

The Toys

NOT FOR SALE

Coventry Patmore

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.
- 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.
 - explore causes and consequences of a problem or an issue and propose various solutions.
- Analyze how a writer/ poet uses language to
 - appeal to the senses through use of figurative language including similes, metaphors and imagery.
- Use various reference sources to refine vocabulary for interpersonal, academic and workplace situation including figurative, idiomatic and technical vocabulary.
- Explore the use of synonyms with varying shades of meaning used for various communicative purposes.
- Identify, analyze and construct conditional sentences.

NOT FOR SALE

The Toys

My little Son, who look'd from thoughtful eyes
 And moved and spoke in quiet grown-up wise,
 Having my law the seventh time disobey'd,
 I struck him, and dismiss'd
 With hard words and unkind's'd,
 His Mother, who was patient, being dead.
 Then, fearing lest his grief should hinder sleep,
 I visited his bed,
 But found him slumbering deep,
 With darken'd eyelids, and their lashes yet
 From his late sobbing wet.
 And I, with moan,
 Kissing away his tears, left others of my own;
 For, on a table drawn beside his head,
 He had put, within his reach,
 A box of counters and a red-vein'd stone,
 A piece of glass abraded by the beach
 And six or seven shells,
 A bottle with bluebells
 And two French copper coins, ranged there with careful art,
 To comfort his sad heart.
 So when that night I pray'd
 To God, I wept, and said:
 Ah, when at last we lie with tranced breath,
 Not vexing Thee in death,
 And Thou rememberest of what toys
 We made our joys,
 How weakly understood
 Thy great commanded good,
 Then, fatherly not less
 Than I whom Thou hast moulded from the clay,
 Thou'lt leave Thy wrath, and say,
 "I will be sorry for their childishness."

About the Poet

Coventry Patmore (23 July 1823 – 26 November 1896) was an English Victorian poet and critic best known for his narrative poem about the Victorian ideal of a happy marriage 'the Angel in the house.' Patmore was employed in the British museum upon the publication of his first book of poems in 1844. After the death of his first wife, the grief of loss became in great measure, his later theme. Like many Victorians, Coventry Patmore was a deeply religious man who readily and sincerely associated the ordinary happenings of everyday life with his religious beliefs. This poem is an example of it.



Glossary

Word	Meaning
abraded(v)	rubbed and worn
bluebells(n)	a kind of wild flower with a cluster of small bell-shaped blue flowers growing on a long stem.
drawn(v)	pulled
late (adj.)	recent
ranged(v)	set out regularly
tranced breath	the almost extinct breath in the unconsciousness before death.
wise(adj.)	manner
wrath(n)	fierce anger

Reading Comprehension

1. What is the theme of the poem 'The Toys'?
2. The story behind the poem "The Toys" is a homely one. Narrate the story in your own words.
3. What verse style has been adopted by the poet in the poem, 'The toys'?
4. Does this style suit the mood of the poem and how?
5. What is the symbolic significance of the word "Toys" in light of the poem 'The Toys'?

6. How does the poet relate his own action to the mercy of God?
7. What is the tone of the poem "The Toys"? Do you think it is in conformity with the theme of the poem? How?
8. What feelings does the poem "The Toys" evoke in you?

Writing Suggestions

Paraphrase the following lines:

"Then, fatherly not less
Than I whom Thou hast moulded from the clay,
Thou'lt leave Thy wrath and say,
'I will be sorry for their childishness'."

Oral Communication

Give oral recount in front of class of your experience, feelings emotions if you had been treated by one of your parents the same way as narrated in poem 'Toys'.

Vocabulary and Grammar

- A. Fill in the following blanks with appropriate words related to weather given in the list below.

hazy	stormy	showery	rainy	damp
dull	dry	drizzly	foggy	breezy
cloudy	clear	snowy	bright	wet

1. It's very _____ today. I think it's a northern wind.
2. They got married on a _____, sunny day in June.
3. Wait till the weather is _____ to take a bike ride.
4. Some people prefer to hike when it's _____ rather than when it's sunny.
5. I hate _____, cold days when I can't warm up.
6. The weather is rather _____ today. You should take a rain jacket.
7. Next week will be hot and _____.
8. The weather is _____ this week. I wish it would rain.

9. The _____ bay can be dangerous if you aren't careful.
10. It's so _____ today that I can't see any of the mountains.
11. The weather in Murree is often _____.
12. Spring weather often features _____ days followed by a few days of sunshine.
13. If you are a skier, you'll be happy to know that it will be _____ next week.
14. The _____ weather put him into a foul mood.
15. Winter is usually very _____ in the North.

B. 'Shades of meanings' is a phrase used to describe the small differences in meaning between similar words.

i. Match words with same shade of meanings in the following table.

Light	Medium	strong
Big	shout	bellow
Misting	throw	enormous
Nibble	frightened	gobble
Scared	eat	pouring
Toss	sprinkling	slam
Yell	large	terrified

ii. Fill in the blank in each sentence with a word that has a stronger meaning from the words given in the parenthesis.

1. She _____, "Don't answer the phone." (said, scream)
2. Carl liked to stay inside during the _____ weather. (cold, freezing)
3. The man was _____ about the long line at the store. (angry, furious)
4. When she woke up, it was _____. (raining, pouring)
5. The _____ dog growled at the postman. (large, gigantic)

iii. Fill in the blank in each sentence with a word that has a weaker meaning from the words given in the parenthesis.

1. She _____, "Don't answer the phone." (said, whispered)

2. Carl liked to stay inside during the _____ weather. (cold, cool)
3. The man was _____ about the long line at the store. (angry, cross)
4. When she woke up, it was _____. (raining, sprinkling)
5. The _____ dog growled at the postman. (big, large)

C. Put the verb into the correct first conditional form

1. If I _____ (go) out tonight, I _____ (go) to the cinema.
2. If you _____ (get) back late, I _____ (be) angry.
3. If we _____ (not / see) each other tomorrow, we _____ (see) each other next week.
4. If he _____ (come), I _____ (be) surprised.
5. If we _____ (wait) here, we _____ (be) late.
6. If we _____ (go) on holiday this summer, we _____ (go) to Spain.
7. If the weather _____ (not / improve), we _____ (not / have) a picnic.
8. If I _____ (not / go) to bed early, I _____ (be) tired tomorrow.
9. If we _____ (eat) all this cake, we _____ (feel) sick.
10. If you _____ (not / want) to go out, I _____ (cook) dinner at home.
11. I _____ (come) early if you _____ (want).
12. They _____ (go) to the party if they _____ (be) invited.
13. She _____ (stay) in London if she _____ (get) a job.