

# SECTION TWO

## 2.1 Cherry Tree

### ICE BREAKERS

- **Trees are revered because :**
  - (a) They give us joy.
  - (b) .....
  - (c) .....
  - (d) .....
  - (e) .....
- **Column A shows your involvement in growing a tree, as well as the stages in the life of a tree. Column B shows the feelings you experience at all the stages. Match them appropriately.**

A	B
1. You planted a sapling.	a. Gave you a feeling of joy to see the promising future.
2. You watered the plant.	b. The new experience brought excitement to you.
3. You saw the shoot for the first time.	c. You were happy and satisfied because you experienced what you had often heard, that small beginnings can lead to great achievements.
4. You fenced the plant.	d. The colour, symbolizing life, gave you a feeling of hope.
5. The plant gradually saw lush green leaves grow on it.	e. You wanted to make a humble beginning.
6. The tree had buds too.	f. Your motive was to protect it.
7. Birds made a nest on the tree which was fully grown and laden with flowers.	g. You cared for it.

**Ruskin Bond** : Born in Kasauli, Himachal Pradesh, in 1934, Ruskin Bond has written hundreds of short stories, essays, novellas and more than thirty books for children. His first novel, 'The Room on the Roof', written when he was seventeen received the John Llewellyn Rhys Memorial Prize in 1957. He has also published two volumes of autobiography, 'Scenes from a Writer's Life' and 'The Lamp is Lit', a collection of essays and episodes from his journal. In 1992 he received the Sahitya Akademi Award for English writing in India. He was awarded the Padmashri in 1999. Ruskin Bond lives with his adopted family in Mussoorie, Uttarakhand.



The poem, "Cherry Tree" is about the poet's ecstasy over a tree which he planted which took eight years to grow. He is expressing his wonder at the ways of Nature and how the cherry blossoms are fragile and quick to fall. The tree gives him immense joy as he can see the stars and the blue sky through dappled green trees.

The thought which prompted the poet to plant the cherry seed 1. .... 2. .... 3. .... 4. .... were a threat.

**State whether the following statements are true or false:**

1. They destroyed the Cherry tree.
2. The Cherry tree had an instinct to survive.

**scythe** : a tool with a long curved blade at right angle to a long handle used to cut long grass and grain.

**blight** : causing damage

**shrivelled** : dried

The blossoms are fragile ..... (True/ false)

**thrust** : push with force

**fierce** : aggressive (here)

## Cherry Tree

Eight years have passed  
 Since I placed my cherry seed in the grass.  
 "Must have a tree of my own," I said,  
 And watered it once and went to bed  
 And forgot; but cherries have a way of growing,  
 Though no one's caring very much or knowing.  
 And suddenly that summer near the end of May,  
 I found a tree had come to stay.  
 It was very small, five months child,  
 Lost in the tall grass running wild.  
 Goats ate the leaves, the grass cutter **scythe**  
 Split it apart and a monsoon **blight**  
**Shrivelled** the slender stem..... Even so,  
 Next spring I watched three new shoots grow,  
 The young tree struggle, upward **thrust**  
 Its arms in a fresh **fierce** lust

For light and air and sun.  
I could only wait, as one  
Who watched, wandering, while Time and the rain  
Made a miracle from green growing pain.....  
I went away next year-  
Spent a season in Kashmir-  
Came back thinner, rather poor,  
But richer by a cherry tree at my door.  
Six feet high my own dark cherry,  
And I could scarcely believe it-a berry.  
Ripened and jeweled in the sun,  
Hung from a branch-just one!  
And next year there were **blossoms** small  
Pink, fragile, quick to fall  
At the merest breath, the sleepest breeze. ....

I lay on the grass, at ease,  
Looking up through leaves at the blue  
Blind sky, at the finches as they flew  
And flitted through the **dappled** green.  
While bees in an **ecstasy** drank  
Of **nectar** from each bloom and the sun sank  
Swiftly, and the stars turned in the sky,  
And moon-moths and singing crickets and I  
Yes, I! — praised Night and Stars and tree:  
That small, the cherry, grown by me.

- *Ruskin Bond*

*The poet felt richer  
because .....*

**blossoms** : flowers that  
bloom on trees.

**dappled** : having dark or  
light patches.

**ecstasy** : feeling of great  
happiness

**nectar** : sweet liquid  
produced by flowers.

*The beneficiaries of  
the cherry tree are  
.....*

## BRAINSTORMING

- (A1) (i) **Find proof from the poem for the following.**
- (a) The poet has mentioned different seasons.
  - (b) The poet's minute observations of the steady growth of the cherry tree.
  - (c) The colour imagery in the poem.
  - (d) The struggle of the cherry tree for survival.
- (ii) **State whether the following statements are True or False. Correct the false statements by finding evidence from the poem to support your remark.**
- (a) The cherry tree did not take long to grow.
  - (b) Birds and insects were benefitted from the tree.
  - (c) The poet was exalted at the sight of the cherry tree.
  - (d) The poem has an underlying message about the importance of trees.
  - (e) The poet repents planting the cherry tree.
- (A2) (i) **Discuss in groups, reasons/consequences/effects:**
- (a) The life of the cherry tree was threatened.
  - (b) The cherry blossomed.
- (ii) **A small thought, put in action, led to a great achievement. Pick out the lines from the beginning and end of the poem and explain their significance.**
- (A3) **The cherry tree has inspired the poet to compose the poem. Such poems, describing Nature or aspects of Nature are called 'Nature poems'. Find out some expressions from the poem that bring out the elements of beauty of Nature.**
- (A4) (i) **Read the line.**
- Pink, fragile, quick to fall
- Notice the arrangement of the words in the line:
- They move from healthy to delicate**
- This figure of speech is called **Climax** where successive words, phrases, sentences are arranged in ascending order of importance. Here, the cherry blossom turns pink, ripens and is ready to be picked.
- (ii) **Find out examples from the poem.**
- Alliteration :
- Antithesis :
- Personification :

**(A5) (i) Cherry tree is a narrative poem. Features that make it a narrative poem are given below. Justify them with proper examples.**

- (a) The poem has a beginning, a middle and an end.
- (b) Different places are mentioned.
- (c) Characters are referred to.
- (d) Incidents are arranged in sequence.
- (e) There is a dialogue between the poet and the reader or the characters of the poem.
- (f) It is a time-bound poem.

**(ii) Compose 8 to 10 lines. Narrate any incident in your life without using any rhyming pattern.**

**(iii) Write an appreciation of the poem considering the following points :**

- About the poem, poet and title.

.....  
.....

- Theme/summary/gist of the poem.

.....  
.....

- Poetic style/language, poetic devices used in the poem.

.....  
.....

- Special features/novelties/focusing elements.

.....  
.....

- Message/values/morals in the poem.

.....  
.....

- Your opinion about the poem.

.....  
.....

**(iv) Write a summary of the poem using the following points.**

- Title

.....

- Introductory paragraph (about the poem, type, Nature, tone)

.....

.....

- Main body (central idea, gist of the poem)

.....

.....

- Conclusion (opinion, views, appeal)

.....

.....

**(A6) (i) Write the poem 'Cherry Tree' in the form of a story.**

**(ii) Write in 100 words what the cherry tree in the poem symbolises.**

**(iii) You have studied the lesson 'The Call of the Soil' from prose 1.3. Compare 'Cherry Tree' with 'The Call of the Soil' and find out the element of joy of nurturing for the author and the poet.**

**(A7) Project:**

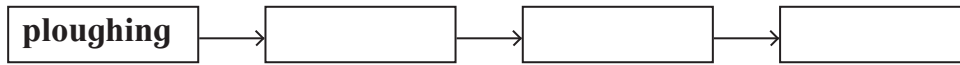
**Refer to the library and collect at least five poems of any Nature poet. Write the poems along with their summary.**

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## 2.2 The Sower

### ICE BREAKERS

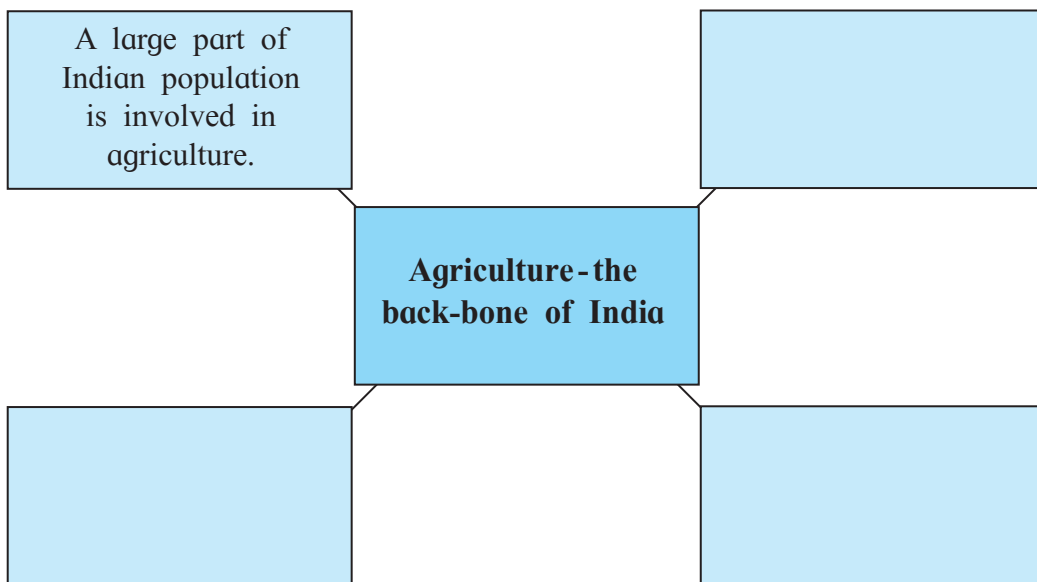
- (i) Make a list of words related to agriculture.
- (ii) Discuss the activities carried out by a farmer.



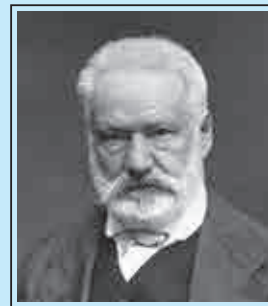
- (i) In our country engineering, teaching and medical fields are much sought after. Other professions, occupations though they make a significant contribution to the society, do not get their due.

- |                         |                                     |
|-------------------------|-------------------------------------|
| (a) Farmer              | highly unpredictable economic gains |
| (b) Conservancy workers | .....                               |
| (c) .....               | .....                               |
| (d) .....               | .....                               |
| (e) .....               | .....                               |

- (ii) 'Agriculture is the backbone of the Indian economy'. Fill in the boxes supporting this statement. Complete the following web diagram.



**Victor Hugo:** Poet, novelist and dramatist of the 19th century was the most important of the French Romantic writers. Though regarded in France as one of the country's greatest poets, he is better known for novels as "Notre-Dame de Paris"(1831) and "Les Miserables" (1862).



**Torulata Dutt:** A Bengali poet, also known as Toru, wrote in English and French, was born on 4<sup>th</sup> March 1856 in Kolkata. She is considered to be 'The first Indian poetess' to write verses in English and French. She translated dozens of poems and completed a novel before her death at the age of 21. Her poems such as 'Seeta', 'Lotus' and 'Our Casuarina Tree' are well-loved.



'The Sower' is a translation of Victor Hugo's poem, Saison des Semailles: Le Soir. It is translated by Toru Dutt from French to English. 'The Sower' is a poem about a farmer who is sowing seeds. He has seen many bad harvests in his life. However he is so optimistic of having a good harvest every time he tosses grain.

**porchway** - a veranda or a covered shelter in front of a building

**Twilight hastens on to rule.**

Explain in your own words.

**well-nigh** - almost but not completely or exactly, just about

**sower** - The person who implants the seed

**lingers** - hangs around, remains

**silhouette** - shape, outline of someone against a brighter background

**furrows-** line, trench, channel.

The word 'Marches' suggests...

**muse** - rest in thought, reflect

**stride** - to walk with long steps

**august** - noble, dignified, impressive

## The Sower

Sitting in a **porchway** cool,  
Sunlight, I see, dying fast,  
Twilight **hastens** on to rule.  
Working hours have **well-nigh** past.  
Shadows run across the lands:  
But a **sower lingers** still,  
Old, in rags, he patient stands.  
Looking on, I feel a thrill.  
Black and high, his **silhouette**  
Dominates the **furrows** deep!  
Now to sow the task is set.  
Soon shall come a time to reap.  
Marches he along the plain  
To and fro, and scatters wide  
From his hands the precious grain;  
**Muse** I, as I see him **stride**.  
Darkness deepens. Fades the light.  
Now his gestures to mine eyes  
Are **august**; and strange; his height  
Seems to touch the starry skies.

- Toru Dutt



## BRAINSTORMING

- (A1) There are a number of challenges a farmer in India faces. Discuss with your friend, how it is possible to improve the condition of farmers.

Sr.No.	Challenges	Solutions
1.	Water Scarcity	Rain Water Harvesting
2.	Credit and In-debtedness	
3.	Land Issues	
4.	Climatic changes	
5.	Social Groups	
6.	Lack of advanced technology	
7.	Diversification	
8.	Market Risks	

- (A2) The poet has observed the sower closely. Express in your own words the reverence the poet has for the sower.

- (A3) The poet is prompted to call the sower an 'august personality' which means one who has reached the highest position in his work place.

Explain this using the following points.

- Hard work
- Perseverance
- Dedication

- (A4) (i) Pick out the examples of alliteration from the poem and write them down.

- (ii) 'Seems to touch the starry skies'. The poet has used word imagery. Describe the idea and pick out other similar examples from the poem.

- (A5) (i) Write an appreciation of the poem considering the following points:

- About the poem/poet/title.
- Theme
- Poetic devices, language, style
- Special features/novelties/focussing elements
- Values, message
- Your opinion about the poem

- (ii) Write a summary of the poem using the following points:

- Title
- Introductory paragraph (about the poem, type, nature, tone)

- Main body (central idea, gist of the poem)
- Conclusion (opinion, views, appeal)

**(iii) Compose a poem on a farmer in 4 to 6 lines in continuation of the following.**

He sweats .....

He does not fret .....

He sows .....

To the soil he bows .....

**(A6) Imagine that you are a farmer from a drought prone area. Write a letter to a newspaper editor, discuss the problems and suggest possible solutions.**

**(A7) Agricultural is the principal occupation in Maharashtra that has many career opportunities.**

- |                                 |                                      |
|---------------------------------|--------------------------------------|
| (a) Agriculture Correspondent   | (b) Marketing Communications Manager |
| (c) Agricultural Policy Analyst | (d) Farm Management                  |
| (e) Soil Conservationist        | (f) Scientist- Krishi Vigyan Kendra  |
| (g) Machine Design Engineer     | (h) Zoologist                        |
| (i) Veterinarian                | (j) Food Microbiologist              |
| (k) Horticulturist              | (l) Agricultural Economics           |

**Write in brief about the various career opportunities given above. You can collect the information from the following universities.**

1. Indian Institute of Technology, Kharagpur.
2. Mahatma Phule Krishi Vidyapeeth, Pune.
3. Dr. Panjabrao Deshmukh Krishi Vidyapeeth, Akola.

**(A8) Project:**

**Visit your college library or through web quest collect information on ‘Green Revolution’ and ‘White Revolution’ in our country.**

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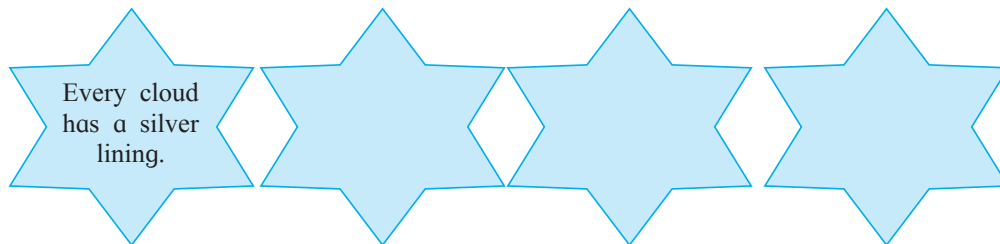
## 2.3 There is Another Sky

### ICE BREAKERS

- (i) Life is an amalgam of happy and sad moments. Think of such moments in your life, pair with your classmate and share both the aspects of life.

Happy Moments	Sad Moments
1. Winning the first prize in a competition	Losing your mobile, bicycle or wallet
2.	
3.	

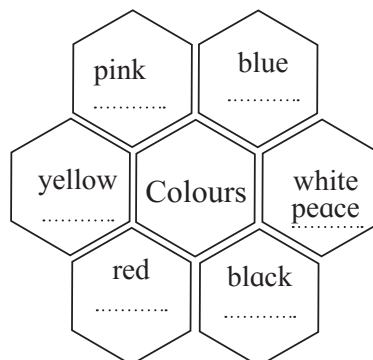
- (ii) Discuss with your partner and find proverbs, idioms or phrases of similar meaning to the one given and fill them in the stars given below:



- (i) When we look at the sky, we find several objects. They stand for something or the other. Complete the following table by finding the significance of the given objects. One example is given to you.

Celestial Bodies	Association
The Sun	Power, Heat, Energy, Commitment etc.
The Moon	
The Rainbow	
The Stars	

- (ii) Colours mentioned in the hexagons given below, are associated with something or the other. Discuss with your partner and fill in the blanks.



**Emily Dickinson** (1830-1886) is an American poet of the nineteenth century. She lived a lonely life. Most of her poems are motivational and philosophical. They are unique to her era and are characterised by simple and short lines. She often used slant rhymes and unconventional capitalization and punctuation. Her poems are the psalms and hymns of life in all its shades.



'There is Another Sky' is an inspirational poem with a message of 'never say-die'. It is a Petrarchan sonnet with octave and sestet. The poet is communicating to her brother through a letter. She encourages her brother not to get depressed under any circumstances and pleads with him to return home. Life is full of challenges; one can tackle the challenges with a positive attitude. The poem ends on an optimistic note. **The brighter garden** stands for choices that life offers to all.

**serene:** peaceful, calm

The poet says '**another sky**'. Guess the meaning.

The poet is addressing the poem to .....

**Austin:** Emily's younger brother

**frost:** When temperature is below 0°C a thin layer of ice forms on the ground and other surfaces.

**unfading:** bright, colourful

**Prithee:** nick name of her brother, Austin

The poet depicts a different **garden**. Discuss about it with your partner.

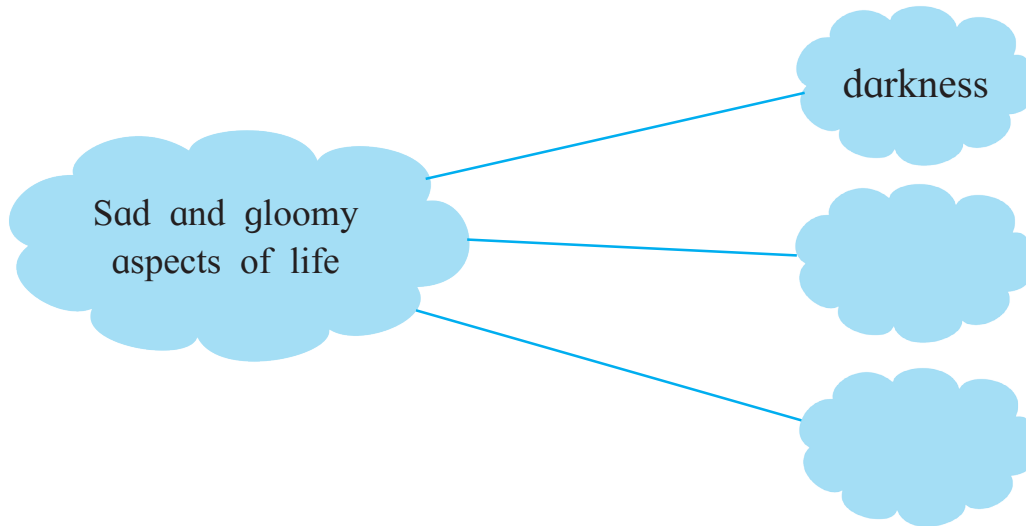
## There is Another Sky

There is another sky,  
Ever **serene** and fair,  
And there is another sunshine,  
Though it be darkness there;  
Never mind faded forests, **Austin**,  
Never mind silent fields—  
Here is a little forest,  
Whose leaf is ever green;  
  
Here is a brighter garden,  
Where not a **frost** has been;  
In its **unfading** flowers  
I hear the bright bee hum:  
**Prithee**, my brother,  
Into my garden come!

—Emily Dickinson

## BRAINSTORMING

- (A1) (i) Imagine your younger sister is not paying attention to her studies and is seen wasting time playing games on her cell-phone. Suggest some ways that will help her to concentrate on her studies and overcome her bad habit.
- (ii) You have noticed that many of your classmates are not interested in outdoor games or participating in co-curricular activities. Discuss some ways in which they will be encouraged to participate in activities.
- (A2) (i) Discuss with your partner and complete the web, highlighting the sad and gloomy aspects of life mentioned in the first part of the poem.



- (ii) The poet encourages her brother in the second part of the poem by telling him about the brighter side of life. Discuss with your partner and make a list of the expressions in the poem that mean encouragement.
- (a) Brighter garden
- (b) .....
- (c) .....
- (iii) The poet has described two different shades of human feelings by using imagery of various forces of Nature in the poem. Pick out the terms or phrases that describe them. Complete the table given below. One is done for you.

Nature	Feelings
Faded forests	Sad/gloomy

- (iv) The poem expresses feelings of serenity. Pick out expressions from the above poem that express the same.
- (v) Compare and contrast the two opposing human feelings as expressed by the poet.

(A3) ‘Never mind faded forests, Austin’. The word ‘faded’ means to become dim or faint. The word describes the forests that have become faint or dim in appearance. Now go through the poem again and complete the table.

Describing word	Object	Explanation
1. faded	forests	The forests have become faint or dim in appearance.
2. silent		
3. unfading		
4. bright		

(A4) ‘I hear the bright bee hum.’ The poet has used the word ‘hum’ that indicates the sound made by the bee. This is an example of Onomatopoeia. The poet has used different figures of speech like alliteration, inversion and hyperbole in the poem. Identify them and pick out the lines accordingly.

- (a) Hyperbole - .....
- (b) Alliteration - .....
- (c) Inversion - .....

(A5) Imagine your friend is a table tennis champion who has won the semi-final in the inter-collegiate championship. Due to over confidence, she neither practises nor does she take her opponent seriously. This may result in her losing the final. Suggest some ways to make her aware of the importance of hard work and regular practice.

(A6) (i) Use the following points and write an appreciation of the poem:

- About the poem, poet and title
- Theme
- Poetic style, language, poetic devices used in the poem
- Special features
- Message/values/morals in the poem
- Your opinion about the poem

(ii) Write a summary of the poem with the help of the points given below:

- Title
- Introductory paragraph (about the poem/ type/nature/ tone)
- Main body (central idea/gist of the poem)
- Conclusion/ opinions/views/appeal

(iii) Let's compose a poem. Two lines are given. Add two of your own.

There is another sky,  
Ever serene and fair

.....

.....

.....

.....

.....

.....

(iv) Given below is a poem 'Blue Sky' by Mark Hastings. Imagine a poem of a similar kind by replacing the word blue. You can add any colour or object of your choice and write a poem of four lines.



For example replace 'blue' with

- (a) Starry sky above me.....
- (b) Cloudy sky above me.....

(A7) Write a letter to your younger sibling making her aware of various man-made and natural disasters and encourage her to join all the programmes, campaigns, drives etc. in school or in your locality.

(A8) The poem describes the beauty of Nature. Make a list of careers that are related to Nature, environment and forest. One is done for you.

(a) Forest Department - (Forest officer, Ranger etc.)

(b) .....

(c) .....

(d) .....

(e) .....

(A9) Project:

'The Road Not Taken' (Robert Frost), 'O Captain My Captain' (Walt Whitman) etc. are inspirational poems. Search these poems on the internet and write down your opinion about the poems in your notebook.

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## 2.4 Upon Westminster Bridge

### ICE BREAKERS

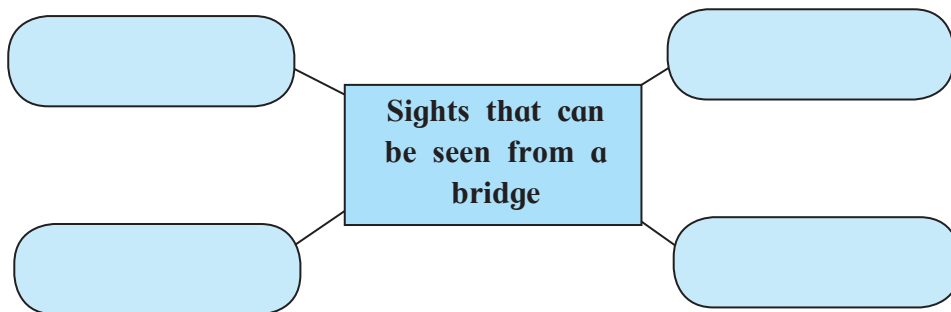
- (i) A bridge connects people at either sides of a river or valleys in cities or villages. Discuss with your partner the importance of a bridge to both—the cities and the villages and complete the table.

Cities	Villages

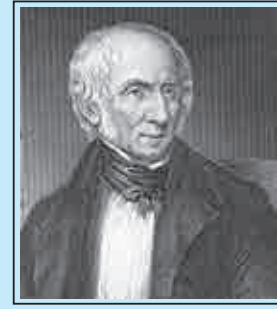
- (ii) Building a bridge needs careful planning. Think about what goes on before the actual construction begins.

- Proper planning
- .....
- .....
- .....
- .....

- You might have visited a bridge. Complete the web describing the sights you could see from the bridge.



**William Wordsworth** born on April 7, 1770, was a major English Romantic poet who was an honoured 'Poet Laureate' of the United Kingdom in the court of Queen Victoria, from 1843 until his death on 23 April 1850. He is a leading English Nature poet. His collection of poetry 'Lyrical Ballads' is considered as the central work of Romantic Literary theory. The Poem 'Upon Westminster Bridge' is one of the best examples of his romantic poems.



'Upon Westminster Bridge' is a Petrarchan Sonnet in which William Wordsworth describes the beauty of the Bridge as seen at dawn from the Westminster Bridge, London. The then world had to still experience the industrial revolution. The poet was enthralled by the panoramic landscape, beauty, calm and quiet nature before him. This poem was first published in the 'Collection of Poems' in two Volumes in 1807.

## Upon Westminster Bridge

archaic word :  
**doth** - does

*The garment is compared  
with.....*

*The morning looks  
beautiful because .....*

*Guess the meaning of  
'glideth'.*

*Guess what is referred to as  
the 'Mighty heart'.*

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!

—William Wordsworth

## BRAINSTORMING

(A1) For preparing questions based on the poem, overall understanding of the poem is a must. Discuss with your partner and prepare a set of five questions.

For example:

- a. What is the name of the bridge?
- b. ....
- c. ....
- d. ....
- e. ....
- f. ....

(A2) (i) Choose the correct alternative for the given lines. Focus on the inference of the poet.

(a) 'Earth has not anything to show more fair:'

The line means-

- (1) The poet thinks that the place was not so good.
- (2) The poet thinks that there is another place which is more beautiful than this.
- (3) The poet thinks that there is no place on the earth which is as beautiful as this one.

(b) 'Dull would he be of soul who could pass by'

The line means-

- (1) One can walk over the bridge and ignore the surrounding beauty.
- (2) One can halt at the place to enjoy the beauty.
- (3) Anyone with an appreciative mind would not be able to ignore the beauty.

(ii) 'Earth has not anything to show more fair.'

This line expresses the poet's feelings. The sight he saw from the bridge is beautiful. There are a few more lines similar to the above. With the help of your partner find them and discuss what they express.

(iii) The poem creates a delightful picture of the city, rich in its natural beauty. Work in pairs, groups and pick out the lines from the poem which give the pictorial effect to the poem. Write it in your own words.

- (A3) Find out the words and phrases which describe the following. One is done for you.

sight	touching in its majesty
air	
river	
house	
morning	
sun	

- (A4) Read the line :

(i) 'The city now, doth, like a garment wear'. The poet imagines that the city is wearing a beautiful garment. Hence, the figure of speech is personification. Find out more examples of personification from the poem.

(ii) 'Dull would he be of soul who could pass by.'

This line of the poem can be rewritten as:

'He would be of dull soul.'

The figure of speech is known as 'Inversion'.

Find out one more example of Inversion from the poem.

(iii) The poem is a Petrarchan Sonnet. The poem is divided into two parts-

(a) An Octave

The first part comprising eight lines.

(b) A sestet

The second part comprising six lines.

Read the first four lines of the poem. The rhyme scheme is a b b a. Read the rhyme scheme for next four lines. It is a b b a. Now read the first three lines of the sestet and note the rhyme scheme. It is c d c. The rhyme scheme of the last three lines is d c d. This is the common design of a Petrarchan Sonnet.

**This is a Petrarchan Sonnet. Complete the given table by giving examples from the poem.**

<b>Features</b>	<b>Examples / Lines</b>
Objects used	
Praise/blames	
Metaphor	
Simile	
Personification	
Number of lines	
Rhyme scheme	

**(iv) The pride of any city is its skyline.**

**Write 5 lines about the place where you reside and what makes you feel proud about it.**

.....

.....

.....

.....

.....

**(A5) (i) There is a common belief that cities have always flourished only after human intrusion over nature. Write a speech expressing your opinion about it.**

**(ii) Compose a poem on an imaginary village. Try to maintain the rhyme scheme in the poem. You may begin like this....**

Settled on the bank of a river  
 Like a queen.  
 Is my beautiful village  
 Full of bushes green.

**(iii) Write an appreciation of the sonnet. Refer to the earlier poems for the points to be covered for appreciation.**

- (iv) Write a summary of the sonnet. Refer to the earlier poems for the points to be covered for writing the summary.
- (v) While building a bridge, a group of people come together. They are architects, designers, engineers, officers, masons, politicians, building material suppliers, carpenters, etc. Write about the qualifications of these people. Choose any career from the list above and complete the table.

Your choice of career/ careers	Skill/Qualifications

**(A6) Project:**

Given below are a few famous bridges in India. Find out more information about them and write in your notebook.

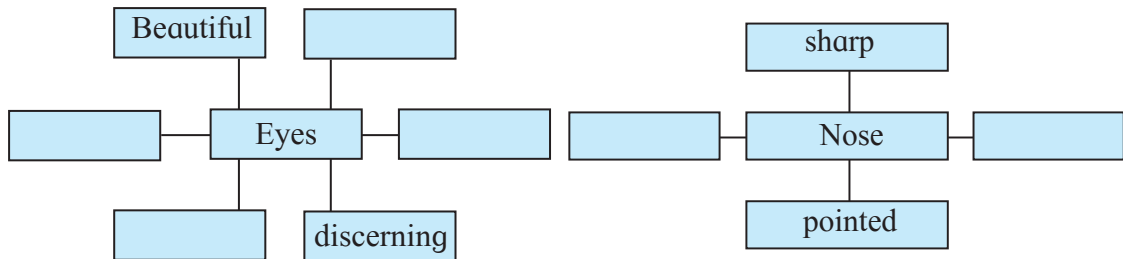
- (a) The Howrah Bridge.
- (b) Laxman Zhula
- (c) Pambum Bridge
- (d) Worli Sea Link

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## 2.5 Nose versus Eyes

### ICE BREAKERS

- Complete the web with the help of adjectives used to describe eyes and nose in all respects. Two are done for you.



- (i) Given below are some words from legal terminology used in court affairs. Discuss and complete the table accordingly.

Sr. No	Legal Terminology	Description
1.	Affidavit	A written statement confirmed by oath or affirmation for use as evidence in court.
2.	Argument	
3.	Consent	
4.	Counsel	
5.	Judgement	
6.	Trial	
7.	Verdict	
8.	Contempt of Court	
9.	Notice	
10	Stay order	

- (ii) Name the five sensory organs and provide phrases/idioms/proverbs related to them. (One is given for you.)

- (a) to turn a deaf ear .....
- (b) .....
- (c) .....
- (d) .....
- (e) .....

*William Cowper* was one of the most popular 18<sup>th</sup> century English poets and composers of hymns. His poems deal with Nature and everyday life. He is aptly described by Samuel T. Coleridge as the 'Best Modern Poet' of his times.

Though he studied jurisprudence, he later admitted that he was 'not much inclined' to the legal profession. He wrote "Happy is the one who knows just as much of the law to make himself as a little merry now and then with the solemnity of the juridical proceedings".

*Nose versus Eyes* is a satire on the judiciary system. It also mocks at the stone blind justice in a humorous manner emphasising upon the lack of empathy and common sense.



**dispute-** disagreement, clash

**spectacles-** glasses used for clear vision

**wig-** a special covering for the head made of artificial hair worn by the judges.

**Baron-** a powerful person

**discerning-** showing good judgement

*Give reason for the dispute between nose and the eyes.*

**amounts to** - becomes

**straddle-** extend across both sides

**ridge-** an edge

**saddle-** a low part of ridge between two high points, sit with a raised ridge

**visage or countenance-** face

## Nose versus Eyes

Between Nose and Eyes a strange contest arose, -  
The spectacles set them unhappily wrong;  
The point in **dispute** was, as all the world knows,  
To which the said **spectacles** ought to belong.

So Tongue was the lawyer, and argued the cause  
With great deal of skill, and a **wig** full of learning;  
While Chief **Baron** Ear sat to balance the laws,  
So famed for his talent in nicely **discerning**.

'In behalf of the Nose it will quickly appear,  
And your lordship,' he said, 'will undoubtedly find,  
That the Nose has had spectacles always in wear,  
Which **amounts to** possession time out of mind.'

Then holding the spectacles up to the court,  
'Your lordship observes they are made with a **straddle**  
As wide as the **ridge** of the Nose is; in short,  
Designed to sit close to it, just like a **saddle**.

'Again would your lordship a moment suppose,  
('Tis a case that has happened, and may be again)  
That the **visage** or **countenance** had not a Nose,  
Pray who would, or who could, wear spectacles then?



'On the whole it appears, and my argument shows,  
With a reasoning the court will never **condemn**,  
That the spectacles plainly were made for the Nose,  
And the Nose was as plainly intended for them.'

Then shifting his side, as a lawyer knows how,  
He pleaded again in behalf of the Eyes:  
But what were his arguments few people know,  
For the court did not think they were equally wise,

So his lordship **decreed** with a grave **solemn** tone,  
Decisive and clear, without one if or but-  
That, whenever the Nose put his spectacles on,  
By daylight or candlelight—Eyes should be shut!

*-William Cowper*

**condemn-** express disapproval of

*The poem gives close resemblance to human life. The images used in the poem describe human tendencies. Find more such examples/ tendencies.*

**decreed-** an official order that has the force of law

**Solemn-** formal and dignified

## BRAINSTORMING

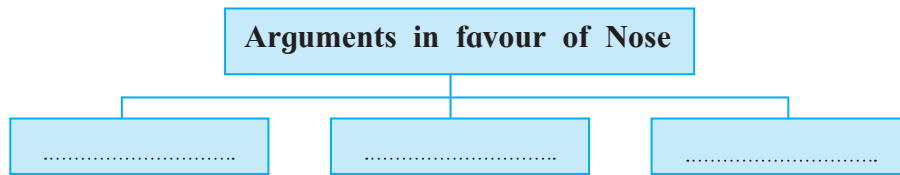
(A1) (i) **State whether the following statements are true or false. Correct the false statements.**

- (a) Nose can use spectacles.
- (b) Eyes have to be shut when the Nose wears / puts on the spectacles.
- (c) The Ear was appointed as a judge.
- (d) Eyes cannot use spectacles.

(ii) **Discuss with your partner and match the following expressions given in column A with their interpretations in column 'B'.**

Sr.No.	A	B
1.	While Chief Baron Ear sat to balance the laws.	(a) Eyes are refrained from using spectacles.
2.	They are made with the straddle as wide as the ridge of the Nose is.	(b) The responsibility of giving verdict rested on the shoulders of the hearing organ.
3.	That whenever the Nose put his Spectacles on, by daylight or candlelight Eyes should be shut!	(c) Spectacles are meant for none other than the nose.
4.	So his lordship decreed with a grave solemn tone, decisive and clear, without one if or but.	(d) The judge delivered a firm verdict without any doubt.

- (A2) (i) The tongue justifies the possession of the spectacles on behalf of the nose. Pick up the expressions from the poem that argue in favour of the Nose and complete the following web diagram.



- (ii) Comment on the following characters depicted in the poem, in a sentence or a phrase.

<b>On the Nose</b>	<b>On the Eyes</b>
.....	.....
.....	.....

- (iii) “Lend thy ears to all but few thy tongue”.... is a famous quote by William Shakespeare. Justify.

- (A3) Pick out examples of Inversion from the poem.

- (A4) (i) Justify the verdict delivered in the poem.

I can support my answer with the help of the following suitable arguments:

- (a) .....
- (b) .....
- (c) .....

- (ii) Compose two lines of your own on any sensory organ.
- (iii) Imagine that you are a lawyer defending the case of the eyes in court. Present your counter statement in support of your client.

- (A5) (i) Write the appreciation of the poem.

- (ii) Write the summary of the poem.

(Both appreciation and the summary can be written with the help of the points given in previous poems.)

- (A6) Project:

Read different stories about intelligent ministers of kings, whose judgements helped to bring about law and order in society. For example - Birbal, Tenalirama etc. Write 5 such stories in your notebook.

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## 2.6 The Planners

### ICE BREAKERS

- (i) **You have heard the proverb ‘Plan your work, work your plan’. It means–**
  - (a) Planning of the work is important.
  - (b) Without planning work cannot be accomplished.
  - (c) Make planning and work according to that plan.
  - (d) Planning and work are two sides of same coin.
- (ii) **Choose the proper alternatives from the statements given below which would explain why town planning is essential–**
  - (a) To develop the city according to the guidelines.
  - (b) To get the ‘Best City Award’.
  - (c) To attract the tourists.
  - (d) To use and develop the land available in the city for the interest of the citizens.
- (iii) **Given below are various professions in column A and in column B, the nature of work in respective professions. Match the columns.**

A	B
(i) Anaesthetist	(a) Specialist in the treatment of problems concerning the position of teeth and jaws.
(ii) Pharmacist	(b) A person who designs buildings and supervises the process of constructing them.
(iii) Orthodontist	(c) A person who is in charge of a newspaper or of a part of a newspaper.
(iv) Dermatologist	(d) The medical study of the skin and its diseases
(v) Architect	(e) A person who has been trained to prepare medicines and sell them to public.
(vi) Chartered Accountant	(f) A person whose job is to give drugs which make the person not to feel pain especially in preparation for a medical operation.
(vii) Editor	(g) A person who is engaged in the profession of accounting and examining the statements and records of accounts.

**Boey Kim Cheng** (born in 1965) is a Singapore-born Australian poet. He is of Chinese descent. He is widely regarded as one of the most promising Singapore poets to emerge in the 1990s. Boey has published four collections of poetry. For his artistic achievements, he received the 'National Arts Council Young Artist Award' in 1996. He taught for thirteen years at the University of Newcastle in Australia. In 2016, he joined Nanyang Technological University as an Associate Professor at its School of Humanities and is currently head of English Department. He is the co-editor of the anthology 'Contemporary Asian Australian Poets' published in 2014. Boey's works are highly regarded by both the academic and writing communities in Singapore.



The poet begins the poem by stating what the planners do. As the poem proceeds we come to know how the planners achieve what they aim for. Towards the end of the poem the poet depicts how the planning has affected the poet. Boey Kim Cheng is talking about fast-developing modern Singapore. He laments on the disturbing and loss of humane element in his surrounding. He becomes nostalgic about his bonding with the old city. We all can hear the echoes of his words in our own hearts when we come across such modernization around us. We may sympathise with the poet when he declares at the end of the poem that the harsh realities of modernisation have numbed his heart. The free verse form of the poem is suitable to the free expressions of the poet's feelings.

The space has been gridded by .....

**permutation** : a variation in the order of a set of things

Many times the word 'they' is used in the poem. Explain the use of 'they' in this context.

**blemishes** : a mark of fault spoiling something that is otherwise beautiful or perfect.

**dexterity** : skill in using one's hands

## The Planners

They plan. They build. All spaces are gridded  
Filled with **permutations** of possibilities.

The buildings are in alignment with the roads  
which meet at desired points

linked by bridges all hang  
in the grace of mathematics.

They build and will not stop.

Even the sea draws back  
and the skies surrender.

They erase the flaws,  
the **blemishes** of the past, knock off  
useless blocks with dental **dexterity**.

All gaps are plugged

with gleaming gold.  
 The country wears perfect rows  
 of shining teeth.  
**Anaesthesia, amnesia, hypnosis.**  
 They have the means.  
 They have it all so it will not hurt.  
 so history is new again.  
 The piling will not stop.  
 The drilling goes right through  
 the **fossils** of last century.

But my heart would not bleed  
 poetry. Not a single drop  
 to stain the **blueprint**  
 of our past's tomorrow.

– Boey Kim Cheng

**anaesthesia:** a state of controlled, temporary loss at sensation or awareness.

**amnesia** : Inability to remember events for a period of time.

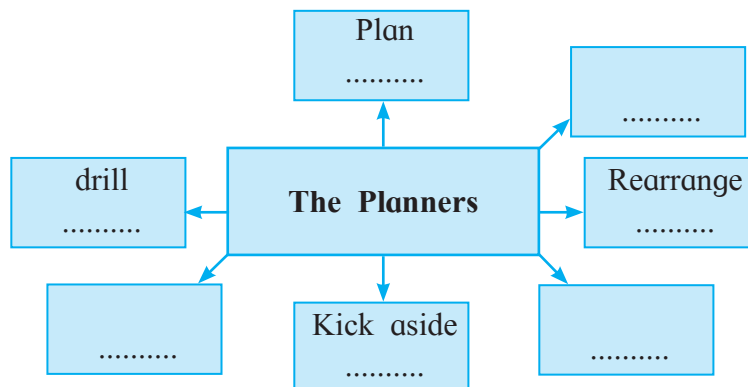
**hypnosis:** A trance like state with heightened focus and concentration

**fossil** : the remains of an animal or a plant which have hardened into rock

**blueprint** : a photographic print of building plans with white lines on a blue background a detailed plan or scheme

## BRAINSTORMING

(A1) Read the poem and complete the web about the activities the planners do.



(A2) Go through the poem and state whether the following statements are true or false.

- Planners plan to construct buildings wherever they find place.
- Planners take public consent for the alterations they make in the old structures of the city.
- Planners are concerned about the environment of the area.
- Planners make their plans mathematically perfect, at the same time they calculate their profit.

- (e) Planners deliberately find drawbacks in the old city planning.
- (f) The newly planned city looks modern and amazingly beautiful.
- (g) Planners paint beautiful pictures of the upcoming changes in the city which charm the citizens.
- (h) Planners make tactful changes so that citizens do not recognise the familiar landmarks.

**(A3) Read the expression:**

**‘the blueprint of our past’s tomorrow’. Consider in a group why the poet has not mentioned ‘the present’. It is because of the planners who have possessed our ‘present’ in order to change ‘our past’ into the ‘future’ they desire. Go through the poem and write the lines which support this thought.**

- (a) The buildings are in alignment with the roads which meet at desired points.
- (b) .....
- (c) .....
- (d) .....
- (e) .....
- (f) .....

**(A4) The term 'Anaesthesia' in the poem means - 'The planner gives beautiful pictures of the new modern city'. Now find out what is Amnesia and Hypnosis in the given context.**

**(A5) Pick out the statements which aptly depict the theme of the poem.**

- (a) In the poem the speaker memorises the past.
- (b) In ‘The Planners’ the poet describes the unstoppable force of modernisation.
- (c) The poet talks about the replacement of natural environment by the concrete jungle.
- (d) The poet proposes to stop modernisation.
- (e) The poet laments helplessly.

**(A6) The tone of the poet is sarcastic. When he writes ‘All spaces are gridded filled with permutations of possibilities’ he intends to indicate the efforts made by the planner to exploit every available piece of land without any consideration of harming nature or violating attachments of people to places. Make pairs/groups and find out some more sarcastic lines having the same effect.**

**(A7) (i) Write the appreciation of the poem.**

**(ii) Write the summary of the poem.**

**(Both appreciation and the summary can be written with the help of the points given in previous poems.)**

(A8) Read the first and second stanza of the poem. We understand that the poet wants to suggest the powerful dominance of the planners who shape the town according to their selfish desires. Make a list of such expressions. You may begin with -

- (a) All the spaces are gridded, filled with permutations of possibilities.
- (b) .....
- (c) .....
- (d) .....

(A9) (i) Read the expression ‘permutation of possibility’. The consonant sound ‘P’ at beginning of the successive words creates sonorous effect. This is an example of Alliteration. Find out more examples of Alliteration from the poem.

(ii) Explain the extended metaphor related with dentistry in the poem.  
Give suggestions to protect our national heritage monuments.

(A10) Complete the following table.

No.	Figure of Speech	Line of the poem	Explanation
1.	.....	.....	The sky is imagined to art like human being.
2.	.....	with gleaming gold	.....
3.	Oxymoron		
4.	.....	The country wears the perfect smile. Anaesthesia, Amnesia, Hypnosis	.....
5.	Paradox	.....	.....

(A11) Compose four lines expressing the grief of having lost nature due to modernisation.

(A12) Imagine that a person who has returned to his native place after long time is talking to his old friend about the changes that have taken place in the village. Write a dialogue between two friends who have become nostalgic about their old village.

(A13) (i) Write in short about at least five cities in India that are considered to be the most developed cities.

(ii) Your examinations are only two months ahead. Plan your schedule of studies and write in your notebook.

(iii) Read 'The City Planners' by Margaret Atwood.

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