

Class – 7 P.A. 1

The Brook (Poem)

by Alfred Tennyson



Alfred, Lord Tennyson (1809–1892) was a renowned British poet and the Poet Laureate of the United Kingdom during much of Queen Victoria's reign. Known for lyrical mastery, his work often explored themes of grief, faith, and Arthurian legend, featuring famous works like *In Memoriam*, "The Charge of the Light Brigade," and *Idylls of the King*.

Summary:

The poem is about a lively brook (a small stream) that describes its own journey from its source in the mountains to the river. As it flows, it passes through valleys, hills, fields, and villages, making different sounds and movements along the way.

The brook moves quickly at times and slowly at others, creating a musical and cheerful atmosphere. It reflects the beauty of nature and the changing scenery around it.

The main idea of the poem is that while human life is temporary, nature—like the brook—continues forever. This is shown in the

famous line: *“For men may come and men may go, but I go on forever.”*

Reference to the context

Extract 1:

*“I wind about, and in and out,
With here a blossom sailing,
And here and there a lusty trout,
And here and there a grayling.”*

1. What do the lines suggest about the brook’s surroundings?

- A) It flows through deserts
- B) It flows through a lifeless land
- C) It supports plant and animal life
- D) It is surrounded by mountains

Answer: C – The mention of flowers and fish shows the brook nourishes life.

2. What does “I wind about, and in and out” mean?

- A) The brook is drying up
- B) The brook is going straight to the sea
- C) The brook is taking a twisting and turning path
- D) The brook is going uphill

Answer: C – “Wind about” means to move in a zigzag or curving way.

3. What are ‘trout’ and ‘grayling’ in this context?

- A) Types of water birds
- B) Types of stones
- C) Types of fish
- D) Names of rivers

Answer: C – Both are types of freshwater fish that live in the brook.

Extract 2:

*“For men may come and men may go,
But I go on for ever.”*

1. What idea is the poet trying to convey through this line?

- A) That humans are more important than nature
- B) That the brook will stop flowing eventually
- C) That human life is short and the brook is eternal
- D) That the brook is controlled by humans

Answer: C – The line shows the contrast between temporary human life and the eternal flow of nature.

2. Why is this line repeated in the poem?

- A) To make the poem longer
- B) To express the poet’s sadness
- C) To emphasize the timelessness of the brook
- D) To show anger towards men

Answer: C – The repetition underlines the main message that nature continues forever.

POST READING

A. Sound Words: chatter, murmur flow, wind, sailing, steal

Movement Words: slide, move, slip, gloom, glance, linger, loiter

B. sailing: The word ‘sail’ means ‘to travel on water’.

Tennyson has used the word here to indicate that the flower (‘blossom’) was floating on the brook.

cover: The word ‘cover’ usually means ‘a thing which is put over another thing’.

Here, the poet wants to say that the brook moves through densely planted hazel trees, which seem to be covering something.

net: The word ‘net’ refers to a ‘material made of twisted strings, threads or wires, leaving small gaps in between’.

shallow: The word 'shallow' means 'not having much distance between the top and the bottom surface'.

In the poem, the poet uses 'shallows' to refer to sandbanks, where there is not much water.

curve: The word 'curve' is usually used as a noun, meaning 'a line that bends gradually'. In the poem.

Tennyson has used the word as a verb. The brook bends while flowing, creating a way for itself. This bending has been referred to as the curve.

C. The poet says 'wind about' to indicate that the brook doesn't flow in a straight line, but veers and steers. The words give rise to the image of a labyrinth in the readers' minds.

D. Rivers provide fresh water for drinking, agriculture, etc. It also supports diverse ecosystems as it hosts a variety of aquatic and terrestrial species. It also helps in pollination by moving flowers from one place to the other. Rivers also help in transportation. In some places, rivers can be used to harness hydroelectric power. Additionally, rivers transport sediments and nutrients downstream, replenishing soils and supporting agricultural productivity.

POETRY APPRECIATION

A. The use of 'poetic' phrases in the poem lends a unique lyrical quality to the poem. The lyrical quality is characterised by the poem's flowing rhythm and vivid imagery. The use of these phrases creates a musicality that mimics the gentle movement and sounds of the brook. These words help Tennyson paint a picturesque scenery that evokes a sense of tranquillity and harmony in the natural world. 1. a flower floating 2. a fat fish 3. flow by stealthily 4. brown shades 5. movement of the crisscrossing of the sunrays

Extra Questions and Answers

Q1. Who is the speaker in the poem "The Brook"?

Ans: The brook (a small stream of water) is the speaker. It is personified and tells the story of its journey from the hills to the river.

Q2. What is the central idea of the poem?

Ans: The central idea is the contrast between the permanence of nature (the brook) and the temporary life of humans. The poet shows how the brook continues its journey endlessly, while human life is short.

Q3. Explain the line: "For men may come and men may go, But I go on forever."

Ans: This line highlights the theme of eternity of nature versus the mortality of humans. While people live and die, nature continues its journey endlessly.

Q4. What are some natural scenes described in the poem?

Ans: The poet describes grassy plots, hazel covers, blossoms, birds like swallows, sunbeams dancing on shallow water, moonlit nights, brambly wildernesses, and water plants like cresses.

Q5. How does the poet use movement words to describe the brook?

Ans: The poet uses action words like chatter, wind, slip, slide, gloom, glance, murmur, linger, loiter, curve, and flow to show the brook's lively and continuous motion.

Value based questions and answers

1. Question: How does *The Brook* symbolize resilience and perseverance in life?

Answer: The brook continues to flow tirelessly despite obstacles like rocks and curves along its path. This symbolizes resilience and perseverance in life, teaching us that no matter what challenges come our way, we must keep moving forward with determination and patience, just like the brook.

2. Question: What lesson does the poem teach about the journey of life?

Answer: The brook's continuous journey mirrors human life—it begins from a source, faces hurdles, yet keeps moving toward its final destination. The poem teaches that life is a journey filled with challenges, but we must keep going, adapting to circumstances while leaving an impact, just as the brook nourishes the land it passes through.

Poem – 7 Chanticleer and the Fox

By Geoffrey Chaucer

“**Chanticleer and the Fox**” (from *The Canterbury Tales* by Geoffrey Chaucer) is a lively beast fable about pride and cleverness.

The story is about Chanticleer, a proud and handsome rooster who lives on a farm with his favorite hen, Pertelote. One night, Chanticleer has a frightening dream about a beast trying to kill him. He becomes worried, but Pertelote laughs at him and says dreams are meaningless. Wanting to prove his bravery, Chanticleer ignores his fear.

Soon after, a sly fox named Sir Russell the Fox appears. The fox flatters Chanticleer by praising his beautiful voice and asks him to sing. Full of pride, Chanticleer closes his eyes and crows loudly. At that moment, the fox grabs him and runs away.

Moral:

The story teaches that **pride and flattery can lead to danger**

POST READING

A. 1. The fox catches the rooster by flattering it and praising his singing. When the rooster closed his eyes to sing the song, the fox pounced on him.

2. The rooster is the prize.

3. The moral of the poem is that we must not be flattered by false praises.

B. This proverb warns against excessive pride and arrogance, suggesting that they often lead to downfall or ruin. It highlights the idea that being overly confident or boastful can blind people to their own weaknesses and mistakes. The rooster was extremely proud of his beautiful feathers and his voice. He was so blinded by his own beauty that he was quick to believe the fox's false flattery, which led to his death.

C.

1. cunningness: with cunning grace, In sly disguise, clever ploy

2. slyness: sly disguise, The fox pounced, quick and proud,/With swiftness, he seized the feathered prize,/ And vanished into the woods

3. pride: He strutted like a peacock

4. arrogance: He strutted like a peacock

POETRY APPRECIATION

A. As black as coal. As brave as a lion. As strong as an ox. As light as a feather. As cool as a cucumber. As cunning as a fox.

C. barnyard: 2 (barn-yard) creature: 2 (crea-ture) feather: 2 (fea-ther)
peacock: 2 (pea-cock) divine: 2 (di-vine)

Reference to the context

Extract 1

**“In barnyard’s midst where creatures dwell,
A rooster named Chanticleer did yell,
With feathers bright and a voice so bold,
He strutted like a peacock, a sight to behold.”**

1. Where did Chanticleer live?

- a) In a forest
- b) In a barnyard
- c) Near a river

Answer: b) In a barnyard

2. Chanticleer’s voice was:

- a) Soft
- b) Bold
- c) Weak

Answer: b) Bold

3. How did Chanticleer walk?

- a) Slowly
- b) Proudly like a peacock
- c) Quietly

Answer: b) Proudly like a peacock

☐ Extract 2

**“One day, a fox with cunning grace,
Crept near the coop, set on a chase,
In sly disguise, he spoke so sweet,
To Chanticleer, with flattery, a treat.”**

1. Who came near the coop?

- a) A dog
- b) A fox
- c) A cat

Answer: b) A fox

2. The fox was:

- a) Kind
- b) Cunning
- c) Honest

Answer: b) Cunning

3. What did the fox use to trick Chanticleer?

- a) Force
- b) Flattery
- c) Silence

Answer: b) Flattery

Extract 3

**“Dear rooster, your voice, a song so fine,
Would you grace us with a tune, divine?”
Chanticleer, swayed by this clever ploy,
Closed his eyes, and sang with joy.**

1. Why did the fox praise Chanticleer?

- a) To make fun of him
- b) To trick him
- c) To help him

Answer: b) To trick him

2. Chanticleer was “swayed” by the fox’s words. What does “swayed” mean?

- a) Confused
- b) Influenced
- c) Ignored

Answer: b) Influenced

3. What did Chanticleer do after hearing the praise?

- a) He ran away
- b) He stayed silent
- c) He closed his eyes and sang

Answer: c) He closed his eyes and sang

☐ Extract 4

**“As Chanticleer sang his heart out loud,
The fox pounced, quick and proud,
With swiftness, he seized the feathered prize,
And vanished into the woods, to no one’s surprise.”**

1. What did the fox do while Chanticleer was singing?

- a) He listened quietly
 - b) He ran away
 - c) He pounced on him
- Answer: c) He pounced on him

2. The word “seized” means:

- a) Let go
- b) Grabbed quickly
- c) Looked at

Answer: b) Grabbed quickly

3. Where did the fox go after catching Chanticleer?

- a) Into the house
- b) Into the woods
- c) Into the river

Answer: b) Into the woods

☐ Extract 5

**“Chanticleer, the rooster, learned a lesson clear,
Beware of sly flattery to your ear,
For in the world, deception may arise,
And the cunning fox may claim its prize.”**

1. What is the main lesson of the poem?

- a) Always sing loudly
- b) Never trust anyone
- c) Beware of false praise

Answer: c) Beware of false praise

2. The word “deception” means:

- a) Truth
- b) Trickery
- c) Kindness

Answer: b) Trickery

3. Why is the fox called “cunning”?

- a) Because it is kind
- b) Because it is clever and tricky
- c) Because it is slow

Answer: b) Because it is clever and tricky

Extra questions:

✨ Answer the following questions.

Q1. Describe Chanticleer's appearance and personality.

Ans: Chanticleer was a handsome and proud rooster with shining feathers and a clear, loud voice. He was confident about his appearance and talent, especially his ability to crow accurately.

Q2. How did the fox manage to trick Chanticleer?

Ans: The fox flattered Chanticleer by praising his voice and asked him to sing. Chanticleer, pleased with the praise, closed his eyes and stretched his neck to crow, which allowed the fox to grab him.

Q3. What role did flattery play in the story?

Ans: Flattery played a major role in the fox's plan. He used sweet words to make Chanticleer feel proud and distracted, which helped him carry out his trick.

Q4. What lesson does the story convey?

Ans: The story teaches us not to be misled by flattery and to stay alert in the face of danger.

Value based questions and answers

1. Question: What lesson about intelligence and wit does Chanticleer's story teach us?

Answer: Chanticleer initially falls for the fox's flattering words but later outsmarts him. This teaches us that while flattery can deceive us, intelligence and presence of mind can help us escape tricky situations. We must always be cautious of those who use sweet words for selfish gains.

2. Question: How does the story warn against blind trust and overconfidence?

Answer: Chanticleer's mistake was trusting the fox's flattering words, while the fox's mistake was assuming he had won. The story teaches that overconfidence and blind trust can lead to downfall. One should

be careful in whom they trust and always think before making decisions.