

THE SEA

James Reeves

After completing this lesson, you will be able to:

- use complex questions for a range of audiences.
- read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts.
- read, view and analyse a variety of reading grade-appropriate and high-interest books and texts from print and non-print sources:
 - a. Poetry (free verse, narrative and rhythmic)
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Analyze nuances in the meaning of words with similar denotations.
- demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity
- use all types of tenses correctly in speech and writing.
- use paraphrasing skills to paraphrase a poem.
- use summary skills to write an objective summary of the given text and poems.

Pre-Reading

- What makes nature poems appealing to the reader?
- Have you ever thought of comparing sea waves with an object?

The sea is a hungry dog,
Giant and grey.
He rolls on the beach all day.
With his clashing teeth and shaggy jaws
Hour upon hour he gnaws
The rumbling, tumbling stones,
And 'Bones, bones, bones, bones!'
The giant, sea dog moans,
Licking his greasy paws.

While-reading

What really makes the
stones move?

And when the night wind roars
And the moon rocks in the stormy cloud,
He bounds to his feet and snuffs and stiffs,
Shaking his wet sides over the cliffs,
And howls and hollos long and loud.

But on quiet days in May or June,
When even the grasses on the dune
Play no more their reedy tune,
With his head between his paws
He lies on the sandy shores,
So quiet, so quiet, he scarcely snores.

(James Reeves)

Post-reading

Recite the poem "The Sea" with accurate pronunciation, appropriate pitch and voice for demonstrating variation suitable for fictional and nonfictional texts

Notes and Comments

James Morris Reeves (1st July, 1909 - 1st May, 1978) was a British writer, principally known for his poetry, plays and contributions to children's literature. His published books include poetry, stories and anthologies for both adults and children. He was also known as a literary critic and broadcaster.
wikipedia.thefreeencyclopedia

Theme

The main theme of the poem 'The Sea' is the power and playfulness of nature, represented here by the sea. The sea is described as a hungry dog. The poet's imagination and acute perception have transformed the sea into a hungry dog.

Figures of Speech in the Poem

"The Sea" uses a number of figures of speech to bring the sea to life. Here are some of the most notable:

- **Metaphor:** The most prominent figure of speech in the poem is the metaphor that compares the sea to a dog. The poem speaks of the sea's "teeth," its "hunger," and how it "moans" and "howls." This metaphor helps the reader to imagine the sea as a powerful and sometimes dangerous creature.
- **Personification:** In addition to the metaphor, the poem also uses personification to give the sea human-like qualities. The sea is said to be "restless," "calm," and "at peace." These qualities are not things that the sea literally possesses, but they help the reader to understand the different moods of the sea.
- **Onomatopoeia:** The poem uses onomatopoeia to create sounds associated with the sea. Words like "rumbling," "tumbling," "clashing," "moans," and "howls" all help the reader to hear the waves crashing, the wind blowing, and the sea itself making noises.
- **Simile:** The poem also uses a simile to compare the calm sea to a dog that is "quiet, so quiet, hardly snoring." This simile helps to reinforce the image of the sea as a peaceful creature.

Nuances

It refers to the subtle differences and layers of meaning that can be found in something. It adds depth and complexity to communication.

Here are some key things to remember about nuances:

- **Subtlety:** Nuances are not always obvious. They're the hidden details, the slight variations in tone, or the underlying meanings that might not be immediately apparent.
- **Importance:** Even though they're subtle, nuances can be very important. They can shape how we understand something, how we react to it, and the overall impression we get.
- **Across Different Fields:** Nuances exist in many areas beyond language. You can find nuances in art, music, emotions, social interactions, and even physical movements. A painter might use subtle color variations to convey a mood, or a musician might play a note with a slight bend to create a specific feeling.

Nuances in the poem "The Sea"

There are some interesting nuances in James Reeves'

Duality of the Sea: The poem portrays the sea with a fascinating duality. It's a "hungry dog" with "teeth," suggesting danger and power. Yet, it can also be "calm" and "at peace," a source of tranquility. This reflects the sea's ability to be both beautiful and destructive, a force that both inspires awe and caution.

- **Shifting Moods:** The poem doesn't present the sea in a static state. Through the use of verbs like "restless," "calm," and "roaring," it captures the sea's ever-changing moods. This dynamism reflects the unpredictable nature of the sea, constantly moving and responding to external forces.

- **Sound and silence:** The onomatopoeia highlights the loudness of the sea when it's restless, with "rumbling," "tumbling," and "clashing." However, the simile comparing the calm sea to a "quiet... hardly snoring" dog suggests a contrasting silence. This creates a sense of potential within the calmness, a hint that the tranquility might not be permanent.
- **Open-ended interpretation:** The poem doesn't explicitly state the speaker's relationship with the sea. Is it one of fear, respect, or even admiration? This ambiguity allows the reader to project their own feelings onto the poem, creating a more personal experience.

Glossary

Words	Meanings	Synonyms
shaggy	covered with or having long, rough hair	bushy, hairy
gnaws	to bite or chew on, especially persistently	
rumblings	the first signs of dissatisfaction or grievance	
tumbling	the act or practice of performing acrobatic tumbles, usually on a mat or ground	
moans	a prolonged, low, inarticulate sound as if from physical or mental suffering	
snuff	to draw in through nose by inhaling	
sniff	to draw air through the nose in short, audio inhalation	
reedy	like a straight stalk of various tall grasses. A reedy marsh	

Comprehension

1. "Giant and grey". What two qualities of the sea is the poet emphasizing?
2. Write down some common qualities of the sea and a dog.
3. 'Shaking his wet sides over the cliffs' ---What is the sea doing?
4. 'And howls and hollos long and loud' ----What aspect of the sea the poet is emphasizing?
5. Identify the time when the sea is calm and quiet.
6. State the feelings of the dog in the third verse.
7. Describe the picture of the sea as portrayed in the poem.
8. Compare the changes in the state of the sea when it is wild and when it is quiet.

b) Choose the best answer.

- i) Man can possibly control nature by
 - a) having general knowledge of the world
 - b) predicting earthquakes, hurricanes, volcanic eruptions and floods
 - c) progress in science and technology
- ii) Mentioning the months of May and June means
 - a) the water tides are rough
 - b) the sea is tired like a dog
 - c) these are hot months
- iii) By calling the sea a hungry dog, the poet means
 - a) the sea is howling
 - b) the sea is alive
 - c) the sea, like a barking dog is making noise
- iv) By describing the sea 'clashing teeth', the poet means
 - a) the sea is menacing and playful
 - b) the sea is wild
 - c) the sea is calm
- v) 'Resting with his head in his paws' means
 - a) the sea is tired and calm
 - b) the sea is not in a good mood
 - c) the sea is rough

Oral Communication

- Read the poem loud. Remember that reading poems is different from prose. Like fiction, poems mostly do not have many characters. Even if you do not understand the meanings, it gives you pleasure while reading.
- Discuss whatever you have understood and what you think is the message in the poem.
- The teacher must explain that on one side Sea seems to be the focal point in the poem and on the other hand words like 'giant, grey, teeth, jaws, bones, dog', combine to reveal a different side of nature, totally different from our imagination.
- Divide the students in different groups. Description of the sea as a hungry dog implicates that the sea is alive. The students will discuss and come up with their views. It would create more interest if they suggest more comparisons possible to the sea.
- Discuss the message of the poem.

Inference

- i) Is nature the best manifestation of Allah Almighty? Give your opinion.
- ii) How would you describe your feelings on watching a rough sea?

Grammar and Vocabulary

a) Parts of Speech

Interjection

An **interjection** is a word or phrase that is grammatically independent from the words around it, and mainly expresses feeling rather than meaning. Oh, what a beautiful house! Uh-oh, this looks bad.

Examples:

- Hurray! We won the match.
- Ouch! That really hurt badly.
- Wow! That is a beautiful dress indeed.
- Oh my God! That was unexpected.
- Whoa! That guy is unbelievably huge.

Interjection Types

Primary Interjection

Words and phrases used to express strong emotions, such as surprise, joy, anger, or disgust.

They can stand alone or be attached to a sentence.

- Oh!
- Wow!
- Hurrah!
- Awful!
- Oh no!
- Yikes!

Secondary Interjection

Words and phrases used to express milder emotions, such as disappointment, surprise, or joy.

They can stand alone or be attached to a sentence.

- Ah!
- Hmm.
- Hmmph.
- Oops.
- Ah well.
- Aha!

Volitive Interjection

Words and express a desire or an urgent request.

They can usually found at the beginning of a sentence and followed by an exclamation mark.

- Come on!
- Look out!
- Help!
- Stop!
- Go away!
- Let's go!

Different Emotive Interjections

It's very common to use interjections specifically for emotions, so we can divide English interjections by the kind of emotion they display and how strong it is.

Let's first take a look at different emotions we might want to express.

Interjections of joy and delight:

- Wow!
- Congratulations!
- Hurrah!
- Yahl!
- Hooray!
- Fantastic!

Interjections of surprise:

- Oh!
- Ah!
- Wow!
- Whoa!
- Huh!

Interjections of sorrow:

- Ouch!
- Aww.
- Oh no.
- Alas!
- Shoot!
- Oops!

Interjections of relief:

- Whew!
- Phew!
- Ahh!
- Thank goodness!
- Yahl!

Activity: Match the interjection on the left with the emotion it expresses on the right.

Interjections

- Wow
- Ouch
- Yippee!
- Alas!
- Bravo!
- Hey
- Uh-oh
- Hush
- Goodness gracious!

Emotions

- Disappointment
- Surprise
- Excitement
- Agreement
- Happiness
- Pain
- Disapproval
- Encouragement
- Fear

b) Tenses

Future tense and its kinds

Future Tense		
Parts	Structure	Examples
Future Simple / Indefinite	S + will + V + Obj	Will go. He will go
Future Continuous	S + will be + V(ing) + Obj	I will be going. You will be going.
Future Perfect	S + will have + V3 + Obj	They will have gone. She will have gone.
Future Perfect Continuous	S + will have been + V(ing) + Obj	They will have been going. She will have been gone.

Activity: Complete the sentences with the correct future form of the verbs given.

1. My father hasn't got much hair. He _____ (lose) it all soon.
2. In 150 years, men _____ (likely / be) bald.
3. When I've saved some money, I _____ (buy) a new iPad.
4. Everybody expects the owners _____ (sign) the agreement with Bill Gate's company.
5. Be careful. Geminis _____ (have) money problems this week.
6. Don't phone me this evening. I _____ (study) for my English exam.
7. Let's have a snack. Dinner _____ (not be) ready for another hour.
8. What? OK, I _____ (fix) it in a minute.
9. I'll clean the house before mum _____ (come).
10. The water is already very hot. It _____ (boil) in a minute.
11. Lucky you! At this time tomorrow, you _____
12. _____ (swim) in the Caribbean!
13. If you _____ (believe) that you will pass the test, you _____ (get) it.
14. I _____ (go trekking) in Mexico next month.
15. In a hundred years, the ice caps _____ (melt) unless we stop the global warming.

Writing

a) Paraphrase the poem "The Sea" stanza wise.

b) Use summary skills to write the objective summary of this poem.

Teacher's Note

- Motivate them to read, view and analyse a variety of reading grade-appropriate and high-interest books and texts from print and non-print sources:
 - a. Poetry (free verse, narrative and rhythmic)
- Ask them to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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