

LESSON PLAN

Unit: The Extraordinary Adventure

Subject: English

Teacher's name:

Class: VI

CURRICULAR GOALS

Reading

CG-2: C-2.1 Identifies and appreciates different forms of literature (prose, poetry, drama) and styles of writing (narrative, descriptive, expository, persuasive) from various cultures and time periods

CG-2: C-2.2 Identifies literary devices [simile, metaphor, personification, hyperbole, alliteration, idioms, proverbs, and riddles] by reading a variety of literature and uses them in writing

Vocabulary

CG-2: C-2.2 Identifies literary devices [simile, metaphor, personification, hyperbole, alliteration, idioms, proverbs, and riddles] by reading a variety of literature and uses them in writing

Grammar

CG-3: C-3.1 Interprets and understands basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender, and parts of speech, while reading different forms of literature, and applies them while writing

Writing

CG-1: C-1.4 Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes

CG-3: C-3.2 Writes prose, poetry, and drama using appropriate style and language

Lesson Objectives (LO)

1. Identify the genre (first-person narrative).
2. List the progression of events.
3. Evaluate the situation narrated.
4. Identify subject and object pronouns; number and person.
5. Differentiate between commonly confused words.
6. Recite a poem with appropriate expressions and pauses.
7. Offer advice using the right words.
8. Write an alternative ending for a story.

NCF/NEP FEATURES

21C skills: Critical Thinking, Communication, Collaboration

Assessments



Assessment for learning



Assessment as learning



Assessment of learning

Integration

Resources

- Reader
- Smartbook
(<https://teachers.orientblackswandigital.com>)

Scope

- Warm Up (pre-reading)
- Reading
- Post-reading
- Embedded questions
- HOTS (Higher Order Thinking Skills)
- Interactive activities
- Assessments (AFL; AAL; AFL)



Rationale / Purpose

Sessions 1–2

Warm Up (Pre-reading)

(21C: Critical Thinking, Collaboration, Communication; Integrated Learning: Geography; Logical-Mathematical)



Activate students' prior knowledge on the topic of shipwrecks—*Have you ever heard of a shipwreck? What do you think causes it?* (Natural: storms, icebergs, earthquakes... Human-made: navigation errors, wars...)

Differentiate between natural and human-made causes of shipwrecks.

Ensure complete student-participation.



This activity sets the tone for the story.

Reading

Teaching Strategies:

Prediction (Analysis) *Deduction* (AAL) *Inference* (Critical Thinking)
Collaborative learning (Think-Pair-Share; Plot Diagram)

Language-development

Higher-Order-Thinking

LO: 1–3



Let students listen to the audio track / read the text.

Embedded question 1. *How did Balfour know that the crew was aware that he had fallen overboard?* (Ans. Balfour knew that the crew was aware because he could see a life buoy floating fifty yards away from him. The buoy had been dropped by his crew members so that he could stay afloat.)



Deduction: *What do you think the red pillar of fire was? Why didn't he explore the ship?* (His main concern was finding fresh water or being rescued, not treasure or exploration. He was more interested in looking out for ships that would rescue him.)



Inference: (Think-Pair-Share) *What emotions would the narrator have felt while in the ocean? List each situation when he would have felt so.* (21C: Critical Thinking, Collaboration, Communication)

fear	that he may not be rescued and be left alone
desperation	at failing to get the crew's attention; unable to shout
helplessness	while watching the lifeboat move away knowing that he is not able to get their attention
disappointment	when the initial hope of being rescued is dashed after seeing the boat being pulled back into the ship
loneliness	finding himself all alone in the vast ocean
hopelessness	realising that he is unable to hold on to the buoy
sadness	knowing that he will not be able to survive

The narrator was not sure what the black mass was, yet swam towards it. What do you think made him do it? (Survival instinct and the hope that it could be an island; knew that he was better off swimming towards than staying where he was) Was the narrator's survival based more on luck or skill?

Embedded question 2. *What does Balfour mean by 'stare with my mouth open'? Is there a phrase in your home language that means something similar? (Ans. Looking at something in shock, amazement or complete disbelief. Free response for the second part of the question.)*

 This encourages active participation creating a more inclusive environment where all students feel they belong.

Embedded question 3. *Which of these words would you use to describe Balfour at this point? • hopeless • exhausted • hopeful • relieved*
(Ans. Hopeless and exhausted) (IL)

 This fosters critical thinking skills encouraging students to analyse the traits he possesses.



Language – development (Vocabulary)

Whole-class discussion

(21C: Communication)

Discuss the meaning of the words in context.

- *I couldn't be worse off* : the situation was already so bad that it could not get any worse
- *We didn't come too soon, sir* : they arrived just time as the narrator would not have survived otherwise

Embedded question 4. *What does the speaker mean by 'the meal made me a new man'? (Ans. Balfour found renewed strength and energy, thanks to the meal that was served to him.)* (21C: Critical thinking)

 The question helps students analyse the situation and explain the phrase.

Imagery (creates vivid and engaging experiences for readers by appealing to their senses, fostering a deeper understanding and enhancing the overall reading experience): *As the evening progressed, a light breeze wafted over us, much to our relief, and a strange silence settled upon the sea; A pillar of bright red fire rose up from the sea. The fire spread out and vanished in seconds, leaving us in darkness*



Taking it further (HOTS)

Reality vs fabrication—*Do you think the ship and island were real, or was the narrator imagining things and making up the story? Explain your stand.*

Students should use textual clues to support either side of the argument.

The narrator gave detailed, consistent descriptions of the island and the ancient ship.

The Susan Gray's captain and crew also saw the island and the shell-covered ship.

The sudden sinking of the island makes the event mysterious but not necessarily imaginary.

He was exhausted, dehydrated, and alone and could have been hallucinating.

The story involves extraordinary events, like a 300-year-old ship rising perfectly intact and an entire island appearing and disappearing soon after the rescue.

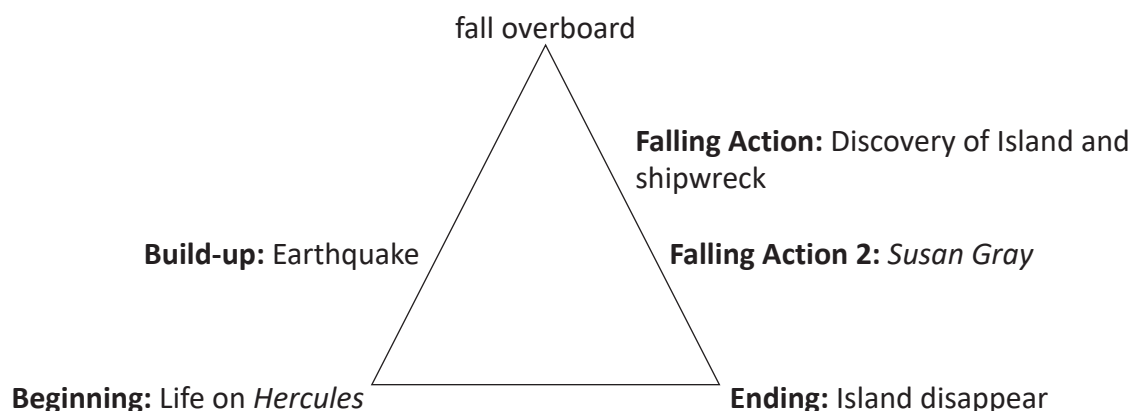
It ends with no physical evidence.

Post-reading

A Recap by playing the animation.

Pair-work

Plot diagram (A plot diagram is a tool that helps to understand and analyse the structure of a story by outlining the key events and their progression, from exposition to ending / resolution.)



Session 3

Comprehension

Discuss the answers to the questions.

Encourage students to answer the questions orally before they write the answers in their books.

Session 4

Grammar: Subject and Object pronouns

Interactive activity

LO: 4

Functions of Pronouns (Object and Subject)

Recap on Personal Pronouns, Possessive Pronouns and Demonstrative Pronouns

Personal Pronouns	<i>I, He, she, it, they, we, you</i>
Possessive Pronouns	<i>Mine, hers, ours, yours, theirs</i>
Demonstrative Pronouns	<i>This, that, these, those</i>

Subject pronouns

Subject pronouns are used as the subject of verbs:

I like your hand writing. It is raining. They are late. She is my friend.
We live in Delhi. He is on holiday. They come from Mumbai.

Object pronouns

Explain that **object pronouns** are used as the object of verbs

Example: *Can you help **me** please? They can hear **you**. I saw **her** at the movies yesterday.*
*He doesn't like **them**. We saw **them** at the movies yesterday. They didn't see **us**.*

Activity: Pair Work

Preparation:

Material needed: An article from a newspaper for each pair.

Instructions:

Give each pair an article from the newspaper and ask them to circle the pronouns in the article.

Tell them to colour all the pronouns used as subjects in blue and all the pronouns used as objects with red.

A Play the interactive activity on the Teacher's Portal

Resources: Interactive activity

<https://teachers.orientblackswandigital.com/>

Session 5

Grammar: Subject and Object pronouns

LO: 4

Write the following words on the board. Ask students to work in groups of four and refer to a dictionary and write down the meanings of the words.

aloud / allowed- aisle / isle – berth / birth – bear / bare – break / brake – cereal / serial – desert / dessert

Pair-work: Write the following pairs of sentences one by one on the board and brainstorm for the missing words. Award points to the pair that answers first.

1. No one was _____ to enter the house. Tom read the letter _____ in class.
2. The bride walked up the _____ to the altar. He was living all alone on an _____ .
3. I prefer to sleep on the lower _____ whenever I travel by train. The queen gave _____ to a sweet princess.

Ans: 1. allowed, aloud 2. aisle, isle 3. berth, birth

Point out that the words should bring out the difference in meaning.

Monitor the activity.

Session 6

Listening; Speaking; Spelling

LO: 7

Follow the input given in the Reader.

Session 7

Writing: Alternative ending

LO: 8

Note: Help students set their objectives (Why do I want to write this?)

Guide students through every step. Share the sample passage and guidelines with them but encourage them to write their own composition.

Alternative ending

Why is a conclusion important?

Most of the time, the conclusion is what makes a story worth it.

Story-endings are generally much more satisfying when the main characters make them happen. The characters either confront a conflict with their strengths and weaknesses or are led into situations that contribute to an ending.

How do I write / change the ending?

You may discuss a few types of story-endings:

- A clear explicit ending wraps up all the loose ends. This story can end on a happy or unhappy note depending on the plot of the story. It is a resolved ending where everything is neatly packaged. The fate of everyone in the story is known and it is clear how the characters might live on in the future.
- An implied ending is open to interpretation. It is left to the readers to interpret and arrive at conclusions. *Did they or didn't they? / Are they alive or dead?* And so on. This ending is very effective because it creates a talking point and keeps the readers pondering long after they have put down the book.
- A twist in the ending: Here, the readers do not anticipate what will happen next and the ending catches them by surprise.

Teacher's Observation and Notes

Which part did the students enjoy the most?

What needed more explanation?

What do I need to reinforce?



QUESTION BANK WITH ANSWER KEY

The Extraordinary Adventure

A. Choose the correct option.

1. *What made the narrator think the tremor might be an earthquake or a whale?*
 - a. He had experienced both before.
 - b. The ship was moving unusually.
 - c. The tremor was strong and came from below.

Ans. c

2. *Why did the narrator swim toward the black mass even though he didn't know what it was?*
 - a. He was curious and wanted to explore a little.
 - b. He felt his situation could not get worse.
 - c. He thought there were people on it.

Ans. b

3. *What does the phrase "We didn't come too soon, sir" suggest about the captain's feelings?*
 - a. He felt sorry for the narrator.
 - b. He was relieved that they arrived just in time
 - c. He wished they had come earlier.

Ans. b

B. Read the lines and answer the questions.

1. *Little did I know that I was about to encounter the most miraculous part of my adventure now.*
 - a. who is the speaker and where was he?
 - b. What was the miraculous thing he witnessed?
 - c. In what state was the speaker?

Ans. a. The speaker is the chief officer of a ship called Hercules. He was on an island.
b. He saw a ship on the island that looked like it had been underwater for at least three hundred years. It was covered in hundreds of shells. c. The speaker was exhausted, tired and very thirsty.

2. *"Are there any more of ye?" said the captain. I answered, "No."
"But what land's this?" he inquired.*
 - a. Which ship did the captain belong to?

- b. What did he want to know and why?
- c. How did the land happen to be there?

Ans. a. The captain belonged to Susan Gray. b. He wanted to know if there were any more men like him on the island who needed to be rescued. c. The land happened to be raised above the water due to an earthquake.

C. Answer the questions.

1. *The narrator was not sure what the black mass was, yet swam towards it. What made him do it?*

Ans. The narrator was exhausted and was fast losing hope of survival. He felt he couldn't be worse off than he already was, so heading toward the black mass was a chance worth taking. He was willing to risk the unknown in the hope of finding safety or land.

2. *Why didn't the narrator explore the ship?*

Ans. The narrator was extremely weak and tormented by thirst. Although the ancient ship was possibly full of treasure, he was more focussed on trying to stay alive. He did not explore the ship because he lacked the strength and was desperate for water, shelter, and the hope of rescue.

D. Think and answer.

Why does the narrator compare the noise to "fifty cannons going off at the same time"? What effect does this comparison create?

Ans. The narrator uses this comparison to help readers imagine the sudden and deafening sound. It shows the intensity of the explosion and how alarming it would have been for everyone on board. The comparison creates suspense and highlights the unusual and dangerous situation and events that could follow.



STUDENTS' BOOK ANSWER KEY

The Extraordinary Adventure

Pre-reading

Sample answers—

Natural Causes of Shipwrecks:

1. violent storms or hurricanes
2. underwater earthquakes causing tsunamis
3. strong ocean currents and rogue waves

Human-Made Causes of Shipwrecks:

1. navigation errors leading to collisions or running aground
2. mechanical failures, such as engine or hull damage
3. human negligence or poor decision-making by the crew

Comprehension

- A.
1. The ship *Hercules* experienced an unusual tremor, followed by a deafening explosion where a bright red pillar of fire rose from the ocean. This was probably caused by an underwater volcanic eruption or an earthquake.
 2. The crew could not locate Balfour when he fell overboard because he lost his voice due to exhaustion and fear and thus, could not call out to them. Though they lowered a boat to search for him, they moved farther away from him instead of going towards him.
 3. Despite feeling uncertain and exhausted, Balfour decided to swim towards an unknown dark mass in the water, risking his life for the chance of survival.
 4. Balfour recognised the ship that had surfaced was an ancient centuries-old vessel based on its structure, masts, and the shells covering it.
 5. Though the ship might have contained valuable treasure, Balfour only wanted to survive. He only wished for fresh water and wanted to be rescued, and not acquire wealth.
 6. The sudden appearance and then the disappearance of the island were witnessed by two ships and their crew members. Therefore, the accounts would be genuine and believable.
- B.
1.
 - a. The captain of the *Hercules* yelled. He was alarmed by the tremors shaking the ship.
 - b. After this there was a deafening noise due to a massive explosion and a pillar of fire erupted from the sea.
 - c. Balfour grabbed a rope and leaped out in an attempt to investigate but instead was thrown overboard due to a sudden and violent jolt.
 2.
 - a. The speaker is talking about the newly-formed island that was possibly pushed up because of the earthquake.
 - b. After his crew could not track him, Balfour reached the island after swimming for survival.
 - c. Balfour was shocked upon discovering an ancient ship that had surfaced from the ocean floor along with the island.
 3.
 - a. The captain of *Susan Grey*, the ship that rescued Balfour, said this to Balfour.
 - b. The captain exclaimed this after realising the island had sunk into the ocean.
 - c. The speaker was surprised because the island sunk on its own taking the ancient ship down with it. He also felt disappointed because he was expecting to be credited with the discovery of a new country. However, he did have a story to report since he had spotted the unknown island and he also had a detailed account of Balfour's survival and discovery which was equally significant.
- C.
1. Michael Balfour was faced with unexpected situations that could have had uncertain results. However, he stayed calm and resourceful after falling overboard. When he found himself unable to call out to his crew and they missed him, he did not lose confidence and kept swimming till he found the island. Later, when he spotted the ship, *Susan Grey*, he gathered himself up and made sure he was spotted by the crew. Balfour was quick to assess the situations he found himself in and was thus able to act accordingly. This was a brilliant survival strategy and his persistence helped him come out of the situations. He was not afraid of uncertainty, he accepted them and overcame every challenge. This made sure that he survived and was eventually rescued.
 2. Yes, *The Extraordinary Adventure* can be seen as an example of mystery and suspense apart from being an adventure story. The sudden earthquake or eruption in the sea along with the column of fire rising from the sea create an air of suspense. Moreover,

the rise of the ship along with the island is extremely intriguing, though it was unexplored, there is an air of suspense around what could have been inside the ship and why it was covered with several shells. However, the most mysterious element in the story is how the island sinks into the sea. As readers we wonder if it was a natural phenomenon or was it triggered by the ship *Susan Grey* coming closer to the island. These elements add great mystery and suspense to the story.

Grammar

- A.** 2. We should ask him if he has seen her. 3. We are going to the market.
4. They have not been taught how to do it. 5. You should work harder.
6. She told us to participate in the quiz. 7. They carried it up the stairs.
8. He/She asked them to wait for a while.
- B.** 1. I 2. they, us 3. He, it 4. You, it 5. him, I 6. They, us

Vocabulary

1. a. bought b. brought 2. a. excess b. access
3. a. advise b. advice 4. a. affect b. effect
5. a. alley b. ally

Word Attack

1. imaginary 2. sensitive

Listening Text

Sea Fever by John Masefield

I must go down to the seas again, to the lonely sea and the sky,
And all I ask is a tall ship and a star to steer her by,
And the wheel's kick and the wind's song and the white sail's shaking,
And a grey mist on the sea's face, and a grey dawn breaking.

I must go down to the seas again, for the call of the running tide
Is a wild call and a clear call that may not be denied;
And all I ask is a windy day with the white clouds flying,
And the flung spray and the blown spume, and the sea-gulls crying.

I must go down to the seas again, to the vagrant gypsy life,
To the gull's way and the whale's way, where the wind's like a whetted knife;
And all I ask is a merry yarn from a laughing fellow-rover,
And quiet sleep and a sweet dream when the long trick's over

Listening Answer Key

1. the lonely sea and the sky
2. the wind's song
3. the call of the running tide
4. the white clouds flying
5. gull's way and the whale's way
6. quiet sleep and a sweet dream

Speaking

Free response

Spelling

- | | | | | |
|-------------|-------------|-------------|-------------|---------------|
| 1. browse | 2. boundary | 3. announce | 4. frown | 5. doubt |
| 6. download | 7. crouch | 8. outcome | 9. trousers | 10. ownership |
| 11. allow | 12. aloud | | | |

Writing

Free response

Life Skills

Sample answers—

1. Having a basic knowledge about cooking with limited resources. ✓
2. Playing games of all kinds—indoor and outdoor. ✕
3. Being aware about finance and banking. ✓ (if the situation is linked to financial difficulties)
4. Knowing how to sing in the correct tune. ✕
5. Having an idea about first-aid. ✓
6. Knowing how to use a compass, a map, or a GPS. ✓
7. Learning and understanding a foreign language. ✓ (if one has to deal with a difficult situation in a foreign country)
8. Using basic tools like knives, ropes, multi-tools. ✓

WORKSHEETS

THE EXTRAORDINARY ADVENTURE

GRAMMAR

Name of Student: _____

Class: _____

A. Fill in the blanks with appropriate pronouns.

1. Minu gave Anu a book and _____ thanked _____ for it.
2. There is a well near my house. _____ is always full of water.
3. Did you see my book? I don't seem to remember where I left _____.
4. I have seen those pictures. _____ are quite interesting.
5. Thank god Jeetu is back. I thought _____ had lost his way.
6. Don't touch those mangoes. _____ are mine.

B. Choose the correct word from the brackets.

1. The cat likes _____ a lot. (them / they)
2. We met _____ (she / her) at the function.
3. _____ helped me to bake the cake. (He / Him)
4. I wanted to meet _____. (They / them)
5. _____ like Aunt Poonam. (I / He)
6. Usha gave _____ some sweets. (she / me)

THE EXTRAORDINARY ADVENTURE

VOCABULARY

Complete the sentences with the right pairs of words in the box.

access/excess	dessert/desert	alley/ally	affect/effect	accept/except
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1. I _____ all that you say _____ your accusation that I did it on purpose. It was a mistake.
2. The supermarket staff had no _____ to the room which stocked _____ groceries.
3. The _____ of the storm did not _____ the train schedules.
4. Amit was an _____ to the pranks played by the big boys standing in the _____.
5. Dates are the best _____ you could find in a _____.

Name of Student: _____

Class: _____

Read this short story and write an alternative ending for the story.

Mowgli was a boy who had grown up in the jungle. One year, it was so hot that the Water Truce was declared—every creature could now come to drink at the same place without fearing to be killed by a bigger or stronger animal.

By the Law of the Jungle it was death to kill at the drinking-places once the Water Truce had been declared. The Jungle People came up, starved and tired, to the shrunken river—tiger, bear, deer, buffalo, all together—drank the water, and stayed near it, too exhausted to move off.

It was here that Mowgli came every night. Bagheera, the black panther, told him to go quietly, hunt slowly, and never to lose his temper.

“It is an evil time,” said Bagheera, one hot evening, “but it will go if we can live till the end. Is your stomach full, Man-cub?”

“There is stuff in my stomach, but I still feel hungry. Do you think, Bagheera, that the rains have forgotten us and will never come again?”

“Not I! We shall see the flowers bloom soon.

So, Mowgli and Bagheera went up to the river and drank the water quietly. Mowgli sat there splashing the water on his face while Bagheera went and lay under a tree. All of a sudden, the clouds gathered above and thundered. Mowgli looked up surprised. Heavy drops of rain fell on his thin, frail body. Bagheera smiled at the sight. The smile turned to horror when he saw Mowgli being swept away by a gush of furious water that came flooding in.

Mowgli screamed and disappeared from sight! Bagheera searched for his Man-cub three days in a row but could never trace him.

Adapted from The Second Jungle Book by Rudyard Kipling

ANSWER KEY TO THE WORKSHEETS

The Extraordinary Adventure

Answer key to the grammar worksheet

- A. 1. she; her 2. It 3. it 4. They 5. he 6. They
B. 1. them 2. her 3. He 4. them 5. I 6. me

Answer key to the vocabulary worksheet

1. I accept all that you say except your accusation that I did it on purpose. It was a mistake.
2. The supermarket staff had no access to the room which stocked excess groceries.
3. The effect of the storm did not affect the train schedules.
4. Amit was an ally to the pranks played by the big boys standing in the alley.
5. Dates are the best dessert you could find in a desert.

Answer key to the writing worksheet

Free response

LESSON PLAN

Poem: Dust

Subject: English

Teacher's name:

Class: VI

CURRICULAR GOALS

Reading

CG-2: C-2.1 Identifies and appreciates different forms of literature (prose, poetry, drama) and styles of writing (narrative, descriptive, expository, persuasive) from various cultures and time periods

CG-2: C-2.2 Identifies literary devices [simile, metaphor, personification, hyperbole, alliteration idioms, proverbs, and riddles] by reading a variety of literature and uses them in writing

CG-5: C-5.2 Engages in the use of puns, rhymes, alliteration, and other wordplays in the language, to make speech and writing more interesting and enjoyable

Lesson Objectives (LO)

1. Discuss the role soil plays on earth.
2. Express personal insights regarding the significance of soil.
3. Analyse how the speaker brings the idea to life.
4. Identify the literary devices in the poem.
5. Connect the message to environment concerns.

NCF/NEP FEATURES

21C skills: Critical Thinking, Communication, Collaboration

Assessments



Assessment for learning



Assessment as learning



Assessment of learning

Resources

- Reader
- Smartbook (<https://teachers.orientblackswandigital.com>)

Scope

- Warm Up (pre-reading)
- Reading
- Post-reading
- HOTS (Higher Order Thinking Skills)
- Animation
- Assessments (AFL; AAL; AOL)



Rationale / Purpose

Sessions 1-2

Warm Up (Pre-reading)



Discuss

The significance of the soil as a life-giving force

Soil may look dry and dull. But do you think it's important? Why or why not?

(provides nutrients while anchoring the roots; in turn these plants produce oxygen, food and shelter for birds and humans...)

Ensure complete student-participation in the discussion.

 This will help students relate to the speaker's point of view.

Summary: The poem talks about the hidden wonder of a simple handful of soil. At first glance, the earth appears dry, rough, and lifeless—something easily overlooked. However, the speaker invites us to pause and consider the miracles it holds. From this lifeless powder springs life in all its beauty—colourful flowers, towering trees, fragrant blossoms, and nourishing fruits. The soil gives rise to form, colour, scent, and strength. It supports the growth of nature and provides the raw materials for our homes and tools. The speaker thus urges readers to appreciate the extraordinary within the ordinary.

Reading

Teaching Strategies: *Prediction* (Analysis)

Deduction (AAL; Mind Map)

Inference (Critical Thinking)

Collaborative learning

Language-development

Higher-Order-Thinking

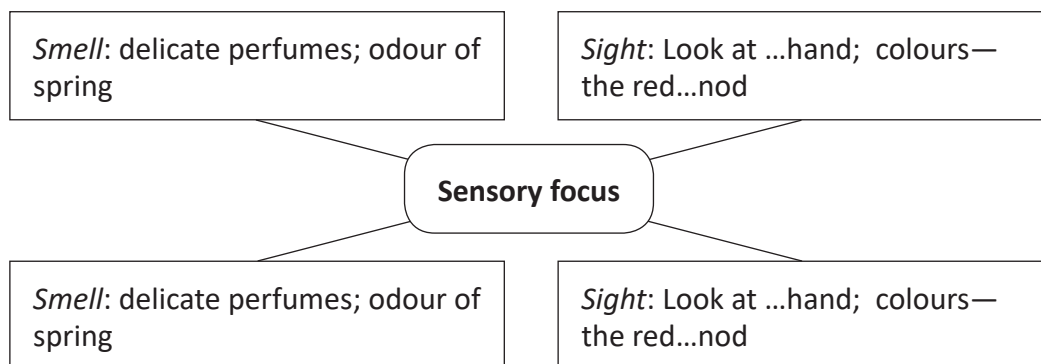
LO: 1–5

 Let students listen to the audio track / read the poem.

Whole-class discussion / Mind Map

 **Deduction:** *How does the speaker touch upon the senses to change our view of earth?*

 Sensory details help readers visualise the scene and events, making the poem more vivid, memorable and relatable.



 **Inference:** Title— *Why has the poet named the poem 'Dust'?* (The poet uses the word *dust* to emphasise the contrast between appearance and reality to show how a lifeless and ordinary thing holds the magic of life within it.) *Why does the speaker call the earth a 'wonder' and a 'mystery'?* (Although the soil looks dry and lifeless, it holds the power to grow beautiful and diverse life — flowers, trees, fruits — making it mysterious and wonderful.) *Why might the speaker refer to the earth as 'magic' and 'miracle'?* (The earth seems magical because it transforms into life — producing food, flowers, trees — which seems miraculous given its lifeless appearance.)



Taking it further (HOTS)

What does the poem say about how we usually perceive the earth?

(The poem suggests we often overlook or underestimate the earth, seeing it as something to trample on, rather than recognising its essential role in life and beauty.)

Literary devices

Rhyme scheme: ABAB

Alliteration: magic–mystery; hides–holds; beautiful–bitter; red–rose...

Simile: bright as the sun

Metaphor: dazzling snow

Imagery:

Personification: kiss of morn; violets nod

Post-reading

Can you think of any other “ordinary” thing that might hold hidden beauty or power, like soil does in the poem?

Group work: Create a collage showing all the things that grow from the earth—flowers, fruits, trees, crops and so on. (CT; C)

Session 3

Comprehension

Discuss the answers to the questions.

Teacher’s Observation and Notes

Which part did the students enjoy the most?

What needed more explanation?

What do I need to reinforce?



QUESTION BANK WITH ANSWER KEY

Dust

A. Choose the correct option.

1. *The main subject of the poem is*
 - a. a forest full of trees.
 - b. a handful of earth.
 - c. the colour of flowers.

Ans. b

2. *The literary device used in the line 'Yellow as bright as the sun where the daffodil blows', is*
 - a. simile
 - b. metaphor
 - c. personification

Ans. a

3. *The poem 'Dust' encourages readers to*
 - a. explore the elements in soil.
 - b. not to walk on soil.
 - c. appreciate and value soil.

Ans. c

B. Read the lines and answer the questions.

1. *Look at this marvellous thing I hold in my hand!*
This is a magic surprising, a mystery
 - a. What is the marvellous thing the speaker holds?
 - b. Why is it akin to magic that is surprising?
 - c. Why is it a mystery?

Ans. a. The marvellous thing is a handful of soil. b. It is akin to magic because it gives rise to life and beauty. c. It is a mystery because though it appears lifeless it gives rise to vibrant living things.

2. *That the timber that builds the house, the ship for the sea,*
Out of this powder its strength and its toughness drew!
 - a. What is the powder referred to here?
 - b. What do the lines convey to the reader?
 - c. Name the poem and poet.

Ans. a. The powder that is referred to is soil. b. The lines tell us that even strong, sturdy materials like timber—which are used to build houses and ships—come from the wood of trees that rise from soil. c. The name of the poem is 'Dust' and the poet is Celia Thaxter.

C. Answer the questions.

1. *Why does the poet describe the soil as a 'wonder' and a 'mystery'?*

Ans. The poet calls the soil a “wonder” and a “mystery” because, though it appears dull and lifeless, it gives rise to beautiful, living things. From this handful of dust come flowers, trees, fruits, fragrances, and even wood for homes and ships. The soil’s ability to hold life is both magical and hard to fully understand.

2. *Why do you think the poem is titled Dust?*

Ans. The title *Dust* focusses on the contrast between what we see and what truly exists. It draws attention to how we often overlook the soil. The poet uses this title to show that even dust, which seems lifeless, is full of hidden beauty and strength.

D. Think and answer.

1. *What message does the poet want to give the reader through the poem 'Dust'?*

Ans. The poet wants the reader to respect and marvel at the magic soil holds. The poem conveys to the reader that something as simple as dust contains the magic of life. We are reminded not to take nature’s gifts for granted and to find wonder in simple and ordinary things.



STUDENTS' BOOK ANSWER KEY

Dust

Comprehension

- A.**
1. A handful of earth or dust is described as a ‘magic surprising, a mystery.’ The speaker wonders how something so ordinary can hold such hidden wonders.
 2. In the second stanza, the speaker says that when touched, it is nothing but a handful of earth. It is a dry, rough powder that appears dark and lifeless and gets trampled beneath our feet every day. Yet the speaker urges us to consider how much significance this lifeless thing hides or holds for it gives rise to everything that is beautiful, bitter, or sweet.
 3. The speaker refers to the various vibrant colours found in nature—the red of roses, the various shades of green found in leaves and grass, the bright yellow of daffodils, and the purple of violets. The speaker highlights the beauty, brightness and vibrance that comes from something that appears so dull and dark.
 4. The different forms of nature that the speaker talks about are the oak, the vine nuts, fruits, ears of corn, and the anchored water-lily. This is to emphasise that though all these diverse forms of nature are completely different from each other, in terms of how they look and feel, they originate from the same soil or dust.
 5. The various scents that the speaker talks about are the perfumes of flowers like willow catkins, narcissus and sweet pea. This shows the variety of flowers that the soil gives birth to and how different each of these flowers are from each other in terms of the scent they produce. The description contributes to a strong visual and sensory experience.

6. In the final stanza, the speaker moves from describing nature—plants, flowers, and trees—to highlighting how dust also gives rise to human-made things like timber for houses and ships. This shows that a seemingly lifeless thing is responsible for things that are strong, sturdy and have the ability to stand the test of time.
- B.**
1.
 - a. The handful of earth is described as dry, rough, and lifeless at first glance.
 - b. The speaker urges readers to pause and think about how the earth produces everything that is real and significant in terms of beauty and nourishment, and even taste.
 - c. In the next few stanzas, the speaker illustrates how this handful of dust gives rise to colourful flowers, nourishing fruits, fragrant scents, and the strength of timber.
 2.
 - a. The lifeless dust gives rise to vines, flowers, and trees. It allows them to grow and flourish by giving them beauty, nourishment, strength, and fragrance.
 - b. The phrase ‘timber that ... the sea’ shows that even the strongest human-made structures, such as houses and ships exist thanks to the handful of earth. The earth not only gives rise to beautiful, delicate things in nature but also to strong and sturdy things that have significantly contributed to human civilisation.
 - c. In the last line, the speaker shows their wonder and expresses their deep admiration for everything that the dull, lifeless thing is capable of. Something that looks as insignificant and ordinary as a powder is the reason for the strength of everything that is important in the natural and the human-made world.
- C.**
1. The speaker pairs ‘problem’ and ‘wonder’ to show the contradictory nature of dust. By ‘problem’ the speaker means that it is puzzling that something that is as ordinary or insignificant as the dry, dull soil is responsible for bestowing life, strength, beauty and nourishment to everything in the natural world. It is truly a miracle how the soil is capable of sustaining all of this. This shows how both ordinary and extraordinary the soil can be.
 2. “Strange as a miracle, harder to understand” suggests how the dust’s ability to maintain and support life is complex yet miraculous. We do not really think what a crucial role soil plays in creating and maintaining the beauty of nature.
 3. Yes, I think the speaker has been successfully able to bring forth the hidden marvels of dust. The speaker has stressed how the dust, dull yet lifeless, creates and maintains beauty in nature. It gives colour, fragrance, strength and nourishment to every little and big thing in nature. The poem uses vivid description and contrasts to highlight this power of dust.

Appreciating the Poem

1. *Answers vary. Accept any logical answer. Sample answer*

Examples of imagery:

- *Only a handful of earth: to your touch / A dry rough powder you trample beneath your feet:* these lines give vivid description of the soil and how it feels when we touch it or crush it beneath our feet
- *The red of the rose...Yellow as bright as the sun where the daffodil blows* — these lines paint a wonderful and cheerful picture of nature and make us visualise the flowers in all their beauty and glory
- *Of the breath of the rich narcissus waxen-pale* — this image tells us about the delicate scent of the narcissus flower along with its pale yet beautiful appearance of the flower.

2. The poet contrasts lifeless dust with vibrant nature to highlight its true yet hidden power. Although dust appears dull, dry, dark, and lifeless, it has all the power to provide growth, strength, and beauty to everything in nature. It is this lifeless dust that makes everything vibrant in nature. It is this lifeless dust that gives strength to all things in the human-made world. This contrast not only gives rise to our curiosity but also makes us think and thus deepens the poem's message.

Vocabulary

Answers vary. Accept any logical answer

- **marvellous** – Humaira painted a marvellous picture of the sunset.
- **lifeless** – The plant looks dry and lifeless because it has not been watered enough.
- **dazzling** – The dazzling costumes of the performers shimmered under the stage lights.
- **delicate** – I think delicate, floral prints look very good on curtains.

SAMPLE COMPREHENSION PASSAGE WITH QUESTIONS AND ANSWERS

Read the Passage.

Edmond Dantès stood at the helm of the *Pharaon*, his heart swelling with pride. The voyage had been long, but he had performed his duties well. As they approached Marseille, he thought of his father and Mercédès, the woman he loved. His happiness was almost complete—especially after Captain Leclère’s death had left him in charge of the ship. The owner, Monsieur Morrel, had praised him and hinted at an even greater reward.

But as Edmond stepped onto the shore, a shadow loomed over his joy. Danglars, the ship’s purser, watched him with hidden jealousy. Though he had worked alongside Edmond, he resented the young man’s rapid rise. Meanwhile, Fernand, Mercédès’ cousin, burned with envy. He loved Mercédès, but she had eyes only for Edmond.

That night, as Edmond celebrated his return, Danglars and Fernand met in secret. Together, they hatched a cruel plan. A letter was written and sent to the authorities, accusing Edmond of treason—of conspiring with Napoleon.

The next day, Edmond was arrested. Confused and terrified, he protested his innocence. But the wheels of fate had already turned against him. His bright future had vanished in an instant.

A. Choose the correct option.

1. *Why was Edmond Dantès feeling proud?*
 - a. He had been a sincere worker.
 - b. He had been made the owner of the ship.
 - c. He would soon be meeting his family.
2. *What did Monsieur Morrel hint at for Edmond?*
 - a. A promotion to ship captain.
 - b. A reward for his loyalty.
 - c. A voyage to a new destination.
3. *What emotion did Danglars feel toward Edmond?*
 - a. Gratitude
 - b. envy
 - c. Indifference

B. Answer the questions.

1. *Who were the two men who envied Edmond, and why?*
2. *What plan did Danglars and Fernand create?*
3. *What does Edmond’s rise in rank say about his character and abilities?*

C. Find a word in the passage that means the same as:

- a. The steering wheel:
- b. Planning secretly:

Answer Key

- A. 1. a. 2. b 3. b
- B. 1. Danglars, the ship's purser, envied Edmond's rapid rise in rank. Fernand, Mercédès' cousin, was jealous because he loved Mercédès, but she only loved Edmond.
2. They wrote a letter accusing Edmond of treason—claiming he was conspiring with Napoleon—and sent it to the authorities.
3. Edmond's promotion shows that he is a skilled, responsible, and hardworking sailor. His leadership qualities and dedication earned him respect and praise.
- C. a. helm b. conspiring