

LESSON PLAN

Unit: Secrets

Subject: English

Teacher's name:

Class: VIII

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

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

Vocabulary

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: 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 parts that help analyse Jo's character.
2. Discuss the themes of perseverance and ambition.
3. Evaluate the relationship between Jo and Laurie as well as Jo and her family.
4. Use prepositional and adjective phrases in communication.
5. Identify expressions that convey tone, emotion, or emphasis in dialogue.
6. Write narratives.

NCF/NEP FEATURES

21C skills: Creativity, Critical Thinking, Communication, Collaboration

Assessments



Assessment for learning



Assessment as learning



Assessment of learning

Integration

Resources

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

Scope

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



Rationale / Purpose

Sessions 1–2

Pre-reading

Ensure complete student-participation in the discussion. Allow free response and encourage students to explain why they think so.

 This integrates with intra-personal intelligence nudging students to self evaluate.

Reading

Teaching Strategies: *Prediction* (analysis) *Deduction* (AAL), *Inference* (Critical Thinking), Collaborative learning, *Think-Pair-Share*
Language-development
Higher-Order-Thinking

LO: 1–3

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

Whole-class discussion

Embedded question 1. *What have you understood about Jo's secret so far?*
(Ans. Jo's secret appears to have something to do with the fact that she is writing something, which she does not want to show anyone just yet.)

 The question helps develop critical thinking and prediction skills.)

Deduction: *What does Jo feel before she submits her work?* (nervous, excited, apprehensive...) *Why does Jo say she wants to support herself and help her sisters?* *Jo wants to contribute financially to her family. This reflects her strong sense of responsibility and ambition.)*

Inference: *How does Laurie's encouragement impact what Jo feels? How does this relate to everyday life?* (Free response)

Discuss the character traits of Jo and Laurie. (Encourage students to identify the parts of the text that support the traits.)

Josephine March

Jo March is a strong-willed, ambitious, and independent young woman with a passion for writing. She dreams of becoming a successful author and is determined to support herself financially.

Key Traits:

- Ambitious: Jo is determined to become a writer.
- Independent: She values financial independence and seeks to earn her own living.
- Dedicated: She is deeply dedicated to her craft.
- Courageous: She submits her writing to publishers despite fears of rejection.

Laurie

Laurie is Jo's close friend. He is playful, kind-hearted, and deeply supportive of Jo's ambitions.

Key Traits:

- Supportive: He encourages Jo's writing and celebrates her success.
- Loyal: He is a loyal friend and is at Jo's side when needed.
- Playful: He enjoys teasing Jo.

Embedded question 2. *Find the line in this para which describes what Jo does to 'compose herself' here. From her expression, do you think it worked?* (Ans. "On returning for the third time, Jo gave herself a shake, pulled her hat over her eyes, and walked up the stairs, looking as if she were going to have all her teeth out.")

Embedded question 3. *Why does Jo tell Laurie her secret? What does it say about their friendship?* (Ans. Jo tells Laurie her secret because she trusts him to keep it and believes he wants the very best for her. This shows that they share a very close and deep friendship.)

 The questions lay focus on Bloom's Taxonomy prompting students to evaluate the situations and arrive at conclusions. **(21C: Critical Thinking; Communication)**



Language – development (Vocabulary)

Whole-class discussion

Encourage students to identify the words that contribute to the growing tension in Jo.

- Lying back on the sofa, she read the manuscript carefully through, making dashes here and there, and putting in many exclamation points.
- after standing still a minute, suddenly dived into the street and walked away as rapidly as she came. This manoeuvre she repeated several times.
- On returning for the third time, Jo gave herself a shake, pulled her hat over her eyes, and walked up the stairs, looking as if she were going to have all her teeth out.
- She rushed to the door when the postman rang and seemed to live in constant tension.

Embedded question 4. *What do you think has happened?* (Ans. Jo's story has been published in the papers.)

Embedded question 5. *Which of the sisters might have guessed Jo's secret? Why do you think so?* (Ans. Suggested answer. Accept any logical answer. Beth, because she notices that Jo is hiding behind the sheet and is carefully observing her expressions. She is also asking questions about the story to find out more and thereby understand if Jo has indeed written it as she suspects.)

 This develops critical thinking and prediction skills.



Taking it further (HOTS)

What do you think was expected from women of those times? (In Jo's time, women were generally expected to take care of their homes, family and focus on domestic responsibilities over personal ambitions and careers.)

Post-reading

A Recap by playing the animation.

Group work



In what ways do encouragement and discouragement play a role in people's lives?
Discuss in groups and share with the class.

Session 3

Comprehension

Discuss the answers to the questions.

Encourage students to analyse critically before they answer.

Session 4

Grammar: Prepositional and adjective phrases

Interactive activity

LO: 4

Prepositional Phrases

What are prepositional phrases?

Recap on prepositions of place and prepositions of time. As an extended activity, provide a gap fill activity where students use prepositions of place to complete the biography of a noted sports person. Alternately, provide the sample grid and ask students to choose their own set of answers. Then they must work in pairs and find out what choices the other student has made.

I spent a day...

<i>In Delhi</i>	<i>On the weekend</i>	<i>In 2016</i>
<i>At the sea</i>	<i>At six o'clock</i>	<i>On 15th August</i>

Adjective Phrases

Write this sentence (without underlining/circling the words shown here):

He was wearing a bright blue shirt.

Ask volunteers to come up and circle the noun. (shirt) Now, ask them to identify and underline the adjective phrase which modifies the noun (bright blue). Elicit from students, various other adjective phrases that can be used in this sentence.

Adjective Clauses

Write this sentence (without underlining/circling the words shown here):

The boy who was wearing the bright blue shirt, is my brother.

Ask volunteers to come up and circle the relative pronoun. (who) Now, ask them to identify and underline the verb in the sentence. Tell them that an adjective clause is a group of words with a subject and a verb. It usually starts with a relative pronoun.

Activity: Adjective phrase and clause race

Group work

Tell groups to write down as many adjective clauses and phrases found in their reader. (Assign paragraphs for them to scan). Allot a time limit of 2 minutes.

IA Play the interactive activity on the Teacher's Portal

Resources: Interactive activity

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

Session 5

Vocabulary: Expressions in dialogue; Punctuation

LO: 5

Expressions in dialogue

Activity

Write the following sentences on the board:

- "That's a relief, thank goodness!"
- "Dear me, how excited they all are!"

Ask students: *What emotion is the speaker showing in the sentences— Relief? Surprise? Joy?*

Encourage students to identify the clues that helped them decide. (That's a relief'; how excited...are)

Explain that such expressions are short emotional reactions or interjections that show how someone feels or thinks.

Punctuation

Follow the input given in the Reader.

Session 6

Speaking, Listening

Follow the input given in the Reader.

Session 7

Writing: Narrative

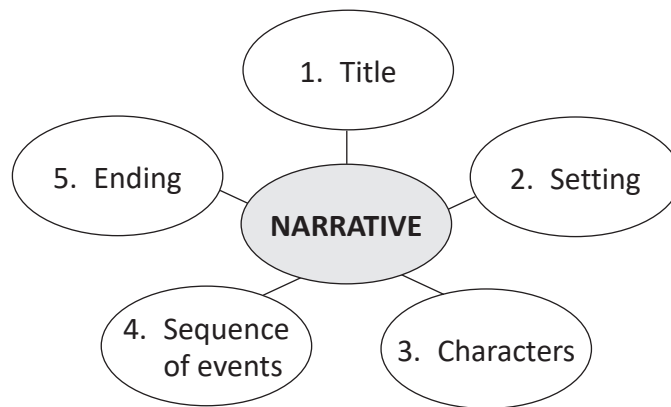
LO: 6

Guide students with the help of the given input.

What is a narrative?

A first-person narrative is a story, real or imaginary, told by the narrator. The narrator is one of the characters in the story.

A narrative includes: (Use a simple graphic organiser for a better understanding)



How do we write narratives?

- Begin the paragraphs by writing about the characters. Introduce them by name.
- Describe the setting clearly. Use descriptions and contrast. Help the readers to visualise the place and feel the emotions expressed.
- Add interesting incidents.
- Conclude with an interesting ending.

(For the teacher) Assessment criteria

- Clear beginning, middle, and end
- Well-developed characters and setting
- Use of dialogue and description
- Logical sequence of events
- Right use of grammar, spelling, punctuation

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

Secrets

A. Choose the correct option.

1. *Jo hesitates before entering the publisher's office because she*
 - a. is not happy with her work.
 - b. sees Laurie outside.
 - c. fears rejection.

Ans. c

2. *Jo takes a roundabout way to the newspaper office because*
 - a. she does not want to be seen by her family.
 - b. she does not know the short cut.
 3. the regular pathway is blocked.

Ans. a

3. The extract 'Secrets' is taken from the novel
 - a. Little Women
 - b. Laurie and Jo
 - c. The little sisters.

Ans. a

B. Read the lines and answer the questions.

1. *Jo looked at her friend Laurie as if she did not understand him, then began to laugh as if mightily amused at something.*
 - a. Explain the initial confusion.
 - b. Why did Jo laugh?
 - c. How did she respond to Laurie's question?

Ans. a. Laurie had seen Jo entering a building that had a dentist's clinic and assumed that Jo was going there to have a tooth extraction. When he asked Jo how many had been extracted, Jo was confused as she had intended to go to a newspaper office in the same building. b. When Jo realised that Laurie had mistakenly thought that she had been to the dentist, she laughed in amusement. c. She told Laurie that she was hoping to see two come out but that she would have to wait for a week for that.

2. *Jo's breath gave out here, and wrapping her head in the paper, she bestowed upon it a few tears*
 - a. What was in the paper?
 - b. What did Jo aspire to become?
 - c. Why did she bestow upon it a few tears?

Ans. a. Jo's published story was in the paper. b. Jo aspired to become an author/writer and be financially independent. c. Jo was overwhelmed with joy and cried happy tears over her piece of writing.

C. Answer the questions.

1. *Why does Jo initially keep her writing a secret from her family?*

Ans. Jo keeps her writing a secret because she does not want her family members to feel disappointed if her stories are rejected. This shows her cautious optimism and determination to succeed on her own terms.

2. *How does Jo's feel before and after submitting her story?*

Ans. Jo was nervous and hesitated repeatedly before entering the office indicating her fear of rejection and self-doubt. After submitting her story, she kept rushing to the door whenever the postman rang the bell and appeared to be in constant tension.

3. *How do Jo's sisters react to her story being published?*

Ans. Each of Jo's sisters responds differently to her success. Meg is initially doubtful but becomes proud once she sees the story in print. Beth is genuinely happy and enthusiastic for Jo, showing her supportive nature. Amy, in contrast, takes a more critical approach, focussing on the artistic aspects of the story.

D. Think and answer.

How does Laurie's support highlight their friendship?

Ans. Laurie plays a crucial role in supporting Jo's ambition. His encouragement and eagerness for her success reflect his belief in her talent. He is in constant touch with Jo to know if there's been any news from the newspaperman and when he hears that her story has been printed, he immediately celebrates her achievement with equal enthusiasm. His reaction highlights the deep friendship they share, where he acts as a motivator and confidant.



STUDENTS' BOOK ANSWER KEY

Secrets

Pre-reading

Free response

Comprehension

- A.**
1. Lying back on the sofa, she read the manuscript carefully through, making dashes here and there, and putting in many exclamation points. Then she tied it up with a smart red ribbon, and sat a minute looking at it with a sober, wistful expression, which plainly showed how earnest her work had been.
 2. Jo looked at her friend Laurie as if she did not understand him, then began to laugh as if mightily amused at something.
 3. "It won't come to anything, but I couldn't rest till I had tried, and I said nothing about it because I didn't want anyone else to be disappointed."
 4. "Won't it be fun to see them in print, and shan't we feel proud of our authoress?"
 5. Laurie and she were always making signs to one another till the girls declared that they had both lost their wits.

6. "I hope she won't. She is so funny and dear as she is," said Beth, who had never betrayed that she was a little hurt at Jo's having secrets with anyone but her.
 7. How Jo laughed, with tears in her eyes as she declared she might as well be a peacock.
 8. Jo's breath gave out here, and wrapping her head in the paper, she bestowed upon it a few tears, for to be independent and earn the praise of those she loved were the dearest wishes of her heart, and this seemed to be the first step toward that happy end.
- B.**
1.
 - a. Jo said these words.
 - b. She had just finished writing a story.
 - c. She might have felt relieved and happy that she had finally completed the story.
Suggested answer. Accept any logical answer.
 2.
 - a. The 'manoeuvre' referred to Jo walking up to the doorway of the newspaper's office, standing still and then hurriedly rushing back to the street and walking away.
 - b. It was repeated because Jo was nervous and therefore kept rethinking her decision to submit her story.
 - c. Finally, Jo composed herself and gathered the courage to walk up the stairs even though she was still very nervous. Within ten minutes, she returned looking as if she had just passed through a very difficult situation.
 3.
 - a. Jo said this to Laurie. She meant that she had submitted two stories but would have to wait a week to know if they would be published.
 - b. Laurie thought she had to have two teeth removed.
 - c. The newspaper office was located in a building which also had a dentist's office. Laurie had seen Jo enter the building and so, he thought she had gone to the dentist.
 4.
 - a. 'These people' were the March sisters and their mother.
 - b. The 'celebration' was about Jo's story getting published in the newspaper—it showed that she was a good writer who would one day be successful.
 - c. By describing them as 'foolish' the author did not mean that they were unwise. Instead, she was trying to show us how much they value seemingly small things like family and relationships, which, to other people may seem silly or inconsequential.
 5.
 - a. 'It' refers to the newspaper in which Jo's story was printed.
 - b. Jo's tears are compared to a gift because they represent her heartfelt desires and effort, and the result of her work, which led to her first success as a writer.
 - c. Jo's deepest wish was not just to be a writer, but to be a successful one who could stand on her own two feet and support her family. The appearance of this story in print was proof that she was indeed a good writer and that her dreams would come true one day.

Think and answer.

1.
 - a. iii
 - b. *Suggested answer. Accept any logical answer.*
As a woman in the 19th century, it was not common to choose writing as a profession—therefore, to pursue a career as a writer took courage on Jo's part. She also showed courage when she overcame her fear of failure to submit her work to the newspaper, as we see in the scene where she hesitates over and over. Jo's determination and hard work come through when we understand the circumstances she worked in. In the 19th century, there were no electric lights and therefore, work had to be done in daylight hours. We see that the story is set in October during autumn when daylight hours are few. Therefore, she had to

work harder and faster to complete her work. Her determination and hard work also become evident from the way she checks and rechecks her writing before submitting, and after her story is published, she expresses the wish to write more and fulfil her dream.

2. a. When Laurie and Jo were in the garden on the day the story came out, both Meg and Amy disapproved of her behaviour. It is clear that this was not the first time that Meg had shown her dislike for Jo's behaviour. This is an example of the fact that the sisters had disagreements like all siblings do.
- b. Laurie showed great concern for Jo even though she tried to ignore him at first. When he found out her secret, he showed great joy and helped Jo feel less worried. He also said he would make sure that Jo was paid for her next story. This showed that he loved and supported her. When Jo revealed that she had written the story, all her sisters gathered around her to congratulate her and participate in her joy, including Meg and Amy, who just a few moments earlier were complaining about Jo.
- c. Laurie encouraged Jo when she told him her secret. Even though she doubted her abilities, Laurie expressed faith in her and declared that she would be a great writer one day. Jo's sisters' reactions to her story and the fact that it was published resulted in Jo getting over come with emotion. It also reassured her of their love and thus made her more determined to succeed to help those that she loved.

Grammar

- A.**
1. from my grandmother; ADJ
 2. under the dining table; ADV
 3. with green and yellow dots; ADJ
 4. from a single rock; ADV
 5. After lunch; ADV
 6. with the serious face; ADJ
- B.**
- | | | | |
|----------------------------|---------------------------------|------------------------|-----------------|
| 1. very lazy | 2. quite entertaining | 3. completely airtight | 4. freshly mown |
| 5. with the blue schoolbag | 6. of great love and compassion | | |
- C.** *Free response*

Vocabulary

1. Why
2. Of course
3. no doubt
4. For shame
5. I guess
6. Thank goodness
7. Dear me
8. What a pity

Word Attack

1. Here 'critically' means to look at something in a way that analyses its merits and faults. It has a positive meaning here.
2. No. Here, the word 'critical' means finding fault or expressing disapproval.

Listening

Listening text

- “If you want to be a writer, you must do two things above all others: read a lot and write a lot. There’s no way around these two things that I’m aware of, no shortcut.” (Stephen King)
- “You can’t wait for inspiration. You have to go after it with a club.” (Jack London)
- “You can make anything by writing.” (C S Lewis)
- “There is no real ending. It’s just the place where you stop the story.” (Frank Herbert)
- “A writer, I think, is someone who pays attention to the world.” (Susan Sontag)

Answers:

1. all others
2. no shortcut
3. wait for inspiration
4. anything by writing
5. stop the story
6. writer
7. pays attention

Speaking

free response

Writing

free response

Punctuation

1. Self-driving cars have been involved in many accidents recently.
2. The second part of this report—pages 52 – 65—focuses on Hindi-speaking people.
3. World War II (1939 – 1945) was longer than World War I (1914 – 1918).
4. I called my brother—the one posted in Srinagar—to ask if he was coming home for the festival.
5. This entire stretch—from the main road to the children’s hospital—is a horn-free zone.
6. The fourteen-hour flight to Tokyo was quite tiring.

Reading Aloud

free response

Connect with: The Big Question

free response

Project

free response

WORKSHEETS

SECRETS

GRAMMAR

Name of Student: _____

Class: _____

A. Complete the sentences with suitable prepositional phrases.

1. They left the hall _____ .
2. Zara walked _____ .
3. We slept _____ .
4. The rabbit hid _____ .
5. She bought the bag _____ .
6. We decided _____ .

B. Underline the adjective phrases.

1. The man wearing the black hat is a detective.
2. That is a lovely painting.
3. The colourful flowers looked beautiful.
4. We kept looking at the tall green trees with wonder.
5. The man, careful and smart, managed to do the work.
6. They gave the award to the well-known athlete.

SECRETS

VOCABULARY

of course	thank goodness	what a pity	dear me
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Make sentences of your own with the given expressions.

Name of Student: _____

Class: _____

Write a narrative describing a strange incident that happened while you were walking down a lane with friends.

[illegible]

ANSWER KEY TO THE WORKSHEETS

Secrets

Answer key to the grammar worksheet

A. Free response

- B. 1. the black coat 2. lovely painting 3. colourful flowers
4. tall, green trees 5. careful and smart 6. well known athlete

Answer key to the vocabulary worksheet

Free response

Answer key to the writing worksheet

Free response

LESSON PLAN

Poem: Miracles

Subject: English

Teacher's name:

Class: VIII

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

Lesson Objectives (LO)

1. Identify the central idea.
2. Discuss the wondrous things that happen around akin to miracles.
3. Identify the literary devices in the poem.

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

- Pre-reading
- Reading
- Post-reading
- HOTS (Higher Order Thinking Skills)
- Assessments (AFL; AAL; AFL)



Rationale / Purpose

Sessions 1–2

Pre-reading



Ensure complete student-participation.

Discussion questions.

- *Miracle—What does this word mean to you?*
- *Can miracles be big and small? Give examples*



This activity sets the tone for the play.

Summary: The poem highlights the poet's deep appreciation for everyday wonders. He rejects the idea that miracles are rare or extraordinary events. Instead, he points out that everything around him—nature, people, and daily life—is miraculous. Whether he is walking in the city, wading in the ocean, observing animals, or sharing moments with loved ones, he sees beauty and wonder in all things.

Reading

Teaching Strategies: *Prediction (analysis) Deduction (AAL), Inference (Critical Thinking), Collaborative learning, Think-Pair-Share*

Language-development

Higher-Order-Thinking

LO: 1–3



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

Pair-work: Deduction and Inference



Deduction: *List the examples of miracles given by the speaker.*

Inference: *What does the poem say about the speaker / poet? Is he observant, grateful, appreciative, thoughtful and spiritually aware?* Identify these traits and explain how each of these words apply to the speaker.

Appreciative — The poet/speaker sees miracles not as rare occurrences but as part of daily existence. He finds beauty and wonder in ordinary things, from walking on the streets to watching birds or a sunset.

Spiritually aware — The poem reflects his belief in the interconnectedness of all things. His thoughts reflect a spiritual appreciation of nature.

Grateful — Instead of searching for extraordinary events, the speaker finds joy in simple experiences.

Observant — The speaker's ability to notice and reflect on details that many people overlook suggests that he is highly observant.

Thoughtful — The poet does not conform to traditional ideas of miracles. Instead, he brings his independent thinking to the fore.

Literary devices

Rhyme scheme: Free verse; gives the poem a natural flowing quality

Anaphora (Repetition at the beginning of each line): Or

Imagery: the exquisite delicate...new moon in spring; watch honey bees...spring; stars shining so quiet and bright...

Enjambment: maintains a continuous flow

Language – development (Vocabulary)

Reinforce that learning new words helps express ideas more vividly and meaningfully.

Whole-class discussion

List some words on the board: Example: miracle, exquisite, wade, wonderfulness, edge

Let students guess the meaning of each of the words based on the surrounding words.

- *miracle*: wondrous; marvel
- *Exquisite*: something very beautiful or delicate
- *wade*: walk slowly through shallow water
- *wonderfulness*: causing a feeling of wonder



Taking it further (HOTS)

Think-Pair-Share

If you had to add your own line to this poem, what would it be? Share with the class.

Post-reading

A Recap by playing the animation.

Discussion

Share any small miracle that you have experienced, keeping in mind the poet's point of view.

Session 3

Comprehension

Discuss the answers to the questions.



The questions focus on Bloom's taxonomy prompting students to analyse, evaluate and apply.

Session 4

Going Further

This integrates with art and focusses on creativity and develops visual-spatial and intrapersonal intelligences

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

Miracles

A. Choose the correct option.

1. *What is the central idea of the poem?*
 - a. The poet is fascinated by city life.
 - b. The poet sees miracles in everyday experiences.
 - c. The poet wishes to escape to nature.

Ans. b

2. *Name the literary device that is most prominent in the poem?*
 - a. Simile (comparison)
 - b. Rhyme (words that sound similar)
 - c. Anaphora (repetition at the beginning of lines)

Ans. c

3. *The line "Whether I walk the streets of Manhattan..." suggests that the speaker*
 - a. prefers city life to nature.
 - b. finds wonder in both urban and natural settings.
 - b. misses his hometown.

Ans. b

B. Read the lines and answer the questions.

1. *Why, who makes much of a miracle?*
As to me I know of nothing else but miracles
 - a. Name the poem and the poet.
 - b. What does the poet mean by the words 'nothing else but miracles'?
 - c. How is this view different from the general meaning of the word 'miracle'?

Ans. a. The poem is 'Miracles', written by Walt Whitman. b. The poet means that everything around him as in nature, in people, and in daily life is a miracle.
c. Normally, a miracle is seen as a rare or supernatural event, but for the poet, miracles happen all the time in everyday life.

2. *Or the wonderfulness of the sundown,*
or of stars shining so quiet and bright
 - a. What does the poet find miraculous in these lines?
 - b. What does this tell us about the speaker's outlook on nature?
 - c. How do these lines create a sense of calm?

Ans. a. The poet finds the beauty of a sunset and the quiet brightness of stars to be miraculous. b. It reveals that the poet sees nature as a constant source of wonder and amazement. Even the simplest natural scenes are miracles to him. c. The words 'wonderfulness of the sunset', 'quiet', and 'bright' create a peaceful, reflective mood, helping readers feel the calm the poet experiences.

C. Answer the questions.

Describe how the poet finds beauty and wonder in everyday life. Support your answer with examples from the poem.

Ans. Whitman sees miracles in simple, daily experiences. He talks about walking barefoot on the beach, watching honeybees at work, and sitting at the dinner table with others. He also finds beauty in looking at strangers, listening to birds, and even sleeping next to someone he loves. Although these are common occurrences, he is filled with wonder at the very thought of such events. He reminds us that we don't need something extraordinary to feel amazed.

D. Think and answer.

Compare the poet's view of miracles with the general idea that miracles are rare or supernatural.

Ans. People generally think of miracles as rare, divine events. The poet does not agree with this idea and says that everything in life is a miracle, not just unusual happenings. He finds miracles in daily moments and ordinary sights. He encourages readers to see the world as a constant wonder so that we shift our focus from waiting for big, amazing events to appreciating the quiet beauty that surrounds us every day.



STUDENTS' BOOK ANSWER KEY

Miracles

Comprehension

A. 1. b 2. d 3. f 4. e 5. c 6. a.

B. *Suggested answers. Accept any logical answers.*

1. a. People tend to think of miracles as things that are extraordinary and which happen extremely rarely. This is why some people may 'make much' of miracles.
b. According to the speaker, miracles are everywhere—they are in the smallest and simplest of things around us and can be found easily if we look hard enough.
2. a. The speaker thinks of all of these as miracles, thus emphasising that miracles are to be found everywhere.
b. No, the speaker is not referring only to the examples in the poem. On the contrary, by using these words, he implies that miracles are plentiful and found in more places than we realise and that they are not rare but in fact happen all of the time.

Think and answer.

Suggested answers. Accept any logical answers.

1. No, the poem does not suggest that one kind of miracle is greater or better than the other. In fact, the mention of miracles connected to both humans and nature makes us realise their deep connection and helps us appreciate them.

2. Yes, I agree with the speaker's idea of miracles. This way of thinking will help a person remain positive and view the world with love and tenderness. It will make them appreciate the world around them more.

Appreciating the Poem

1. c; imagery
2. *Suggested answers. Accept any logical answers.*

The word 'wonderfulness' has been repeated to help us understand that this quality applies to the smallest of beings (insects) which we tend to ignore as well as the grandest and most beautiful aspects of nature, which tend to leave us in awe. It helps us realise that miracles can be found in both tiny as well as large things.

No, the use of the word 'wonder' would not have had the same effect. Here, the poet refers to the quality of being remarkable or amazing. The use of 'wonderfulness' emphasises this quality to a much greater degree.

Vocabulary

1. darted
2. wade
3. curve
4. sundown
5. delicate

Going Further

Free response

SAMPLE COMPREHENSION PASSAGE WITH QUESTIONS AND ANSWERS

Read the Passage.

Only two spiders found in the United States of America are deadly to humans: the black widow and the brown recluse.

The black widow is found in all the forty-eight adjoining states, more commonly in the South and West than in the North.

An expert, Crabhill, describes it as “a shy and retiring spider that doesn’t go looking for trouble”. They bite only in self-defense. However, this spider’s bite is much feared because its venom is fifteen times stronger than a rattlesnake’s. Contrary to popular belief, most people who are bitten suffer no serious damage, let alone death. But bites can be fatal, usually to small children, the elderly, or the infirm. Fortunately, fatalities are rare. The black widow’s bite is excruciatingly painful. Crabhill says, “sometimes even morphine won’t knock out the pain.”

A black widow’s bite can be treated but there is no effective treatment for the brown recluse’s bite. This spider, sometimes called the violin spider because of a violin-like marking on its upper body, is found predominantly in the South, especially in the Gulf States, and in the West. They are far more to be feared than the US tarantula. Crabhill says, “All tarantulas native to the USA are not hazardous to life, although they will bite. As you get down to the New World tropics, some are extremely dangerous.” He advises that if you have them as pets, the only safe rule is: “If you don’t know where they came from, don’t handle them.”

A. Choose the correct option.

1. *According to Crabhill, how does the black widow typically behave?*
 - a. It is aggressive and attacks humans frequently.
 - b. It is shy and bites only to protect itself.
 - c. It is social and prefers to live in groups.
2. *Why is the black widow’s bite feared?*
 - a. Its venom is a lot stronger than a rattlesnake’s.
 - b. It causes immediate death in most cases.
 - c. It is the most common spider bite in the US.
3. *In the passage, the phrase “let alone” in “most people who are bitten suffer no serious damage, let alone death.” suggests that:*
 - a. Death is very likely.
 - b. Serious damage is common.
 - c. Death is even less likely than serious damage.

B. Answer the questions.

1. How different is the brown recluse from the black widow?
2. What is the popular belief regarding the black widow?
3. What does Crabhill mean by “If you don’t know where they came from, don’t handle them.”

C. Make sentences of your own with

- a. *excruciating* b. *far more to be feared*

Answer Key

- A.
 - 1. b. It is shy and bites only to protect itself.
 - 2. a. Its venom is a lot stronger than a rattlesnake's
 - 3. c. Death is even less likely than serious damage.
- B.
 - 1. The brown recluse has a violin-shaped marking on its body. A black widow's bite can be treated but there is no effective treatment for the brown recluse's bite.
 - 2. The popular belief was that the bite of the black widow would cause serious damage and ultimate death.
 - 3. Crabhill advises people who like to keep spiders as pets, to know the species or their origin because some of them could be very dangerous and could lead to a dangerous bite.
- C. *Free response*