

4.3 The Bees

WARMING UP

1. Match the professions with the field of work.

Profession	Field of work
(1) Chief Minister	(a) Business
(2) Magistrate	(b) Transport
(3) Soldier	(c) Construction
(4) Trader	(d) Administration
(5) Builder	(e) Education
(6) Driver	(f) Defence
(7) Teacher	(g) Law

2. Living creatures, birds, animals, insects, etc. are often used in 'as - as' comparisons, because of some special characteristics they hold.

Fill in the gaps, choosing words from the brackets to make appropriate comparisons.

(tall / quiet / humble / merry / busy / slippery / fast / sly / slow / big)

- | | |
|-----------------------------|-------------------------|
| (1) as as a lark | (6) as as a mouse |
| (2) as as a snail | (7) as as an eel |
| (3) as as a giraffe | (8) as as a fox |
| (4) as as a bee | (9) as as a worm |
| (5) as as an elephant | (10) as as a deer |

The Bees

◆ *What do honey bees teach us?*

- **sorts** : of different activities
- **magistrates** : civil officers who administer the law
- **venture** : (here) take up a new project involving a risk
- **make boot upon** : begin to collect around
- **pillage** : loot

◆ *Where does the emperor - bee sit and what does he do?*

- **busied** : very engrossed
- **kneading** : mixing uniformly

◆ *What do roofs of gold refer to?*

- **surly** : bad-tempered
- **delivering** : handing over
- **executors** : persons who carry out a death sentence
- **drone** : a male bee

So work the honey- bees, creatures that by a rule in nature teach

The art of order to a peopled kingdom,

They have a king and officers of **sorts**;

Where some, like **magistrates**, correct at home;

Others, like merchants, **venture** trade abroad;

Others, like soldiers, armed in their stings;

Make boot upon the summer's velvet buds;

Which **pillage** they with merry march bring home

To the tent royal of their emperor ;

Who, **busied** in his magesty, surveys,

The singing masons building roofs of gold,

The civil citizens **kneading** up the honey,

The poor mechanic porters crowding in

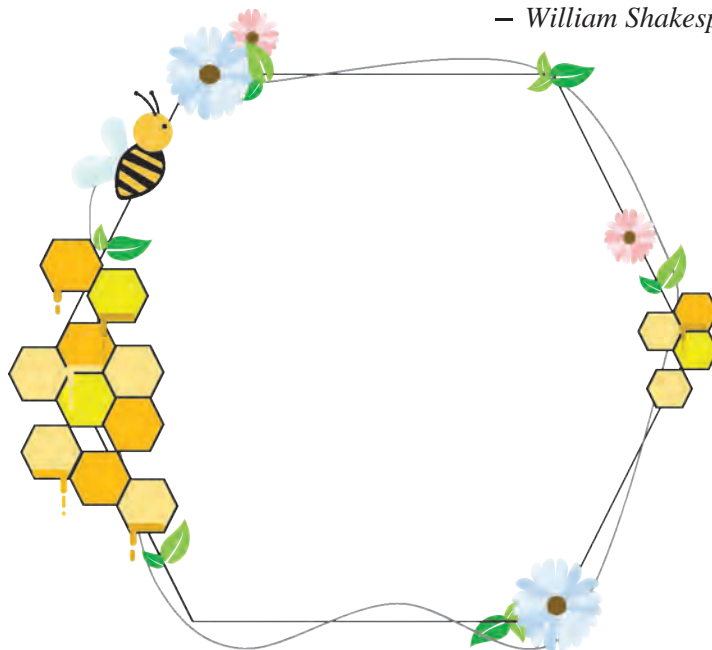
Their heavy burdens at his narrowgate,

The sad eyed Justice, with his **surly** hum,

Delivering over to **executors** pale

The lazy yawning **drone**

— William Shakespeare



1. Honey-bees live an organised life like human beings. Discuss what work the following honey-bees do, as per the poem. Write it down in your own words in your notebook.

- | | |
|------------------------|-------------------|
| (a) King / Emperor bee | (e) Mason bees |
| (b) Magistrate bees | (f) Civilian bees |
| (c) Merchant bees | (g) Porter bees |
| (d) Soldier bees | (h) Judge bee |

2. Complete the following choosing the appropriate option.

- (a) Human beings can learn from honey bees
- | | |
|--|---------------------------|
| (i) how too make food | (ii) how to live joyfully |
| (iii) how to lead an organised nation. | |
- (b) The soldier-bees carry home
- | | |
|----------------------|---------------------------------|
| (i) the velvet buds | (ii) nectar looted from flowers |
| (iii) their weapons. | |
- (c) The emperor-bee supervises the building of
- | | | |
|------------------|--------------|----------------|
| (i) the bee hive | (ii) bridges | (iii) a tower. |
|------------------|--------------|----------------|
- (d) The bees make honey from nectar.
- | | | |
|-------------|-----------------------|------------------|
| (i) officer | (ii) civilian citizen | (iii) magistrate |
|-------------|-----------------------|------------------|
- (e) The drone is given a death sentence because he
- | | |
|-----------------------------|------------------------|
| (i) attacked the emperor | (ii) killed other bees |
| (iii) does not do any work. | |

3. (A) Complete the phrases using words from the poem.

- | | |
|--------------------|----------------------|
| (i) march | (iv) porters |
| (ii) tent | (v) burdens |
| (iii) masons | (vi) executors |

- (B) (i) Find any two Alliterative lines.
 (ii) Pick out the line that contains an Onomatopoeic word.

(C) Pick out three lines that create an image in your mind of bees busy at work.

4. (A) Refer to a good dictionary that carries phonetic transcriptions printed next to words. The words below are familiar to you. Copy their phonetic transcriptions from the dictionary and say them aloud as you write. (You may take your teacher's help, if needed.)

- | | | |
|----------------|-------------------|-------------------|
| (1) work | (4) home | (7) porters |
| (2) bees | (5) mason | |
| (3) boot | (6) citizen | |

Stress - Stress is the extra force we use when pronouncing a syllable in a word.

For example : In the word 'king-dom' the syllable 'king' is stressed.

In the word 're-li-gion' the second syllable is stressed.

The stress upon a syllable can be shown with a short vertical line above the syllable that is stressed.

For example : com-^ˈpu-ter / ^ˈfa-ther / en-^ˈcou-rage

(B) Say the following words aloud and put the stress mark on the stressed syllables.

- | | |
|---------------|--------------|
| crea-tures | bur-den |
| me-cha-nic | e-xe-cu-tor |
| de-li-ve-ring | ma-gis-trate |

5. Project

Gather information about the following insects. Draw their images or get pictures. On one sheet each, fix the image / picture and below it write the information. Compile these pages and make a file of 'Insects – our friends'.

Insects : Bee / Praying mantis / Butterfly

Beetle / Wasp / Dragon-fly

