

3. (i) Match words under A with their meanings under B.

| A           | B                       |
|-------------|-------------------------|
| remote      | difficult to overcome   |
| means       | most prominent          |
| dominant    | be overcome/overpowered |
| formidable  | method(s)               |
| overwhelmed | far away from           |

(ii) Fill in the blanks in the sentences below with appropriate words from under A.

- (a) There were \_\_\_\_\_ obstacles on the way, but we reached our destination safely.
- (b) We have no \_\_\_\_\_ of finding out what happened there.
- (c) Why he lives in a house \_\_\_\_\_ from any town or village is more than I can tell.
- (d) \_\_\_\_\_ by gratitude, we bowed to the speaker for his valuable advice.
- (e) The old castle stands in a \_\_\_\_\_ position above the sleepy town.

### speaking and writing

Write a composition describing a visit to the hills, or any place which you found beautiful and inspiring.

Before writing, work in small groups. Discuss the points given below and decide if you want to use some of these points in your composition.

 Consider this sentence

*Mountains are a means of communion with God.*

 Think of the act of worship or prayer. You believe yourself to be in the presence of the divine power. In a way, you are in communion with that power.

 Imagine the climber on top of the summit—the height attained; limitless sky above; the climber's last ounce of energy spent; feelings of gratitude, humility and peace.

 The majesty of the mountains does bring you close to nature and the spirit and joy that lives there, if you have the ability to feel it.

Some composition may be read aloud to the entire class afterwards.



## The School Boy



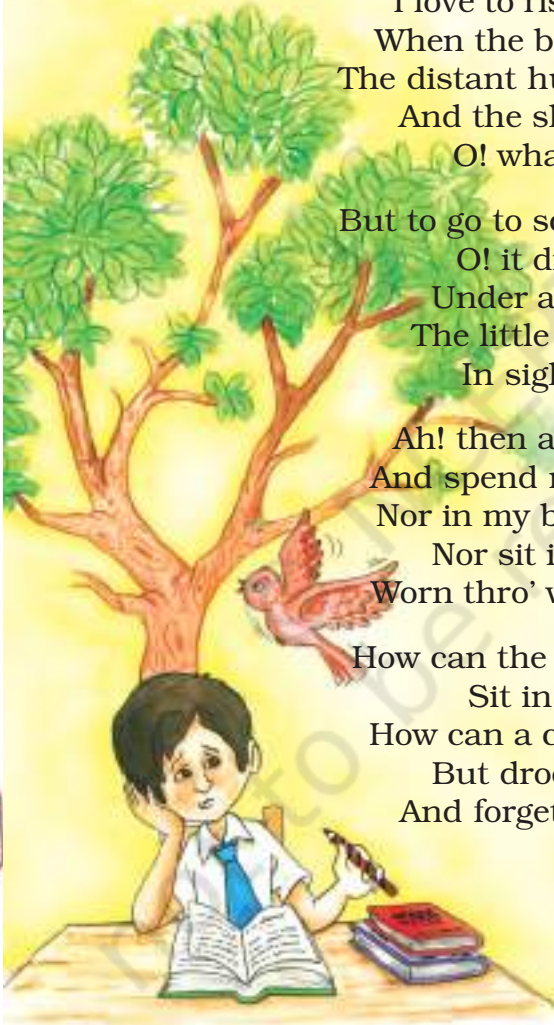
*The school boy in the poem is not a happy child. What makes him unhappy? Why does he compare himself to a bird that lives in a cage, or a plant that withers when it should blossom.*

I love to rise in a summer morn,  
When the birds sing on every tree;  
The distant huntsman winds his horn,  
And the skylark sings with me.  
O! what sweet company.

But to go to school in a summer morn,  
O! it drives all joy away;  
Under a cruel eye outworn,  
The little ones spend the day,  
In sighing and dismay.

Ah! then at times I drooping sit,  
And spend many an anxious hour.  
Nor in my book can I take delight,  
Nor sit in learning's bower,  
Worn thro' with the dreary shower.

How can the bird that is born for joy,  
Sit in a cage and sing.  
How can a child when fears annoy,  
But droop his tender wing,  
And forget his youthful spring.



O! Father and Mother, if buds are nip'd,  
And blossoms blown away,  
And if the tender plants are strip'd  
Of their joy in the springing day,  
By sorrow and cares dismay,  
  
How shall the summer arise in joy,  
Or the summer fruits appear?

WILLIAM BLAKE

### glossary

**nip'd:** (nipped) 'to nip something in the bud' is to stop or destroy it at an early stage of its development

**strip'd:** stripped

**plants strip'd of joy:** if joy is taken away from plants

### working with the poem

1. Find three or four words/phrases in stanza 1 that reflect the child's happiness and joy.
2. In stanza 2, the mood changes. Which words/phrases reflect the changed mood?
3. 'A cruel eye outworn' (stanza 2) refers to
  - (i) the classroom which is shabby/noisy.
  - (ii) the lessons which are difficult/uninteresting.
  - (iii) the dull/uninspiring life at school with lots of work and no play.Mark the answer that you consider right.

4. 'Nor sit in learning's bower  
worn thro' with the dreary shower'

Which of the following is a close paraphrase of the lines above?

- (i) Nor can I sit in a roofless classroom when it is raining.
- (ii) Nor can I learn anything at school though teachers go on lecturing and explaining.
- (iii) Nor can I sit in the school garden for fear of getting wet in the rain.