

# 2. The Coromandel Fishers

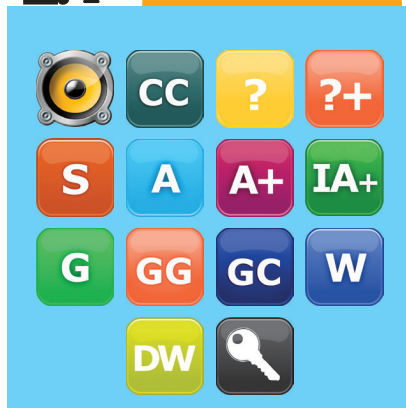
Neighbourhood and Community

## Learning Outcomes

- ▶ read and understand the poem
- ▶ learn alliteration and personification
- ▶ use determiners (quantifiers and distributives) in sentences
- ▶ learn to read with proper tone and intonation
- ▶ suggest ways to reduce pollution
- ▶ write a short poem



### Digital Desk



### Warm-up



Have you ever been to the seashore? If yes, where in India or abroad did you go and what did you see there? If not, then do some research and find out about the things you can see on the seashore.



The south-eastern coastline of India is often called the Coromandel coast. The word **Coromandel** is believed to have come from the way European traders in the 17th century mispronounced the name of a Tamil village called Karimanal. This region stretches from the state of Odisha to Tamil Nadu. It has a great historical importance, as Indian traders set sail from here hundreds of years ago to explore and conquer lands as far away as Indonesia. It was the Europeans who also settled here and began to build colonies, which eventually resulted in parts of the area being ruled by them.



### Cross-curricular Connection



*Read this rhythmic, rousing poem about seeking freedom on the waves of the sea.*



Rise, brothers, rise; the wakening skies pray to the morning light,  
The wind lies asleep in the arms of the dawn like a child that has cried all night.  
Come, let us gather our nets from the shore and set our **catamarans** free,  
To capture the leaping wealth of the tide, for we are the kings of the sea!

No longer delay, let us hasten away in the track of the sea gull's call,  
The sea is our mother, the cloud is our brother, the waves are our **comrades** all.  
What though we **toss** at the fall of the sun where the hand of the sea-god drives?  
He who holds the storm by the hair, will hide in his breast our lives.

Sweet is the shade of the **cocoanut** glade, and the scent of the mango grove,  
And sweet are the sands at the full o' the moon with the sound of the voices  
we love;  
But sweeter, O brothers, the kiss of the **spray** and the dance of the wild foam's glee;  
Row, brothers, row to the edge of the **verge**, where the low sky mates with the sea.

*Sarojini Naidu*





**catamarans:** boats with two floating hulls held together by a flat deck

**comrades:** companions, especially people having a common cause or purpose

**toss:** move from side to side or up and down

**cocoanut:** coconut

**spray:** (here) the fine droplets caused by water hitting a hard surface

**verge:** a piece of grass at the edge of something



### About the Poet

**Sarojini Naidu** (1879–1949) was a political activist, feminist, freedom fighter and writer. She was also known as ‘the Nightingale of India’. She was elected a fellow of the Royal Society of Literature. Some of her well-known works of poetry include *The Golden Threshold*, *The Bird of Time* and *The Feather of the Dawn*.



## Comprehension

### A. Answer these questions.

1. Who, according to the speaker, prays to the morning light?
2. What is the wind compared to?
3. What relationships does the speaker describe in stanza 2?
4. What does the speaker describe as ‘sweet’ and ‘sweeter’?
5. What do you think is wealth to the fishermen?

### B. Answer these questions with reference to the context.

1. *He who holds the storm by the hair, will hide in his breast our lives.*
  - a. Who is ‘he’?
  - b. Whose lives does he hold?
  - c. What does the speaker mean by this line?
2. *But sweeter, O brothers, the kiss of the spray and the dance of the wild foam’s glee.*
  - a. What does the speaker earlier refer to as sweet?
  - b. What is the contrast the speaker draws between this line and the one before it?
  - c. What is the image being described here?



### C. Think and answer.



1. The fishermen are called the 'kings of the sea' in this poem. Why do you think the speaker calls them so?
2. Sarojini Naidu was a noted freedom fighter and an activist. Do you think her political ideas and activities can be seen reflected in the message conveyed through this poem? Why or why not? Also, discuss how these ideas impact your everyday life.

### Word Wonder

Read this sentence.

- This **city** never sleeps.

In the sentence given above, the **city** has been personified. This conveys the hustle and bustle of city life.

**Personification** is a figure of speech in which abstract ideas or inanimate objects are treated as human beings and given human qualities.

#### A. In the poem, 'Coromandel Fishers', pick out the instances of personification.



Read these phrases.

- **w**eary **w**ay    ► **s**weet and **s**our    ► **d**arkness of the **d**ungeon

In the above examples, we can see that the initial consonant sounds are being repeated.

The repetition of the initial consonant sound in a line is called **alliteration**.

#### B. Underline the alliterative phrases in these passages.

1. Once upon a midnight dreary, while I pondered, weak and weary,  
Over many a quaint and curious volume of forgotten lore,  
While I nodded, nearly napping, suddenly there came a tapping.
2. The fair breeze blow, the white foam flew,  
The furrow followed free;  
We were the first that ever burst  
Into that silent sea.



3. They click upon themselves  
As the breeze rises, and turn many-coloured  
As the stir cracks and crazes their enamel.  
Soon the sun's warmth makes them shed crystal shells  
Shattering and avalanching on the snow-crust—

## Learn About Language

You have already learnt that **determiners** are words that are used before nouns to determine their meaning. They define or modify a noun to be singular or plural.

1. **Articles:** a, an, the
2. **Demonstratives:** this, that, these, those
3. **Distributives:** each, every
4. **Possessives:** my, your, his, her
5. **Quantifiers:** few, many, much
6. **Interrogatives:** what, which, whose

Read more about quantifiers.

**Quantifiers** state the amount or the number of a noun. They can be grouped by the noun types they quantify. These expressions are mainly **some, any, many, much, a lot of, a little** and **a few**.

Read the uses of these quantifiers.

– **some** and **any**

Both these quantifiers are used to express an indefinite number or quantity.

**Some** is used in affirmative sentences. It means **a few**. For example,

- ▶ There are **some** papers on my desk.
- ▶ This answer script has **some** glaring errors.

**Any** is used in negative sentences and questions. For example,

- ▶ We do not have **any** crayons at home.
- ▶ Do we have **any** cake left in the fridge?

– **much** and **many**

Both these quantifiers are used to express large quantities or numbers. For example,

- ▶ She has **much** influence in the society.

**Y** is considered to be a vowel if

- i. The word has no other vowel. For example, gym, my.
- ii. The letter **y** at the end of a word or syllable. For example, candy, acrylic.



▶ I have **many** friends in the neighbourhood.

– **a few** and **few**

**A few** expresses a small quantity. **Few** implies that something is not enough.

For example,

▶ My sister and I have **a few** friends in town.

▶ **Few** people know us in this neighbourhood.

– **a little** and **little**

**A little** expresses a small quantity. **Little** implies that something is almost none or not enough. For example,

▶ Let us bake a cake. We have **a little** butter.

▶ We can't make a cake. We have **little** milk.

**Distributive** determiners express how something is distributed, shared or divided.

Read the uses of these distributives.

– **each** and **every**

**Each** is used while talking about the members of a group as individuals. **Every** refers to a group of objects or people lumped together as one. For example,

▶ **Each** one of us has worked hard to reach this position.

▶ **Every** morning Nisha goes for jogging.

– **either** and **neither**

**Either** is used to mean one or the other of two people or things. **Neither** indicates not the one nor the other of two people or things. For example,

▶ **Neither** answer is correct.

▶ I would love to go to **either** of the cities for a vacation.

– **all** and **half**

**All** describes the complete number of the group. **Half** means you are referring to a part of the group when it is divided into two sections. For example,

▶ **All** children deserve to be educated.

▶ **Half** the clothes in the cupboard are not mine.

**A. Underline the determiners in these sentences and state their kinds.**

1. Many years ago when our grandfathers were little children—there was a doctor.
2. His name was John Dolittle and his sister was called Sarah.



3. His sister used to grumble about all the animals that he kept in the house and say that they made the house untidy.
4. They talk with their ears, with their feet, with their tails.
5. Do you see now the way he's twitching up one side of his nose?
6. But that man over the hill never even looked at my eyes.

**B. Complete these sentences using suitable determiners.**

1. I didn't use \_\_\_\_\_ fertiliser last spring.
2. \_\_\_\_\_ students wanted to go for the trip.
3. They say \_\_\_\_\_ knowledge is a dangerous thing.
4. My sister doesn't drink \_\_\_\_\_ coffee.
5. I am having \_\_\_\_\_ trouble passing my driving test.
6. \_\_\_\_\_ student will write two essays.

## Language Lab

The **tone** of a literary work expresses the writer's attitude towards or feelings about the subject matter. Tone is conveyed through the choice of words or viewpoint of the writer or poet. For instance, the tone can be formal, informal, witty, dejected, happy or sad.

**Intonation** describes how the voice rises and falls in speech. The three main patterns of intonation in English are: **falling intonation**, **rising intonation** and **fall-rise intonation**.

**Falling intonation** describes how the voice falls on the final stressed syllable of a phrase or a group of words. A falling intonation is very common in *wh*-questions.

- ▶ **Where's** the nearest inn?
- ▶ **What** do you do for a living?
- ▶ **When** should we meet?

Now, read these sentences.

- ▶ Could you give me a pen, please?
- ▶ Have you read this book?

**Rising intonation** describes how the voice rises at the end of a sentence. Rising intonation is common in yes-no questions and making requests.



Read these sentences.

- ▶ Do you want coffee or tea?
- ▶ It's a beautiful town, isn't it?

Notice the rise and fall in the voice pattern. We use **fall-rise intonation** with questions, especially when we request information or invite somebody to do or to have something.

**A. What is the tone of the poem 'The Coromandel Fishers'? Recite the poem with proper intonation.**



**B. Listen to this excerpt on noise pollution. Then fill in the blanks with the correct words.**

1. We are living in an \_\_\_\_\_ village.
2. The urban \_\_\_\_\_ has become a reality of our daily life.
3. Fatigue and hypertension can be linked to exposure to high \_\_\_\_\_.
4. High intensity noise causes high \_\_\_\_\_ pressure and \_\_\_\_\_ heart beat rate.
5. Mahatma Gandhi said, 'Be the \_\_\_\_\_ you want to see.'
6. \_\_\_\_\_ zones should be created.



**C. After listening to the above excerpt on noise pollution, prepare a debate and speak for/against the proposition: Noise pollution is much worse and has a large-scale effect than air pollution.**

## Composition



**Write a poem of eight lines using alliterative phrases on the topic: the beauty of mountains.**

- ▶ To write an alliterative poem, first pick a consonant. It can be any letter of the alphabet except for the vowels a, e, i, o or u. For example, let's say you choose the letter 'B'.
- ▶ Think of as many words as you can that start with your letter and write them down. You're going to need nouns, verbs and adjectives.
- ▶ Form a sentence or two with some of your words.





- ▶ See if you can add another sentence or two and a rhyme.
- ▶ Finally, see if you can come up with a reason for all of these things as a way to end your poem.

## Activity

Here is a table of words that describe the parts of a ship. However, the meanings are all jumbled up.



Using a dictionary or the Internet, match each term to its meaning.

A	B
1. mast	a. top outside floor of a ship
2. hull	b. bottom part of a ship that goes in the water
3. deck	c. heavy metal object attached to a chain and thrown over the side to keep a ship steady in place
4. hold	d. a piece of cloth that catches the wind and helps the ship move
5. anchor	e. tall pole that a sail hangs on
6. sail	f. storage space for goods

Now, draw a picture of a ship that includes the features you have just learnt about.



**Further Reading:** *The Sceptred Flute* by Sarojini Naidu

