



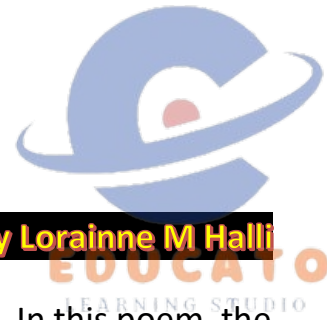
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A HOUSE, A HOME

~Summary~



by Lorraine M Halli

The poem 'A House, A Home' is a two stanza poem written by Lorraine M. Halli. In this poem, the poet highlights the difference between a house and a home. They differ in several ways. A house consists of rooms, a kitchen, a balcony etc which are made up of bricks, stone, wood and glass. Some houses may have a yard, chimneys and tiled floors. Depending on the need, these may have a large number of doors. There are some cemented structures, but no signs of life. Thus, a house is a lifeless building unless it is occupied by people.

A home on the other hand is a place where a family lives with love and affection. A house becomes a home when parents along with brothers and sisters live together and care for each other. They understand each other well. The family members work for the welfare of the family selflessly. They are kind towards each other and help each other in all ups and downs.

~Conclusion~

home: a house or apartment where a person or a family lives. The main difference between them is that house is concrete. House refers to a building in which someone lives. In contrast, a home can refer either to a building or to any location that a person thinks of as the place where she lives and that belongs to her.



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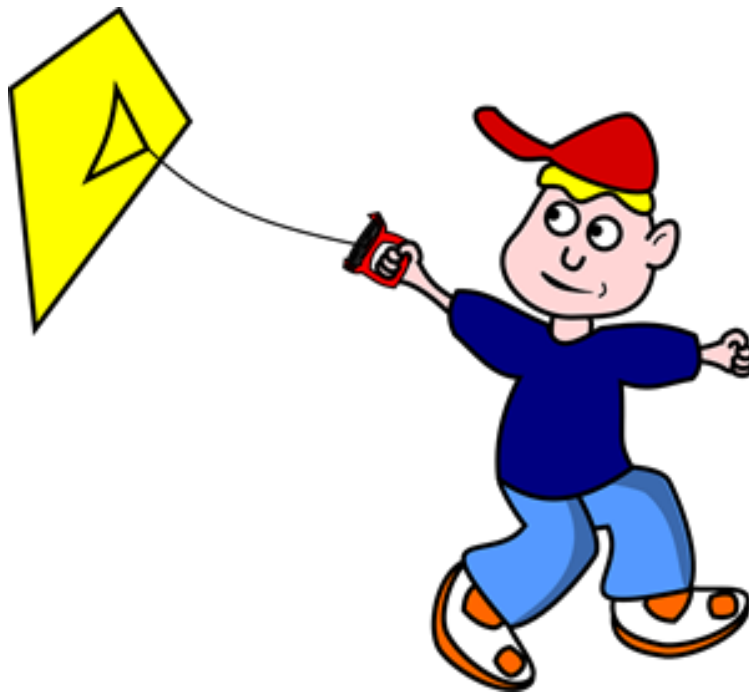


THE KITE

~Summary~



The poem is about a kite. Almost **everyone loves kite-flying**, especially when there is a breeze. The poet describes how the kite looks beautiful in the **blue sky** when there are no clouds. The poet **compares** the kite to a **ship**. As the ship sways with the **wind**, the kite, too, depends on it to fly higher. When the wind drops, the **string** gets loose, and the kite is pulled back. And again, when the wind blows, the kite soars **higher** and higher. The kite makes the **sky** look more **beautiful**. Eventually, the string will be cut off. As a result, the kite will drop itself on a **tree** and would get **torn**.



~Conclusion~

This poem is about a kite as it flies in the sky. A new kite looks very bright on the blue sky. It goes high up in the sky by diving down and then soars high. Just like the ship moves into the sea using a single sail, a kite rises up into the sky using a single string.



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THE QUARREL

~Summary~



-by Eleanor Farjeon

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The entire poem is centred around a **fight** that **Eleanor** had with **her brother**. It shows how **fight**s **start** and **end** between siblings. The perfect emotional train of **denial**, **anger** and **acceptance** is shown in the lines.

1. **Denial**: The first takes us directly to the fight. She admits that she **doesn't know** the **reason** they had fought, showing that the reason was **not important** and the **emotions** played a **bigger role** in the fight. The **reason** would be **tiny** and in most cases, **not worth fighting**. She says that the **beginning** of the fight was **little**, but it soon **grew** with **time**. She ends the first stanza by telling us that **both** of them **thought** they were correct with their ideas and **were not able to accept** the other person's idea.
2. **Anger**: Although they were **siblings** and had grown up **together**, this fight between them had caused them to **hate each other** openly. Time passes quickly, and the afternoon becomes evening while **both** of them had **continued** hating each other. The **anger** that **one sibling** has over the **other** is expressed in two short yet beautiful verses.
3. **Acceptance**: Soon, Eleanor's **brother** **takes** the **first step** towards solving this fight by playfully **thumping** her on the back. It shows that no matter how much they fight with each other, the reality is that **they can never stay angry forever**. The poet realises that by telling her that he was **wrong**, he was actually **correct**, so when he **accepts** his fault, she accepts her fault as well, and the fight **ends**. It shows how when two **members** of the **same family** fight against each other they can **never stay angry forever** because they **know each other** very well and the love that they share is far **stronger** than any **fight**.

~Conclusion~

The poem is about the relationship between siblings. They fight with each other for petty things. But in difficult times, they are inseparable. The poetess wrote about her unpleasant relationship with her brother.



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BEAUTY

~Summary~



-by E-Yeh-Shure

The poem has **three stanzas**, and each talks about the beautiful things that could be **seen, heard,** and **felt** through the heart, respectively. The **first stanza** talks about the beautiful things that could be seen in the **day** time, such as the **trees, birds, people working** in the fields, or them **dancing** for the **harvest**. The **second stanza** talks about the wonderful things that could be heard through the **night**, such as the **wind sighing, rain falling**, or an **earnest song** by a singer. The third stanza talks about how the beauty is **inside** us. Doing **good deeds** and having **happy thoughts** while **working, dreaming,** and **resting** will make us even more beautiful. Thus, the poem describes how beauty is present around and within **us**.





~Conclusion~

The poem has three stanzas, and each talks about the beautiful things that could be seen, heard, and felt through the heart, respectively. The first stanza talks about the beautiful things that could be seen in the day time, such as the trees, birds, people working in the fields, or them dancing for the harvest.



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WHERE DO ALL THE TEACHERS GO?

~Summary~



-by Peter Dixon

The poem "**Where Do All the Teachers Go?**", by **Peter Dixon** is narrated from a **child's point of view**. The child in the poem has a **list of questions** about his teachers. He begins by asking **relatable questions** like where his teachers go after school hours. He wonders if the teachers have a **house** where they have to perform **daily works** like **washing socks**.

Since he always sees his teachers as a **professional** in class, he wonders if they wear **casual clothing** and **relaxes** while **watching TV**. He talks about **trivial** things that children always do despite adults telling them not to, like **picking one's nose**. He wants to know if the teachers also had **parents** and others they had to obey. He **ponders** if the teachers had a **childhood** where they had faced issues like the **inability to spell words**, or being punished for **pinching chocolate flakes**.

The child further ponders that like normal children his age, if there was a time when the teachers had **hated vegetables**, had a **bad memory**, or lost their **hymn books** during **prayers**, had memories of **scribbling on tops of desks** or worn the same **dirty jean** unwashed. He finally declares that all his questions would be **answered**, as he plans to follow his teacher and spy on lifestyle, make a **poem** out of the answers so that people having **similar questions** could get them answered.



Students and teacher



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~Conclusion~

The poem Where Do All The Teachers Go is written by Peter Dixon. The poem narrates the imaginations of a child about his teacher. The poem has been written from the point of view of a child. It is different for a small child to think of his/ her teacher as an ordinary person.



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THE WONDERFUL WORDS

~Summary~



-by Mary Devenport O'Neill

The poem "The Wonderful Words", by Mary O'Neill talks about the **importance of language in communicating** with other people. Words help to bring thoughts into reality. The poet says that one must **not hold back** his/her **thoughts**, just because of the **difficulty** of putting it into words. If thoughts are held back, they tend to **fade** away and **die** permanently.

O'Neill says that the **best language** to put one's thoughts into words is **English**. English is **compared** to a **game** where one has to just **match** their **thoughts** with the **related words** in the language. By doing so, it is easy to make one's thoughts **clear** and **understandable**. There are a lot of **unsaid things** in the world which exists for the time being as mere thoughts. If these thoughts are given a **form**, then it would be an even **better place**. Just like how humans need basic essentials like **food** and **clothing** to survive, **thoughts** need **words** to put them into **action**. Words also have the power to change any situation.

Every individual longs to listen to a **kind word**. Kind words have the **power** to **alter** someone else's life, even if we do not realize it. Therefore only **words** can **free** the thoughts that are stagnated at the back of one's mind. Words are wonderful since it **transforms** thoughts to **reality**.

~Conclusion~

The poet says that English is an interesting language so everybody should read or learn it. Appropriate words are required to express thoughts but words must match. It will help you to express ideas clearly, beautifully and effectively. In lack of appropriate words many ideas are not expressed.



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VOCATION

~Summary~

**-by Rabindranath Tagore**

The poem has two **scenarios**; the child is on the way to **school**, and the child is at home. In these two scenes, the child saw **three** people in a day. The poem conveys the child's **mindset** and the wish towards the people who hide their **struggles** and **pain** behind their works.

One morning, when the child **rushed** to the school, the child saw a **hawker** selling **bangles**. In the evening, the child saw a **gardener digging** the soil, where he never bothered the **stain** on his clothes. At night, the child **peeped** out through the **window** and saw a **watchman** who will never sleep at **night** and enjoy the whole night with his **shadows**.

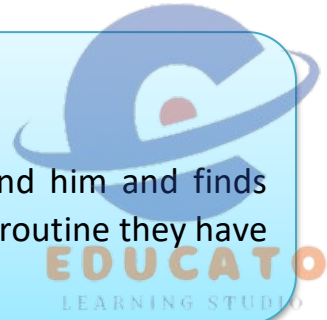
The child feels **jealous** of those people as they are **happy** without any **time restrictions**. From all those works of the people, the child wished to be a **hawker**, a **gardener**, and a **watchman**. He doesn't want to push himself to go to school on time and follow the time restrictions, whereas the child needs a **peaceful** life.



Hawker, Gardener, Watchman

~Conclusion~

The poem is about how a child gets attracted to the ways of people around him and finds different curiosities and attractions in their lives. He is not aware of the tough routine they have to go through. It also shows his innocence and lack of worldly sense.





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WHATIF

~Summary~



-by Sheldon Allan Silverstein

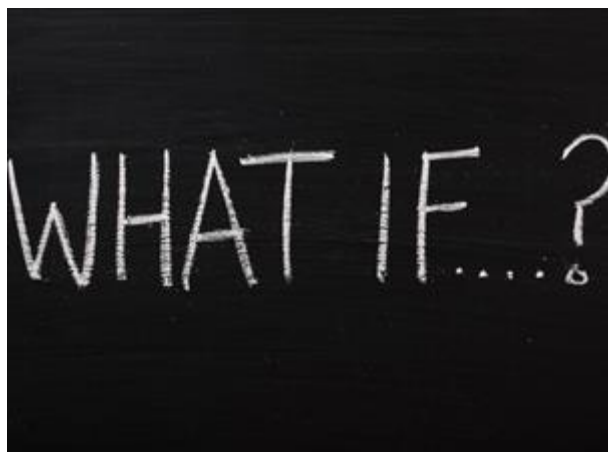
The poem "**Whatif**" is written by **Shel Silverstein**. It is a **light verse** where the **speaker** of the poem asks a series of 'what if' questions to himself.

When the speaker was lying and **thinking** the previous **night**, a group of '**whatifs**' entered his **head** through the **ears**. They **pranced**, **partied**, and **sang** their old **whatif song**. In short, the speaker spent the entire night worrying over various **absurd** and **possible** scenarios that may or may not even take place.

The speaker has **concerns** that are common to **students** of his age. He is worried that he might be treated as a **stupid person** in his school or **fail** in his examination. But he also voices out the **concerns** faced by **young kids**, such as being **ill-treated** at school or elsewhere, **hated** or **ignored** by people, **parents** getting **divorced**, and such. Moreover, the **poem** reveals the **insecurities** of **kids**, such as whether they would grow **taller** or their **teeth** would grow even. Also, the speaker wonders what would happen if he never learns to **dance** as it has a huge role to play in him becoming popular and also stepping out to adulthood.

On the other hand, the poem also contains **questions** and **concerns** that are absurd. **Green hair** growing on his **chest** or **head** getting **smaller** are some of his **pointless worries**. However, they also reveal the **imaginative** side of kids.

Hence, a big list of '**whatifs**' runs through the speaker's **mind**. As the night **breaks** into **dawn**, the whatif song also comes to an **end**. The speaker seems **happy** and **relieved**, but unfortunately, the '**whatif**'-**thoughts** reappear during the **night** to keep him restless.



The poem contains a series of questions beginning with whatifs



~Conclusion~

The poem "Whatif" is written by Shel Silverstein. It is a light verse where the speaker of the poem asks a series of 'what if' questions to himself. When the speaker was lying and thinking the previous night, a group of 'whatifs' entered his head through the ears. They pranced, partied, and sang their old whatif song.