

## SOUND

Rajani Parulekar

RAJANI PARULEKAR (b. 1945), recipient of Maharashtra State Award, is a poet in Marathi with three collections of poems to her credit. The present poem, taken from *Indian Literature*, has been translated by Suhas Sooryakant Limaye.

### A. Work in small groups and discuss the questions given below:

1. How do trees help us?
2. Should you cut trees?
3. Name the trees which you have in your school garden.
4. Have you planted trees in your locality? If not, would you do it?



## SOUND

A tree in the woods is hacked

Its branch breaking away

what do the halves

whisper to each other?

Do they moan and groan

In the heart of their hearts?

And do these logs driven from each other

Reminisce?

Do they remember how the wind tossed them?

How they got drenched in the rain?

And the blossoms in the spring

And the fall in autumn?

Oh! But the wind knows.

The wind blowing with a din

In places forlorn

Sings such songs

5

10

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**B.1. Answer the following questions very briefly:**

1. What happens to a tree in the woods?
2. Do the halves express their grief?
3. Do they make a sound because they are in pain?
4. Where do the logs go?
5. Who knows the predicament of trees?
6. Can all men sense the agonies of trees?
7. Why does the poet call the songs not song but just sounds?
8. What will be the ultimate end of such sounds?



Those songs not all could praise

Many a man is blunt,

He doesn't even sense

The agonies caught

Even in simple words!

What then of these songs

They are just sounds

Such sounds as would be choked to death

If confined in the strokes and coils of script.

20

25

**GLOSSARY AND NOTES**

**hacked** (v): cut or chopped roughly

**halves** (n): pl. of half

**log** (n): unhewn piece of a felled tree

**reminisce** (v): indulge in remembering things past

**din** (n): prolonged loud confused noise

**forlorn** (adj): sad and abandoned in a pitiful state

**agonies** (n): pl. of agony = extreme mental or physical suffering

**script** (n): text of a play, film.

**C. 1. LONG ANSWER QUESTIONS**

1. The poet has given a touching account of a tree which has been cut down. Don't you think that this is a sad poem in memory of a felled tree?
2. Why has the poet indulged in reminiscences? Has anything ever compelled you to reminisce?
3. What does 'the wind know and what the wind blowing a din' suggest?
4. "Many a man is blunt, so blunt, / He doesn't even sense the agonies caught / Even in simple words." Explain the lines.

5. Justify the title of the poem.
6. The poem suggests that the writer of this poem is an environmentalist. She is deeply concerned with protecting and preserving the natural environment. Do you agree with it? Write your opinion.
7. A lot of people are insensitive to the agonies of trees'. Comment.
8. What is the theme of the poem? Could you suggest another title?
9. Do trees have souls? give your opinion.
10. Imagine yourself to be a branch which has just been hacked out. Describe your feelings to your parent tree.

### C. 2. GROUP DISCUSSION

Discuss the following in groups or pairs:

1. Trees are our friends; we must not cut them.
2. Save trees today for a better tomorrow.

### C. 3. COMPOSITION

1. Write a paragraph in about 100 words on the following:

- (a) Utility of tree for birds and animals
- (b) Preserving Environment

### C. 4. WORD STUDY

1. Complete the following sentences with the appropriate words given in the brackets. You can change the forms of verbs where necessary.  
(woods, hack, moan, drench, rain, spring, song, praise, sense, death)
  - i. When I left home it was .....
  - ii. I had neither a rain-coat nor an umbrella; so I was ..... from head to foot.
  - iii. If winter comes can ..... be far behind?
  - iv. He went to the ..... to collect some firewood.
  - v. The criminal was ..... to .....
  - vi. The Headmaster ..... him for his courage.
  - vii. He perhaps ..... that I wasn't telling him the whole story.
  - viii. The mother was ..... on a lot about the loss of her child.

### D. 1. Dictionary Use

1. Correct the spelling of the following words:  
remnise, autum, agany, chocked, strocks, blosoms, fourlorn

2. Use the following words in sentences of your own:

groan	log	rain
sense	confine	script

### D. 2. Word Formation

By adding the suffix - ly

Noun	Adjective	Adverb
man	manly	.....
heart	.....	heartily
.....	simple	simply
cost	.....	.....
day	.....	.....
friend	.....	.....
home	.....	.....
month	.....	.....
heaven	.....	.....
order	.....	.....
fortnight	.....	.....

### E. GRAMMAR

Ex. 1 Complete the sentences with the correct form of the verbs.

(hack, blunt, blow, break, moan, toss, drench, blossom, choke, confine)

- The tree was ..... down.
- The soldier was ..... in a cell.
- The stump is .....
- The drains are .....
- The wind is .....
- Flowers ..... in spring.
- He ..... the coin.
- The wind was .....
- The old lady was ..... for her loss.
- People were thoroughly ..... in the rain.

Ex. 2. Change the given sentences from passive to active:

**Passive** : *Tennis is played by me.*

**Active** : *Ramu plays tennis.*

- The tree was hacked down by men.
- She was teased by the cousins.
- The branches of the tree were being tossed by the wind.
- Oxygen is provided by the trees.
- The car is being driven by the driver.
- A tree in the woods is hacked.
- The house was built in 1995.

**Ex. 3.** Study the following sentences:

- The poet asks the reader, "What do the halves whisper to each other?"
- The poet asks the reader what the halves whisper to each other.

Here, in the first sentence, the part of the sentence in the inverted commas (" ") has been expressed as it is told by the speaker. This is an example of Direct Narration.

The second sentence is an example of the Indirect Narration of the same sentence mentioned above.

**Can you change the following sentences into Indirect Narration?**

- The teacher says to the students, "The earth is round."
- She said to me, "I am asking you this question."
- You said to Muskan, "What are you reading?"
- The master said to the servant, "Bring a glass of water."
- He said to you, "What a beautiful flower this is!"

## F. ACTIVITIES

- Imagine yourself to be a fallen tree. Now write your feelings. You may write your feelings at different stages - before, during and after felling.
- Does music influence the growth of trees? Play music before a plant for 15 days and mark the impact of music on it (plant).
- Work in pairs: Given below are two sets of words, one for you and the other for your partner. Use your set of words to create a story. Tell your partner your story.  
(importance, environment, group, village, genius, sapling, plant)

One way of doing this is done for you in the form of conversation between Grandpa and Isha.

**Grandpa** : You can do a lot. You and your friends can set up a group, say, Bal Morcha, which will tell everyone about the importance of trees and

keep a check that nobody cuts trees and spoils the environment. In our village too we have a group called 'Green Group' which takes care of trees.

**Isha** : Oh! Grandpa you are a genius. I will talk to my friends about the value and uses of trees.

**Grandpa** : You all can plant a sapling each to make up for the loss of trees that are being cut.

**Isha** : Sure! Grandpa.

### Q. TRANSLATION

Translate the poem into your mother tongue.

