STD 6 FOREIGN LANDS

Value: “To acquire knowledge, one must study; but to acquire wisdom, one must observe.”

Q.1 Answer the following questions.

 a. Which words show that the person who talks about the foreign lands is a child?

Ans: The lines ‘Who should climb but little me’ indicate to us that the speaker is a child.

 b. Why does the child wish for a ‘higher tree’?

Ans: The child wishes for a ‘higher tree’ to satisfy his curiosity and to see more distant places. The child’s sense of wonder and exploration drives this desire.

c. What is the rhyme scheme of the poem ‘Foreign lands’?

Ans: The rhyme scheme of the poem ‘Foreign lands’ is: aabbccddee.

d. Name the poetic devices mentioned in the poem ‘Foreign lands’.

Ans: Alliteration and metaphor are the poetic devices mentioned in the poem.

e. What kind of a fascinating place does the child imagine (last stanza)? Think of a fairy land from your own imagination. What would it look like?

Ans: The child envisions a fairyland where she imagines that children gather to dine at ­five o’clock, and all their cherished playthings magically come to life. In my ideal fairyland, I envision a similarly enchanting place. In this magical realm, the surroundings would be adorned with sparkling objects and every inhabitant of this fairyland, both children and magical creatures, would have wings, allowing them to soar high up in the air, to explore unfamiliar places.

f. The simple pleasure of climbing a tree triggers the child’s imagination. Do you agree? Give reasons.

Ans: Yes, I agree that simple pleasures trigger children’s imagination. In the poem ‘Foreign Lands’ by Robert Louis Stevenson, we witness how the child’s innocent act of climbing a tree serves as a gateway to their boundless imagination. Children have a unique ability to fi­nd wonder and magic in the everyday world around them. Climbing a tree, an ordinary activity, becomes a transformative experience for the child. It allows them to see their familiar surroundings from a new and elevated perspective.

HOD PRINCIPAL