happened.
- Your work is going to fill a large part of your life.

Use of prepositions.

1. Use the following prepositional phrases in meaningful sentences:
to let down, thought of, sided with, screwing up, replaced by, grew up, got fired, trapped in.
2. Rewrite the sentences after replacing the given word with the underline word in the first sentence.

Example:

- My father has always liked football. Interested
 - My father has always been interested in football.
1. This passport can be used in many countries. Valid
This _____.
 2. Are you and Ahmad related? Relative
Is _____?
 3. Pay no attention to what she says. Notice
Take _____.
 4. He was seventy-six when he died. Age
He _____.
 5. A car crashed into a bus this morning. Collided
A car _____.
 6. We have run out of the items you want. Stock.
The items _____.
 7. My boss seems to enjoy humiliating people. Pleasure
My boss _____.
 8. If you want to understand Yeat's poetry, you need to study Irish history. Key
Irish history _____.
 9. I don't usually speak to strange men. Habit
I _____.
 10. All my friends have left me. Deserted
I _____.

Writing

a) Write the objective summary of the poem "Harvest Hymn"

b) Paraphrase this poem line wise.

Teacher's Notes :

- Encourage students to demonstrate attentive listening skills while working in a whole class setting and taking turns to speak with standard pronunciation.
- Ask them to read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts.
- Help them to analyse organisational patterns in a text:
 - a. list/ sequence of ideas/ events comparison-contrast
 - b. cause-effect
 - c. problem-solution
 - d. reasons/ assumptions-conclusion
- Motivate them to verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- Ask them to identify and use compound prepositions and prepositional phrases in writing
- Ask them to use paraphrasing skills to paraphrase a poem.
- Help them to use summary skills to write an objective summary of the given text and poems.