

Freedom

Poem

<p>✦ Exercises A and B: While A is to be discussed with partners and B in class, both can also with the class. Share the enjoyment of travelling, which gives us a wider horizon and knowledge, and can also be good for our health.</p>	Get Going!
<p>✦ This delightful little poem is written by Olive Runner. In it, she expresses her joy and delight at being free, even in the most difficult situation like winter.</p> <p>✦ In the first stanza, she describes the stark winter landscape and finds it so energising. It is not the beautiful and rich landscape that one sees in spring, summer or autumn. She is standing at the beginning of a long straight road on a winter morning. It is bitterly cold, 'a clear, cold day, with a nipping air'. The trees are bare and tall and there is no greenery around her. She says the trees 'run on beside me'; but it is she who is running, not the trees. They appear to move with her as she runs. But despite the cold and the stark landscape, she says her heart feels light because she has no worries. She is 'free from care'.</p> <p>✦ She begins the second stanza by asking to be allowed to go. She is being held back by someone, and she begs them to let her go. She does not care where her journey will take her. She is happy to go wherever her feelings ask her to go. 'My spirit shall be free', she says. She compares that freedom to the freedom of a brook, a small stream which flows towards a river, and the river that flows into the sea. They follow their own course, finding a way over sand, pebbles, rocks and through forests and plains to reach their goal. She longs for that kind of freedom. She is looking forward to the adventure of going wherever her 'feet may lead'.</p> <p>✦ The two stanzas are written in rhymed verse. Alternate lines of each stanza are rhymed. Me - me; air - care; whither - river; be - sea: these are the rhymed words.</p> <p>✦ Ask the students to learn the poem and recite it.</p>	Read and Enjoy
<p>✦ Exercises A, B and C: Explain the exercises and do them orally first, citing words, phrases and lines from the poem to elaborate. Then ask the students to write the answers in their notebooks.</p> <p>✦ It is advisable to check and assess their work individually.</p>	Read and Understand

<p>Appreciating the Poem</p>	<ul style="list-style-type: none"> ✧ Explain what a simile is – a form of speech in which one thing is compared to something else, using the words ‘like’ or ‘as’. Add your own examples using the blackboard. For example: as busy as a bee, as hard as a rock, as white as snow, etc. Sometimes we can make our own comparisons. For example: Karen is looking happy like sunshine. Or Karen is looking as happy as sunshine. Jimmy is looking so sad, like a hen out in the rain. ✧ Exercises A, B and C: Do the exercises orally. Let the students write down the answers. Then announce them aloud and ask them to check their own work.
<p>Write Well</p>	<ul style="list-style-type: none"> ✧ Depending upon where each student wishes to travel to, ask them to write a paragraph on it. Explain the essentials about a paragraph. It consists of 5 to 10 sentences on one theme. The first line is indented about one inch from the rest of the paragraph. ✧ Exercise A: It is better for each student to do this individually, either as classwork or homework, and then for the teacher to check, assess and correct the work.
<p>AIL Activity</p>	<ul style="list-style-type: none"> ✧ Exercise A: Students can do this on their own. ✧ Exercise B: Ask them to discuss with their partners.