Trespass

I dreaded walking where there was no path
And pressed with cautious tread the meadow swath
And always turned to look with wary eye
And always feared the owner coming by;
Yet everything about where I had gone
Appeared so beautiful I ventured on
And when I gained the road where all are free
I fancied every stranger frowned at me
And every kinder look appeared to say
‘You’ve been on trespass in your walk today.’
I’ve often thought, the day appeared so fine,
How beautiful if such a place were mine;
But, having naught, I never feel alone
And cannot use another’s as my own.

John Clare
ABOUT THE POET

John Clare (1793–1864) was the son of a farm worker. He lived in the countryside and wrote many poems that are based on close observation of the simple, natural world around him. Clare lived during a period of massive change that was brought about by the increased use of industry in Britain. Cities were growing fast and life in the countryside was changing because large areas of land that had been open to everyone were being closed off to the public. In this poem he admires the beautiful countryside, but his feelings about crossing land that is not his makes him very uneasy.

WORDS TO KNOW

cautious  being careful in order to avoid problems or dangers
dreaded  feared about something in the future
gained  arrived at a destination or obtained
naught  nothing
swath  a long, narrow space cut through grass or corn
tread   a person’s manner of walking
trespass   enter someone’s land or property without their permission
ventured  undertook a risky or daring journey
wary  feeling or being cautious

COMPREHENSION

1. Answer the following questions.
   a. Find four words in the first four lines that indicate that the walker is worried.
   b. What is the walker worried about?
   c. Why does the walker keep on going even though he is worried?
   d. The walker meets people as he walks. What does he think they are thinking about him?
   e. What does the walker wish for?

   These questions are more difficult. Discuss them first.
   
   f. The poet has used the same word to start six of the fourteen lines in the poem. What is the word? What impact does it have?
   g. How many sentences are in the poem? Is there a different mood or feeling in the last two sentences?
   h. What does the walker decide in the final lines of the poem?

UNDERSTANDING POETRY

2. What is the rhyme scheme of this poem?
3. Count the number of syllables in each line. What do you notice?

4. Do you like this poem? Explain why you like or dislike it.

5. Answer these questions with reference to context.
   
   *And when I gained the road where all are free*
   i. Where had the walker been before he reached the road?
   ii. What happened on the road and what did the walker think?
   iii. Why might a walker want to leave the road to walk elsewhere?

6. Look at the words below. Discuss them and look up any that you do not know the meaning of. Then, place them on a scale that goes down from the strongest emotion at the top. If you have words that you think are on a similar level, put them next to each other.

   fear
   nervousness
   unease
   anxiety
   doubt
   worry
   dread
   terror
   panic
   concern
   foreboding

WORKING WITH WORDS

PREFIXES

In English we use the prefixes *dis-, non-, in- and un-* to form the negatives of certain words. These prefixes all mean *not*. With practice and wide reading, you will be able to tell which prefix goes with a particular word.

1. See if you can write the negative forms of the following.

   Example: not happy = unhappy
   
   a. not able
   b. not avoidable
   c. not respectful
   d. not visible
   e. not violent
   f. not united
   g. not correct
   h. not approving
   i. not courteous
   j. not considerate
   k. not co-operative
   l. not defeated

2. How many words can you find of the same type as described above? The words should all be negatives. You may use your dictionary. Who can find the most words?

3. Make a large chart for your classroom wall. Make boxes on the chart with the headings: *dis-, non-, in- and un-*. Add words to the boxes when you can think of any new ones.
ADJECTIVES

An adjective is a word which describes a noun, for example, a big bird, a colourful sari, an amazing trick, a ferocious lion.

Adjectives can be used in several ways.

1. The adjective can be put in front of the noun.
   Examples: the metal bridge, an expensive watch, a warm day
2. The adjective can be put in the predicate of a sentence.
   Examples: This watch is expensive. Her dress looked dirty.

There are six main kinds of adjectives.

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Examples</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Of Quality</td>
<td>a big bed, a large house, an amazing trick, a dull play</td>
<td>These show quality of a noun.</td>
</tr>
<tr>
<td>Distributive</td>
<td>this, that, these, those</td>
<td>These point out or distinguish nouns.</td>
</tr>
<tr>
<td>Demonstrative</td>
<td>each, every, either, neither</td>
<td>These point out that objects named are to be taken separately.</td>
</tr>
<tr>
<td>Quantitative</td>
<td>some, any, few, none, ten</td>
<td>These show number.</td>
</tr>
<tr>
<td>Interrogative</td>
<td>what, which, whose</td>
<td>These ask questions.</td>
</tr>
<tr>
<td>Possessive</td>
<td>my, our, his, her, their</td>
<td>These show possession.</td>
</tr>
</tbody>
</table>

See if you can pick out and name all the adjectives in the following sentences.

1. The dangerous animal roamed about in the thick forest.
2. She combed her hair with a yellow and red brush.
3. His grey-haired father was a delightful companion.
4. This house is big but that hut is small.
5. Our children play amusing games every day after dinner.
6. We have four books for every boy in our section.
7. The poor man was blind.
LISTENING AND SPEAKING

1. Listen and say the words aloud. The words with 'o' have the same sound as those with 'ou'.
   
<table>
<thead>
<tr>
<th>told</th>
<th>post</th>
<th>gold</th>
<th>host</th>
<th>scold</th>
<th>fold</th>
</tr>
</thead>
<tbody>
<tr>
<td>toll</td>
<td>mould</td>
<td>boulder</td>
<td>soul</td>
<td>moult</td>
<td>dough</td>
</tr>
</tbody>
</table>

2. Which of the following words do not fit into the list above?
   
<table>
<thead>
<tr>
<th>could</th>
<th>plough</th>
<th>bold</th>
<th>sold</th>
<th>bone</th>
<th>doubt</th>
<th>most</th>
<th>should</th>
<th>month</th>
<th>poultry</th>
</tr>
</thead>
<tbody>
<tr>
<td>cold</td>
<td>body</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Listen to the words. Write them down. When you have finished and the words have been checked, read your list aloud.

COMPOSITION

Read the poem again. Then, imagine that you are the narrator of the poem. You enjoy walking in the countryside through the fields and woods on little paths, but a new law says that you must only walk on the roads. Write a short piece in the first person, using the poem as inspiration, in which you describe going on a walk. Plan your piece of writing first by using the guide below as a framework for your notes.

- In the first paragraph, explain your feelings about walking in the countryside.
- In the second paragraph, explain the new law and describe how you feel about it.
- In the third paragraph, describe the walk you went on today and how you felt. Remember to show your appreciation of the countryside and your fear of being caught trespassing.
- In your final paragraph, say whether or not the new law and today's walk will stop you from going off the main roads again.