



William Wordsworth, one of the major figures in the history of English literature, was born on 07 April 1770 in Cockermouth, United Kingdom. In collaboration with his friend Samuel Taylor Coleridge, he published a collection of poems titled 'Lyrical Ballads' in 1798, which marked the beginning of the Romantic Age in the English literature. His semi auto-biographical work 'The Prelude' is considered to be his masterpiece. He was Britain's poet laureate from 1843 until his death. He passed away on 23 April 1850.

Glossary:

1. **Blended:** mixed; (here) various
2. **Notes:** sounds; songs of birds (expressions of different emotions)
3. **Sate :** satisfy; (here) sat
4. **Grove:** a small wood
5. **Reclined:** sat or lay in a leaning or resting position (calmly and comfortably)
6. **Her fair works:** Nature's honest and indiscriminating world. (Nature is personified and called 'her'.)
7. **To her fair works did nature link/ The human soul =** Nature has linked the human soul to her (Nature's) fair world of activities.
8. **That through me ran:** that link passed through me (passed through any human being). Man and Nature are so strongly linked.
9. **Grieved my heart:** made my heart sad
10. **What man has made of man:** man has created disharmony among his fellowmen and destroyed nature. (People have done all wrong-doings among themselves as well as to nature).
11. **Primrose tufts:** bunches of the flower primrose
12. **Periwinkle:** an evergreen plant with bluish flowers
13. **Trail (v):** (here) grow slowly up and expand; creep [(ചെടി) പടരൽ കയറുക]
14. **Wreath:** ornamental flower circle, (here) flowers grown thickly in groups.
15. **Through primrose.... /...trailed its wreaths:** in nature all kinds of plants and flowers grows and exist in perfect harmony.
16. **Hopped:** jumped in joy
17. **Their thoughts I cannot measure:** I cannot measure or imagine how much the birds' pleasure is.
18. **Least motion:** every silly movement
19. **Budding twigs:** slender shoots growing from a branch; new, tender branches
20. **Fan:** (here) tender leaf
21. **And I must think,... /pleasure there:** What all I can do is that I must admit the fact that there is pleasure everywhere in nature.
22. **If this belief... / ...Nature's holy plan:** If the pleasurable co-existence is the Divine plan or Nature's rule (why man alone broke this rule!)
23. **Lament:** cry expressing extreme grief; complain
24. **Have I not reason.... / ...made of man?:** (when everything in nature exists in harmony, man alone creates disharmony among his fellow-men and destroys nature). The poet wonders and asks why man does so! Being a member of the mankind, the poet believes that he should lament on the wrong-doings of his fellow-men.

Answers to the scaffolding questions in the textbook:

1. What does the expression 'I sate reclined' indicate about the poet's state of mind?
Answer: The expression indicates that the poet is in a calm, relaxed and pleasant mood.
2. Why does the poet feel sad while reclining in the grove?
Answer: He sees every plant, flower, bird etc. exists in nature harmoniously. But humans create disharmony among themselves and also destroy nature. These thoughts make the poet feel sad.
3. How does the poet associate himself with nature?
Answer: The poet believes that human soul and nature are strongly associated, and as a human being such a soul exists in him too.
4. 'And much it grieved my heart to think / What man has made of man.' What do these lines convey?
Answer: These lines convey the fact that man does all wrong-doings to his own people as well as to nature. This thought grieved him very much.
5. What makes the poet think that every flower enjoys its existence?
Answer: The poet sees in the grove where he sits that every different plant and flower is in perfect harmony. The primrose and periwinkle grow and exist in the bower in an intertwined way. This 'unity in diversity' makes the poet think that every flower enjoys its existence.
6. What is nature's holy plan? How does man work against it?
Answer: The nature's holy plan is that everything in nature should co-exist. Man and nature is soul-connected and strongly associated. But man breaks this holy plan by creating troubles among his own kind and devastating nature.
7. Suggest an alternative title for the poem.
Answer: 'Nature's Holy Plan' can be an alternative title for this poem.

Additional questions and answers:

1. What is the rhyme scheme of the poem?
Answer: ABAB
2. The expression 'a thousand blended notes' is used to mean 'lots of various sounds or songs' in an exaggerated way. What is the figure of speech applied in it?
Answer: Hyperbole
3. In the line 'To her fair works did Nature link' the poet addresses nature as 'her'. What figure of speech do you identify in referring to an inanimate object as a person?
Answer: Personification
4. Cite an example of alliteration from the poem.
Answer: **man** has **made** of **man**.
5. 'And 'tis my faith that every flower / Enjoys the air it breathes.' What is the figure of speech applied in these lines?
Answer: The reference to the flower 'breathes air' is an example of 'Personification'.
6. What did the birds around the poet do to express their thrill of pleasure?
Answer: They hopped and played.

Let's revisit

Activity 1, textbook page 32

Wordsworth's thoughts about the human world

- Humans do all atrocities among themselves; they create discord and disharmony. They fight and kill themselves. All these wrong-doings are against the holy plan of nature. In the world of nature everything co-exists in perfect harmony.
- Humans not only harm themselves but also destroy nature. They demolish the ecosystem to satisfy their greed. They destroy forests, pollute air and water. They exploit natural resources without least considering the other creatures on earth as well as ignoring their own future generations.
- This poem is said to have the historical background of the French Revolution and its associated conflicts and commotions. Apart from the natural world, human world is full of pain and problems of self creation.

Activity 2, textbook page 32

William Wordsworth's poem 'Lines Written in Early Spring' is appealing to the readers because of its poetic devices. Fill in the boxes with suitable examples from the poem.

Personification	<ul style="list-style-type: none">• To her fair works did Nature link• And 'tis my faith that every flower / Enjoys the air it breathes• The budding twigs spread out their fan, / To catch the breezy air
Imagery <ul style="list-style-type: none">• Visual	<ul style="list-style-type: none">• The birds around me hopped and played• The grove, the green bower, the flowers – primrose and periwinkle• Budding twigs
<ul style="list-style-type: none">• Auditory	<ul style="list-style-type: none">• I heard a thousand blended notes
<ul style="list-style-type: none">• Alliteration	<ul style="list-style-type: none">• man has made of man
<ul style="list-style-type: none">• Rhyme scheme	<ul style="list-style-type: none">• ABAB

Activity 3, textbook page 33

An appreciation note of the poem 'Lines written in Early Spring'

'Lines Written in Early Winter' is a poem, which celebrates the relation between man and nature, by the most celebrated poet of nature William Wordsworth. The poet rejoices in the sights and sounds of nature and at the same time laments on what man has made of man.

The poet once sits in a grove in a very calm and relaxed mood. He hears lots of various sounds and songs. He finds solace and becomes much pleased in the songs of birds and music of the woods. At the same time, some woeful thoughts come into his mind, and he becomes pensive.

He sees the primrose and periwinkle make wreaths in the bower there. He believes that every flower enjoys the air it breathes. The birds around him express their thrill of pleasure by hopping and playing in the grove. He also notices the budding twigs spread out their tender leaves to catch the breezy air. In short, the poet sees thrilling sights, hears pleasant songs in everything he looks at in the grove, and he experiences the utmost pleasure of the world of nature.

But when he thinks of the human world, he becomes sad. What man has done to mankind as well as to nature makes him uneasy and unpleasant. The coexistence in perfect harmony is the holy plan of nature. The poet realizes that humans do all atrocities among themselves and cruelties to nature by destroying the ecosystem. They create discord and disharmony and fight and kill themselves. All these wrong-doings are against the holy plan of nature.

The poem becomes much appealing because of the sublimity of its theme and beauty of lines and the abundant use of various poetic devices. The poet uses **hyperbole** when he says that he heard a thousand blended notes. He addresses Nature as a person and calls it 'her'. He makes the flowers breathe the air, and makes the tender leaves of budding twigs catch the breezy air. All these are perfect examples of **Personification**.

A beautiful instance of the **Alliteration** can be seen in the line 'What **man** has **made** of **man**.'

Language Activities

Activity 1, textbook page 33

Read the following sentences and punctuate them.

- The tree was older than the house.
- I saw a cobra and a mongoose fighting.
- What a spectacular sight!
- Will the mongoose kill the snake?
- Son, get down from the tree.
- Please answer me.
- Oh, what happy times those had been!
- What did man do to nature?

Discuss:

- Based on the punctuation marks, four types of sentences are identified.
- Two types of sentences set the end in a full stop.
- Two types of sentences that end with a full stop are assertive sentences (statements) and imperative sentences (commands or requests).
- We can identify four types of sentences with punctuation marks.
- The four types are: Assertive, Imperative, Interrogative and Exclamatory sentences.
- Assertive and Imperative sentences end with a **Full Stop**. Interrogative (question) sentences end with a **Question Mark**, and the exclamatory sentences end with an **Exclamation Mark**.

Now categorise these sentences under these heads in the following table

Statement (Statement sentences are called Assertive)	The tree was older than the house. I saw a cobra and a mongoose fighting.
Command/Request (Sentences that express command, order and request are called Imperative sentences.)	Son, get down from the tree. Please answer me.
Question (Sentences that ask questions are called Interrogative sentences)	Will the mongoose kill the snake? What did the man do to nature?
Exclamation (Sentences that express emotions and feelings are called Exclamatory sentences)	What a spectacular sight! Oh, what happy times those had been!

Interrogative, Exclamatory, Imperative, Assertive

Now, write two examples each for the sentence types you have identified.

1. Where did the boy build the platform? 2. How much did Grandpa pay for the white rat?	Interrogative
3. What a big cobra! 4. How dreadful the fight was!	Exclamatory
5. Please give me some water to drink. 6. Don't go inside the bush.	Imperative
7. It was a full-blooded cobra. 8. The squirrel and white rat became friends.	Assertive.

Activity 2, textbook page 35.

➤ **Negative Sentences**

Normally negative sentences are created by adding **not** or its contracted form **n't** to the auxiliary verb in the sentence. If there is no auxiliary verb in the sentence, **do**, **does**, or **did** is used in accordance with the tense form of the main verb.

Example: 1. Grandpa **can** climb the tree. (Affirmative/positive)

Grandpa **cannot** (can't) climb the tree. (Negative)

2. The mongoose lives in the garden. (Affirmative/Positive)

The mongoose **does not** (doesn't) live in the garden. (Negative)

Auxiliary Verbs

Primary Auxiliary Verbs	Modal Auxiliary Verbs
Am/is/are	Can – could
Was/were	Will – would
Do/does/did	Shall – should
Have/has/had	May – might
	Must/ need/ dare
	Ought to / used to

Splitting verbs with do, does, and did
Work = Do + Work
Works = Does + Work
Worked = Did + Work

Complete the following table

Affirmative (Positive)	Negative
I had built a small platform on the tree.	I was not afraid.
Grandfather had a beautiful garden.	The combatants were not aware of my presence in the banyan tree.
My first friend was a small grey squirrel.	I don't get any sleep at all.
The snake slithered along my shoulder.	The house was not electrified.
The snake looked into the mirror and saw its reflection.	I was no mere image cut in granite.

Sentences which state positive facts are called **positive** or **affirmative** sentences. Sentences that express negative ideas are called **negative** sentences.

There are some negative words other than 'not' that can make sentences negative, such as: **no, never, rarely, seldom, hardly, scarcely, barely, little, few** etc.

(Note: a little, a few are positive).

Now look at the following sentences and identify the words that make the sentences negative.

1. Grandfather rarely smoked a pipe.
2. The maid would hardly clean the garden.
3. He could scarcely control his joy.
4. I would seldom pray for you.
5. There are few snakes in the garden.
6. There is little water in the pond.

Answers: **rarely, hardly, scarcely, seldom, few, little.**

➤ Rewrite the following sentences into negative using the negative words you have identified.

Positive/affirmative	Negative
1. Most of the students read textbook at home.	Most of the students rarely read textbook at home.
2. The boys do daring tasks.	The boys hardly do daring tasks.
3. It rains heavily.	It seldom rains heavily.
4. The students have completed their work.	Few students have completed their work.
5. The boys play on the ground.	The boys rarely play on the ground.
6. I write letters to my friends.	I scarcely write letters to my friends.

➤ Rewrite the following affirmative sentences as negative sentences without changing their meaning. (Note that this might involve replacing a word with its antonym)

Affirmative/Positive	Negative
1. Jack always agrees to help his friends.	Jack never disagrees to help his friends.
2. He drives his car very carefully.	He does not drive his car carelessly .
3. Stella is prettier than Mary.	Mary is not as pretty as Stella.
4. They have accepted the invitation for the party.	They have not rejected the invitation for the party.
5. A few children participated in the program.	Not many children participated in the program.
6. A fox is cleverer than a jackal.	A jackal is not as clever as a fox.
7. This shop sells expensive articles.	This shop does not sell cheap articles.
8. She always keeps her room tidy.	She never keeps her room untidy .
9. He is polite to everyone.	He is not impolite to anyone.
10. He is very industrious.	He is not indolent (or, lazy).

Activity 3, textbook page 37

Let's analyse the following sentences.

Noun phrase (Subject Position)	Verb Phrase
1. The boys 2. The old grandfather	are playing in the ground. was helpless.
The = determiner (definite article) Old = adjective Boys, grandfather = head nouns	playing, was = main verbs in the ground = prepositional phrase in = preposition the ground = noun phrase (object of preposition) helpless = adjective (subject complement)

➤ Identify the noun phrases in the subject position and their modifiers from the following sentences.

NP in the Subject Position	VP	Modifiers	H N
1. The magnificent old banyan tree	was mine.	the, magnificent, old, banyan	tree
2. An old tree	was the centre of attractions.	an, old	tree
3. The cobra	was skillful and experienced fighter.	the	cobra
4. The small rented room	was not electrified.	the, small, rented	room
5. A long supporting gable	rested on the beam of the wall.	a, long, supporting	gable

Words that can modify a noun are as follows:

- Articles (a, an, the)
- Possessives (grandfather's, Basheer's, my, his, her, our, its, their, your etc.)
- Demonstratives (this, that, these, those)
- Adjectives (old, magnificent, long, smart, beautiful etc.)
- Numerals (three, four, five etc.)
- Ordinals (first, second, third, fourth, last etc.)
- Quantifiers (all, some, many, several, few, little etc.)

➤ **Note:** articles, possessives, and demonstratives are known as **Determiners**.

Sometimes a quantifier can appear before a determiner, in that case we call it a pre-determiner.

E. g. **All** the students...

Some of the books...

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