

- ...ness, is the cause of most of his trouble.
6. rather than be involved in clandestine meetings, they did everything quite openly.
7. Ecclesiastics, such as priests, ministers, and pastors, should set models of behavior for their congregants.
8. The girl was churlish – rude, sullen and absolutely ill-mannered.
9. Because the conflagration was aided by wind, it was so destructive that every building in the area was completely burned to the ground.
10. My opponent's argument is fallacious, misleading – plain wrong.
11. Although some men are loquacious, others hardly talk at all.
12. The patient is so somnolent that she requires medication to help her stay awake for more than a short time.
13. Celestial bodies, such as the sun, moon, and stars, are governed by predictable laws.

Teacher's Guideline

Explain to student different types of contextual clues and their application for deducing the meaning of unfamiliar words.

Solitary Reaper

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

- 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.
- Analyze how a writer/ poet uses language to
 - appeal to the senses through use of figurative language including similes, metaphors and imagery.
- Set tone.
 - influence reader for various purposes e.g. propaganda, irony, parody and satire. Analyze their effect on communication.
- Use pre-reading strategies to predict the content of a text from topic / picture, title / headings, key words and visuals etc. by using prior knowledge, asking questions and contextual clues.
- Skim text to
 - have general idea of the text.
 - infer theme/ main idea.
- Apply critical thinking to interact with text, use intensive reading strategies (while-reading) to
 - scan to answer short questions
- Write an introductory paragraph with a clear central thought.
- Use pronunciation key to pronounce words with developing accuracy.
- Deduce the meaning of unfamiliar words from the context using contextual clues.

Solitary Reaper

Behold her, single in the field,
Yon solitary Highland Lass!
Reaping and singing by herself;
Stop here, or gently pass!
Alone she cuts and binds the grain,
And sings a melancholy strain;
O listen! for the Vale profound
Is overflowing with the sound.
No Nightingale did ever chaunt
More welcome notes to weary bands
Of travellers in some shady haunt,
Among Arabian sands:
A voice so thrilling ne'er was heard
In spring-time from the Cuckoo-bird,
Breaking the silence of the seas
Among the farthest Hebrides.

Will no one tell me what she sings?—
Perhaps the plaintive numbers flow
For old, unhappy, far-off things,
And battles long ago:
Or is it some more humble lay,
Familiar matter of to-day?
Some natural sorrow, loss, or pain,
That has been, and may be again?

Whate'er the theme, the Maiden sang
As if her song could have no ending;
I saw her singing at her work,
And o'er the sickle bending;—
I listened, motionless and still;
And, as I mounted up the hill,
The music in my heart I bore,
Long after it was heard no more.

NOT FOR SALE

About the poet

William Wordsworth (April 7, 1770—April 23, 1850) was an English poet. He was born in Cockermouth, Cumberland, located in the Lake District of England. He was one of the founders of Romanticism in English poetry. He is best known for his "Lyrical Ballads" — his joint publication with Samuel Taylor Coleridge — and "The Prelude" which is a Romantic epic poem. In 1843, Wordsworth became 'the poet laureate' upon the insistence of the then prime Minister Robert Peel.



Glossary

Word	Meaning
behold (v)	See
chaunt (v)	Sing
hebrides (n)	the islands off the west coast of Scotland.
highland (n)	belonging to the mountainous areas of western and northern Scotland
lass (n)	Girl
lay (n)	Song
numbers (n)	lines of verse of music. The word is rarely used in this sense today.
profound (adj.)	deep
single (adj.)	alone, by herself.
strain (n)	Melody
the vale (n)	valley
yon (adv.)	That

Reading Comprehension

1. What is the theme of the poem "The Solitary Reaper"?
2. How does Wordsworth describe the song of the solitary reaper?

3. What are the poet's feelings about the song as expressed in the second stanza of the poem "The Solitary Reaper"?
4. Describe in your own words the visual images depicted in the first stanza of the poem "The Solitary Reaper".
5. Give the examples of alliteration from "The Solitary Reaper".
6. As you read the third stanza of "The Solitary Reaper" what pictures of the situation do you make in your mind?
7. Explain the last stanza of the poem "The Solitary Reaper" in your own words.
8. What is the dominant theme of the poem "The Solitary Reaper"?

Writing Suggestions

Understanding the poem and its language

Poetic language (also called poetic devices) are the tools of sound or meaning that a poet can use to make the poem more surprising, vivid, complex, or interesting. Examples of these tools include alliteration, onomatopoeia, imagery, metaphors, similes, and allusion.

Poets don't include poetic language because they want to make their poem sound complicated or hard to understand. Instead, they use these tools to help you wake up, pay attention, and look at the world in new ways.

Use the following chart to record your statement of the meaning of the poem and your observations about the technique of the poem. Each column in the chart deals with one poetic techniques.

Stanza type	Speaker	Sound	Imagery	Figurative language
Stanza:	Human:	Rhyme:	Sight (Visual):	Similes:
Couplets	The Poet			
Tercets	Man/Woman	Rhythm:	Hearing (Aural):	
Quatrains	Mother/Father			
Quintets	Young/Old	Alliteration:	Smell (olfactory):	Implied metaphors:
Sestets	Boy/Girl			
Octave	Son/Doughter	Consonance:	Taste: (Gustatory)	Other Devices:

NOT FOR SALE

Strophes:	Nnon-human:			
	Animal	Assonance:	Touch (Tactile):	
	Wild			
	Domestic	Onomatopoeia:		
	Plants			

Activity

Keeping in view the above chart, write a paragraph on the poet use of language in the poem "The Solitary Reaper" by highlighting various techniques used by the poet.

Oral Communication

Divide the class into two groups. One group may be asked to speak in favour of the rural life and the other to speak in favour of the urban life.

Vocabulary and Grammar

- A. How are the following phonetic transcription of the words spelled correctly? Write down in the given blanks.

Animals		Character	
Phonetic Transcription	Spelling	Phonetic Transcription	Spelling
/ˈtaɪgə/		/ˈstɔːrɪəs/	
/ˈræbɪ/		/ˈkeəfʊl/	
/ˈhæmstə/		/kənˈfjuːzd/	
/ˈbiːtl/		/ˈdʒenərəs/	
/guːs/		/dɪˈtɜːmɪnd/	
/kaʊ/		/streɪndʒ/	
/ˈmʌŋki/		/breɪv/	
/maʊs/		/ˈdʒentl/	
/ʃiːp/		/ˈvɒnɪst/	
/ˈspaɪdə/		/ˈkjuərəs/	