

## Chapter 2: The Worm

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### WARMING UP [PAGE 36]

#### Warming up | Q 1 | Page 36

**‘Worms play a very important role in maintaining ecological balance. They are friends of farmers.’**

Form groups and discuss the significance of worms in the above two roles

### SOLUTION

(Point: worms - loosen the soil-bring up fertile soil-turn organic garbage into organic fertilizers-provide proteins, etc.)

Students can discuss this as oral work.

#### Warming up | Q 2 | Page 36

**Think and write down how the following creatures can be useful :**

- a. Dragon fly: \_\_\_\_\_
- b. Spider: \_\_\_\_\_
- c. Ants: \_\_\_\_\_
- d. Honeybees: \_\_\_\_\_
- e. Earthworms: \_\_\_\_\_

### SOLUTION

- a. Dragon fly: eats mosquitoes and flies; controls unwanted insects.
- b. Spider: keeps insect population under control.
- c. Ants: turn and aerate the soil; help in seed dispersal.
- d. Honeybees: provide honey; help in pollination.
- e. Earthworms: loosen the soil; turn organic garbage into fertilizer.

#### Warming up | Q 3 | Page 36

Little creatures in nature can also be your teachers. Think and write what we can learn from the following.

- a. Bees :
- b. Ants :
- c. Spiders :
- d. Caterpillars :

### SOLUTION

- a. Bees: organization; hard work; self-sacrifice
- b. Ants: teamwork; hard work; discipline
- c. Spiders: patience; perseverance
- d. Caterpillars: patience; acceptance of change



### Warming up | Q 4 | Page 36

Breeding worms to use them to convert organic waste into fertilizer is called Vermiculture or vermicomposting.

Find out more about Vermiculture and how you can carry out the same in your garden/backyard, to fertilize your plants at home.

#### **SOLUTION**

Students can attempt this on their own as a project.

### **ENGLISH WORKSHOP [PAGE 38]**

### English workshop | Q 1 | Page 38

**Read the poem aloud and you will find some old outdated words that we do not use in the everyday language now.**

However, some writers/poets use them to impart an old-fashioned flavour to suit the background of their write-up. Such words are called Archaic words. Give the modern words for the archaic words from the poem.

- thy
- being
- bestowed
- thee
- thou
- can't

#### **SOLUTION**

- thy - your
- being - life
- bestowed - gifted/given as a gift
- thee - you
- thou -you
- canst - can

### English workshop | Q 2 | Page 38

Pick out any two other lines from the poem that contain an Apostrophe.

#### **SOLUTION**

- Turn, turn thy hasty foot aside
- Let them enjoy their little day
- O do not lightly take away The life thou canst not give.

### English workshop | Q 3. (a) | Page 38

**Think and answer in your own words in your notebook.**



Why does the poet appeal to us, to respect the life of a worm?

### **SOLUTION**

The poet urges us to remember that every creature on this earth is created by God for some purpose. We must hence respect every creature, big or small, for each has its own role to play in this universe. Besides, we have no right to lightly take away a life which we cannot give back.

### **English workshop | Q 3. (b) | Page 38**

**Think and answer in your own words in your notebook.**

Why do you think God created worms? What is their ecological importance?

### **SOLUTION**

Every creature on this earth is created by God for some purpose. Worms play a very important role in maintaining ecological balance. They loosen and aerate the mud and bring up fertile, nutrient-rich soil. They turn organic garbage into organic fertilizers. Their bodies provide proteins. Thus, though they are so small, they play a huge role in maintaining ecological balance, and this is the purpose for which God created them.

### **English workshop | Q 3. (c) | Page 38**

**Think and answer in your own words in your notebook.**

'Live and let live' is a famous proverb. Which lines from the poem support this proverb?

### **SOLUTION**

The lines from the poem that support the proverb 'Live and let live' are:

1. Turn, turn thy hasty foot aside, Nor crush that helpless worm!
2. Let them enjoy their little day
3. Do not lightly take away The life thou canst not give!

### **English workshop | Q 3. (d) | Page 38**

**Think and answer in your own words in your notebook.**

Does the poem urge us to protect only worms? What is the general message conveyed through this poem?

### **SOLUTION**

Though the poem is about the worm, the general message is that God has created all the creatures on earth, big and small, and every creature has a role to play. All beings have equal rights over the bounties of the earth. No one can take away a life that he/she cannot give.

### **English workshop | Q 4 | Page 38**

Find from the library or internet other poems composed on tiny living creatures. Try to understand the message in each of them.

### **SOLUTION**

Students do it on your own.

### **English workshop | Q 5 | Page 38**

**'Even small things in nature play a big role. So protect nature!'**

Frame some slogans based on the above topic.

### **SOLUTION**

1. Nurture nature and get nurtured by nature!
2. All creatures great and small, The good Lord made them all.

### **English workshop | Q 5 | Page 38**

**Draft a short speech on the above topic, which you could give at your school assembly. Use the following steps while drafting.**

- Greeting
- Salutation
- Self - Introduction
- Introduction of the topic
- Body of the Speech
- Conclusion
- Expression of gratitude to audience

### **SOLUTION**

#### **SMALL BUT IMPORTANT**

Respected Principal, teachers, and my dear friends,

Good morning. Today is 5th June, World Environment Day, and on this important day I, Smruti Karnath, would like to say a few words on the huge role played by the small things in nature.

Let me begin with the earthworm. The earthworm is rightly called the friend of the farmer for it helps the farmer in immeasurable ways. It not only loosens and turns up the soil, it converts garbage into organic fertilizer too. Those minute creatures, ants, help in aerating the soil and in seed dispersal. Bees, in addition to providing honey, are indispensable in pollination. We owe our food to the work done by these little insects. Dragonflies and spiders keep down the insect population by eating insects. Frogs and fish eat the larvae of mosquitoes.

I could go on and on, extolling the virtues and the uses of every little being on this earth. However, time does not permit me to do this, and I end my speech by requesting all of you here to understand and respect the importance and the place of every little creature on this earth.

Thank you.

### English workshop | Q 6 | Page 38

Paraphrase the poem in your own simple language. Write it down in your notebook.

#### **SOLUTION**

In this poem, the poet tells the reader, who is in a hurry, to turn his foot aside so that he does not crush the helpless I worm. The reader may be filled with scorn and hatred for the worm, but it was created by God.

The same God who made human beings and all other things that move has also given a portion of His unlimited love to the poor worm.

God has given the sun, the moon and the stars free to all the creatures He created. The grass that grows over the earth was made for worms as well as for human beings.

The poet urges the reader to allow the worms to enjoy their brief life with its humble pleasures. He tells us not to take away a life which we cannot give.

### English workshop | Q 7 | Page 38

**Frame a pointwise Analysis of the poem 'The worm'. Use the following points.**

- a. Poem and poet:
- b. Theme:
- c. Tone:
- d. Structure and stanzas:
- e. Rhyme and Rhythm:
- f. Language and Imagery:
- g. Figures of Speech:

#### **SOLUTION**

1. Poem and poet: **'The Worm' by Thomas Gisborne**
2. Theme: **Respect every creature big or small, for each has played in this universe.**
3. Tone: **Serious their own role to and thought-provoking; in the imperative**
4. Structure and stanzas: **Stanzas of four lines each; short lines**
5. Rhyme and Rhythm: **Rhyme scheme: abab, cdcd, and so on. The last words of the first and third lines and the second and fourth lines of every stanza rhyme. The rhythm is smooth.**
6. Language and Imagery: **Archaic language; no imagery**
7. Figures of Speech: **Apostrophe, Inversion**

