

Try Again

Poem

Get Going!	✧ Make groups of four and ask them to discuss the given topic. Guide and explain, and correct them where required. Emphasise the qualities needed for learning a new skill and the need to practise it.
Read and Enjoy	<p>✧ This poem by William Edward Hickson focuses on the need for determination and perseverance if a person is to succeed in any field. The poem has a refrain: 'Try again'. This is the most important thing for achieving success. The poet is telling us that no matter what obstacles and delays we face, we should never give up. Every setback should increase our determination.</p> <p>✧ There are six stanzas in the poem with irregular lines. The first and fifth stanzas have rhymed the first and third lines and have the refrain on the second and fourth lines. Stanzas 2, 4 and 6 have four lines each, with the first three rhymed [aaa], and the fourth line is the refrain. The third stanza has only three lines with the first two lines rhymed and the last line as the refrain.</p> <p>✧ In the first stanza, the poet spells out the lesson: Try again. This is what we must 'heed', pay attention to. Even if we fail at first, we should not stop making efforts to succeed.</p> <p>✧ Our courage is seen when, despite failure, we keep on practising and try to succeed. If we do that, we will definitely 'conquer' what seems impossible and also our own fear or nervousness.</p> <p>✧ In the third stanza, the poet reiterates that even if we fail a few times, repeated efforts will ensure success finally - we 'would at last prevail'.</p> <p>✧ The poet says that sometimes, despite our best efforts, we may not 'win the race'. But, he adds, there's no disgrace in that, because what we should do then is to 'try again'. Any setback or failure should make us more determined in our efforts.</p> <p>✧ At times, the task we have taken up or the goal we wish to achieve may appear very difficult. On such occasions, we should continue to try hard because 'Time will bring you your reward,' says the poet. Sometimes, the reward that we get may not be the trophy that we seek, but it may be something quite different. However, it will make us feel equally happy and proud.</p>

<p>✧ The poet encourages the reader, telling us that whatever someone else can do, we too can do. What others can achieve, we too can achieve. This does not mean that we should imitate exactly the goal that someone else is aiming for. We can have different aims and goals. What is important is to emulate the spirit of achievement, the determination, practice, training, discipline and perseverance.</p>	
<p>✧ Exercise A, B and C: Explain the exercises and do them orally first. Then ask the students to write down the answers in their books. It is advisable to check and assess the work individually.</p>	Read and Understand
<p>✧ Exercise A: Explain the exercise and ask the students to write the answers on their own. Check and assess their work individually.</p> <p>✧ Explain how we understand rhyme schemes, using the instructions and the given example. Then walk through the poem and explain it further.</p> <p>✧ Exercise B: Ask the students to explain the rhyme scheme. Guide and check their answers. Explain the correct answer for the question and the students may write it down.</p>	Appreciating the Poem
<p>✧ Exercise A: Explain the various genders used: masculine, feminine, common and neuter. When a noun/name can be used equally for male or female persons, then it is called a common gender. For example: doctor, pilot, nurse, chairperson, etc. Do the exercise orally first, and then ask the students to write the answers down. Announce the answers aloud and let them check their work in pairs.</p> <p>✧ Exercise B: Explain the exercise and do it orally first. Then ask the students to circle the answers. Announce the answers aloud and let them check their work in pairs.</p> <p>✧ Exercise C: Explain the exercise and do it orally first. Then ask the students to circle the answers. Announce the answers aloud and let them check their work in pairs.</p>	Word Wise
<p>✧ Exercise A: Explain the exercise and do it orally first. Then ask the students to circle the answers. It is advisable to check and assess their work individually.</p>	Write Well
<p>✧ Exercise A: Make groups of five students. Explain the exercise and ask the groups to discuss the topic. Each group can make 4-5 important points and share with the class.</p> <p>✧ Exercise B: Make groups of five students. Explain the exercise. Select any one of the four persons given and write down 4-5 points about each. Share and display the points.</p>	AIL Activity