

Note: The transactional processes suggested in CISCE curriculum are highlighted in grey.

Learning Outcomes

- To develop an appreciation for the beautiful world we live in
- To infer the threat to wildlife
- To familiarise with summarising and interpretation techniques

Summary

This straightforward and thought-provoking poem is about the beauty and enormity of the world. The poet is amazed and personifies the earth as a person wrapped in grass with water curled around it and its vast expanse stretches as fields, cities and gardens. The poet compares how little he is compared to this mighty earth, and as this thought makes him tremble, he hears a whisper from within reminding him that his ability to think and love makes him more valuable than the Earth.

Rhyme scheme: aabb ccdd

Personification: 'Grass on your breast', 'World you are beautifully dressed' 'You Can Love And Think'. The poet personifies nature as a beautiful lady who is wearing a beautiful dress.

Alliteration: 'wonderful world', 'tremble- think' and 'seemed-say'.

Pre-reading

Whole class Activity

Write the title on the board. What do you think this poem is about?

Ask students:

Have you ever stood in an open field or by a river or on a mountain or in front of the ocean?

How did you feel? What words would you use to describe the nature around you? (beautiful, enormous) Have you looked at the world around you?

Allow free response as opinions may vary.

READING

(Students predict, comprehend and paraphrase)

Tell students to close their eyes as the poem is being read and picture our big beautiful world. Ask them to pay special attention to the emotions they feel through each part of the poem as it is being read.

Read the whole poem aloud. / Play the audio.

Group Work

Put students in groups and tell them to pick out

- words which personify (give human traits to) the various elements of the earth.
- descriptive words used for the Earth and her qualities/characteristics

- words denoting any kind of movement associated with Earth (air, water)
- words denoting the elements of nature (space, air, fire, water, and earth)

List the words on the board as the groups call out their answers.

Discuss:

What are all the beautiful things the world has? How are the activities of the air similar to what you do or can do? The second stanza mentions the air and one person. Who is that? In the third stanza, why does the poet call the earth friendly? The third stanza has some words/phrases which show distance. Which are these? How does the mood of the poem change in the

fourth stanza? Who whispers from inside? How is the poet more valuable than Earth?

Post-reading

Group work

Let students work in groups and create a collage on the topic "Mother Earth and I (the more valuable being).

Depict the right ways to treat earth

Ways to protect it

How to value ourselves

Things from nature (leaves, flowers), pictures and drawings can be used to create a nature collage.

STUDENTS' BOOK ANSWER KEY

Great, Wide, Beautiful, Wonderful World

Comprehension

- A.**
1. The speaker describes the world as great, wide, beautiful and wonderful.
 2. According to the speaker, the world is beautifully dressed with the wonderful water curled around it and the wonderful grass upon its breast.
 3. According to the speaker, the things which we find on Earth are wheat-fields, rivers, cities, gardens, cliffs, small islands or isles and people who live across thousands of miles.
 4. The speaker trembles to think about the world because the world is so great and vast. As compared to the world, the speaker is as small as a dot.
- B.**
1. a. The speaker is talking about the wind in these lines.
b. The speaker has described wind by calling it wonderful and that it makes the trees shake. It gently flows over water and make the mills work and whirl with its power. It gently breezes over the tops of the hills.
 2. a. The 'you' in these lines is the speaker.
b. Physically, the speaker is little and insignificant as compared to the great and mighty Earth. But, the speaker has the ability to love and think which the Earth does not. The speaker can love, think and express emotions which the Earth cannot have or express, and this makes the speaker superior to the Earth.
- C.**
1. The speaker calls the Earth friendly because the Earth helps and supports human beings through its wheat-fields, rivers, cities, gardens, cliffs, and islands. The people that are spread across thousands of miles on Earth are able to survive because of these things which the Earth provides them with.

2. The speaker's thoughts change by the end of the poem because the speaker understands that however vast or beautiful the Earth might be, the Earth can never have the emotions and feelings of a human being. The speaker realises that since he/she can love, think and feel a lot of other emotions, that makes him/her superior to the Earth even though physically he/she is a dot compared to the world.

Appreciating the Poem

1. NO 2. YES 3. YES 4. NO 5. YES 6. YES

Vocabulary

- A.** 1. vast 2. mighty 3. gigantic 4. grand

- B.** great, wide, beautiful, wonderful, friendly

QUESTION BANK

Great, Wide, Beautiful, Wonderful World

A. Answer in brief.

1. Where does the poet feel the wonderful air and what does the wonderful wind do?

Ans: The poet feels the wonderful air all over him and the wonderful wind shakes the trees, whirls the mills and appears to talk to itself at the top of the hills.

2. How is the world according to the poet?

Ans: According to the poet, the world is very beautiful with wheat fields, rivers, cities, cliffs and islands and thousands of people living on it.

B. Answer in detail.

1. What does the poet feel when he looks at the great Earth and what does he realise later on?

Ans: When he looks at the great Earth, the poet feels very small in comparison. Later on, he realises that man is much more important and greater than the earth, because man has feelings and emotions which the earth does not have.

C. Read the lines and answer the questions.

1. *You friendly Earth, how far do you go,
With the wheat-fields that nod and the rivers that flow.*

a. Why does the poet wonder how far the Earth goes?

b. What does he mean by '*With the wheat-fields that nod*'?

Ans: a. The Earth is huge and seems to be going on and on. This makes the poet wonder how far it goes.

b. The wheat plants move back and forth in the breeze and appear to be 'nodding.'

2. *Ah, you are so great, and I am so small,
I tremble to think of you, World, at all.*

a. What is great and who is small, according to the poet?

b. Why is the poet scared of the world?

c. What message does the poet convey at the end of the poem?

Ans: a. The Earth is great and man is small, according to the poet.

b. The world is huge in size as compared to the poet, so he is scared of it.

c. The poet says that man can think and love but the earth cannot, so man is important.