

# NEW YEAR'S DAY

Note: The transactional processes suggested in CISCE curriculum are highlighted in grey.

## Learning Outcomes

- To predict the text and the unusual ending
- To trace the sequence of events that lead to an unexpected ending
- To pay close attention to the character development in the story



## Pre-reading

This section focuses on *assessment for learning* as it indicates to the reader what is to follow. It taps on the prior knowledge of students.

A. Do the Pre-reading exercise given in the Reader.

B. *Pair discussion*

1. What do you think about New Year's resolutions?
2. Have you made a resolution? Have you kept to your resolution? For how long?
3. How do resolutions help?
4. What do you expect from a story titled, *New Year's Day*?

## READING

*Students silently read and predict the story, chart out the characteristics of the main character*

Read the introduction to the story which is in italics.

*Who are the characters introduced? Who is Mr Moss? What is his New Year resolution? How does he help William make a resolution? What does William decide to do?*

## Vocabulary

Group students

Cut each column into strips and hand over to each group. (Make strips so that each group will have a set.) Let them match the words to the meanings.

resolutions	firm decisions to do or not do something
with a conscious swagger	in a way which showed that he was feeling confident and important
liquorice	a kind of black and chewy sweet
spoils	things or benefits obtained from being in a particular situation
appeased	made to feel pleased or peaceful, especially by doing something
brazenly	boldly, shamelessly
Aladdin's Cave	term used to describe a place full of strange and attractive things
needed no second bidding	did not need to be told twice
dainties	food items that are tasty and often come in small portions
loath	unwilling; not wanting

### Group work

Tell the groups to read the text silently / Play the audio for the text from, *On New Year's Day ... hurried off in the direction of the station.*

During the course of the reading exercise, let them compare their predictive writing.

Students can discuss and note how close/different each group is to/from the story in the text. (Each group's conclusion may vary as no inputs were given for this section.)

Test their understanding of the text with the following questions:

Ask questions to the groups and allow the groups to discuss and answer them. To help them organise information, let students fill in relevant information as they are reading the text.

Setting:

Main Character, supporting characters:

Character traits of Mr Moss:

Character traits of William:

Plot build-up:

Ask students:

*What tone is set in the opening lines? (Anxiety)  
What were the conditions required to acquire the sweets? Did Mr Moss trust William? Why was Mr Moss in such a hurry? Why did William pinch himself? Do you pinch yourself at times? When do you do this? (Students identify with the character by answering this question.)  
Does the introduction to the story have any connection with the New Year's resolution?*

*What did Mr Moss do that gave the impression of 'a holiday mood'?*

This question focuses on *assessment for learning*, allowing the student to understand the reason for a character's behaviour at that point of time.

(Ans: Mr Moss told William that he could weigh a quarter of sweets for himself for looking after the shop. This was very generous; William, being a young boy fond of sweets, would have been tempted to take more than just a quarter. But Mr Moss seemed more interested in going away than in being careful about how many sweets he was giving away.)

This section focuses on *assessment for learning*. It draws the reader to get involved in the plot of the story by predicting what is to come.

### Prediction 1

	<b>My prediction</b>	<b>Textual details</b>	<b>Was I right?</b>
<i>I'll give you a quarter of those sweets. Will William get the sweets that are promised?</i>			

- *Left alone, William spent a few moments ... the entrance of a thin lady.*

*What was the childhood dream that seemed to come true? Why was this everyone's childhood dream? Why do you think he walked around with a conscious swagger? Who is the third character introduced? What information does he bring? How does William address him? Why does he suddenly change his tone? Why did William ask him to go away?*

*Why is William giving away sweets when he loves sweets himself? (Ans: William loves sweets, but he is giving away sweets because right now he has a whole sweet-shop to enjoy; there is no chance of falling short of sweets, and it is more important for him to get rid of the boy so that he can enjoy the shop all by himself.)*



Why does he yell at him saying, "if you don't mind me saying so." (He is trying to keep to his resolution.) Why does he look at his resolution as a god to be appeased? (He feels that it is this resolution that awarded him the dream of a shop filled with sweets, which was his dream in reality.) Who interrupted William while he tasted different kinds of sweets?

### Prediction 2

	My prediction	Textual details	Was I right?
Will William get into trouble? How will he handle the situation?			

- "Good morning," she said icily ... "And I shall report this shop."

Why was William not able to answer properly? (He had stuffed his mouth with sweets.) What does this tell you about William? (He made the best use of the opportunity.) Why was the woman not able to hear him? Was she deaf? "Me," said William ungrammatically.

What is the grammatically correct way of giving this answer? (Ans: The grammatically correct way of giving this answer is, "I am.")

'She looked at him with distinct disapproval'. Did she disapprove of him for his stuffed mouth, or his grammatically incorrect reply? (Free response) How does William try to make up for the loss he incurred at the shop? Was it the right thing to do? Was he able to keep to his resolution? Can the reader appreciate his attempt? (Yes, given the fact that he was a small boy, it is appreciable that he is able to keep to his resolve to be polite. Keeping a resolution is difficult, even for an adult.)

### Prediction 3

	My prediction	Textual details	Was I right?
Would William be able to make up for the loss in the sweet shop?			
Would the lady report the shop?			

- William followed her to the door ... Here, give me some of them."

'He put out his tongue at her as she crossed the street,...' What does this tell the reader about William? (He is still a child and so indulges in all kinds of childish actions.) William spent the time opening and shutting the door. What does this tell the reader about him? (He is just a child.) Why does he stop playing with the door? Does he worry about it?

Read the meaning of Aladdin's Cave. Why has the shop been compared to it? (Ans: The shop has been compared to Aladdin's cave because it was full of things that were very attractive to the boys—sweets and chocolates of all kinds—with no grown-up to stop them. The sweets were as important and precious as riches to them, if not more.)

By telling his friends about how he got the sweet shop, is William losing focus about his resolution? (No, he doesn't lose focus. Though he tells a lie, he assures his friends that because of being polite, he was given this shop.) How did the boys react to an offer to help themselves with sweets from the shop? (They lost no time in stuffing their mouths and pockets with sweets, feeling that this offer was too good to last for a long period of time, as an adult might appear at any moment and foil this opportunity.)

*Why have the boys been compared to ants here? (Ans: The boys have been compared to ants here because ants store food for the winter, when food is not so easily available. The boys were not only eating the sweets, but also collecting them for later, when they would not be able to get them so easily.)*

*Why did William slower his pace of eating the sweets? What happens when the boy of about fourteen sees them alone in the sweet shop? Is William losing focus of his resolution? How does the boy threaten them?*

#### Prediction 4

	My prediction	Textual details	Was I right?
Will the boy complain about them? What do you think will happen?			

*"If I'd not taken one to be polite,"... would it have been 'all right' with you?*

*What made William loose his cool? (Free response) Who took advantage of the situation? What stopped the fight?*

#### Post-reading

##### Group work

- Why is the episode titled New Year's Day? Support with examples from the text.
- If you were to give it a different title, what would it be? Give reasons and examples from the text.

#### Prediction 5

	My prediction	Textual details	Was I right?
How do you think Mr Moss would react?			
Would William remember and follow his resolution again?			

*How do you think Mr Moss will react when he sees the state of the shop? (Ans: Free response)*

*Why did Mr Moss not react the way that William expected him to? Did this bring a change in the boy? Did he stick to his resolution? Why didn't he want lunch? Why does the episode end with a question? What impact does it have on the reader?*

*How would you answer the last question? Tell the class. (Ans: Free response)*

Tell students to recount the story and give a brief list of the sequence of events of the story. Note the list on the board.

**Differentiating between phrases and clauses (Recap)**

Write these phrases and clauses on the board: (without underlining the words shown here):

*an interesting dream, in the corner of the class, he walked away, talented and helpful leaders, those poisonous red apples, the cupboard next to the bed, whenever he looked, with a shout of joy, the audience were calling for a taxi, long and hard, every Saturday and Sunday*

Ask volunteers to come up and underline the verbs (as given here). Next, draw 2 columns and tell them to write the ones with a verb in one column and the other in another column.

Explain or elicit that a group of words that can form part of a sentence but does not contain a verb is called a phrase. A **phrase** is a part of a sentence that either does not contain a subject or a verb. Explain that a **clause** is a group of words that contains both a subject and a verb.

Example:

**Mom will have to leave at 3** so she can pick me **up on time**.

**Mom will have to leave at 3** – clause

**up on time** – phrase

Tell students to scan through the lesson again and pick out the phrases and clauses.

**Activity**

Ask students to work in groups and write down as many phrases they can think of from popular rhymes, songs and poems within 5/10 minutes. Example: *Jack and Jill went up the hill.*

**VOCABULARY**

Follow the inputs given in the Reader.

**LISTENING****While listening**

Tell students that they are going to listen to a narrative. Let students read the passage as this will help them get familiar with the text.

Now play the audio track and let students fill in the missing words as they listen.

Play it once again so that students fill in any words they may have missed out / check their work.

Review the answers.



## SPEAKING

## Role play

This task can be used for *assessment as learning* as students act the situations with their partners and assess the acting of the other, while they communicate using the right words and expressions.

As a warm up to the speaking task, provide a few situations and let students role-play the tasks. Give them about five minutes to prepare for the task. Tell them that while one relates, the other should ask questions and react appropriately.

Monitor the activity.

Tell students that in order to heighten the effect of the conversation they can give special attention to tone, facial expressions, gestures and body language. They can also include humour to make the conversation interesting.

## WRITING

## Informal letter

*Note:* Guide students through every step and encourage them to write their own letter.

### Informal letter

An informal letter is a letter you would write to a friend, a family member, or an acquaintance.

#### I write an informal letter to:

- keep in touch with family and friends
- share information / inquire about their health and well being
- just chat

There are five main components of an informal letter:

- Date and place on the left side of the letter.
- Greeting / Salutation: The most common way to start off an informal letter is with *Dear* since this letter is meant for your friends or family.
- Body: Main text or message using paragraphs. Make sure the paragraphs are indented. Keep it chatty and friendly but do not overdo it. Use active voice as it makes your letter sound more conversational and interesting to read. It is as if the person is conversing with you face to face. Put in questions as it motivates the reader to reply.
- Closing: Close with a Compliment: After writing the letter, sign off in a friendly manner such as *Love*, or *Missing you loads*, *Yours lovingly* / *Your friend*.
- Signature – Just your name as this is an informal letter.



## STUDENTS' BOOK ANSWER KEY

### PRE-READING

#### *Free response*

#### **Comprehension**

- A. 1. Mr Moss had resolved to ask the girl he loved to marry him. William had resolved to be polite with everyone. Yes, both of them kept their resolutions.
2. Mr Moss had to catch a train, but his nephew Bill, who was supposed to come and look after the shop while he was away, had not arrived yet. Mr Moss was getting late, so he asked William to look after the shop.
3. Yes, while William was looking after the shop, a lady came in and asked for a bar of chocolate. It was then that William realised that he had eaten quite a lot of sweets and chocolates. He had also given away some to the boy who came to talk about Bill. So that Mr Moss would not suffer too great a loss, William decided to make up for it by charging a much higher price for the chocolate bar to the lady. However, she did not accept his demand, paid the right price for the bar and went away, saying she would report the shop.
4. Ginger and Henry looked into the shop window and found William all alone there. When William saw them, he generously invited them into the shop, as if it was his own shop, and asked them to have whatever they wanted. The two other boys immediately accepted the offer and went around eating as well as collecting sweets for later.
5. When Mr Moss returned, a battle was going on. On one side were William, Ginger and Henry. On the other were some older boys who had turned up from the street. William was throwing Sour Drops at the older boy who had challenged him, and the other boys from the street were collecting the Sour Drops and occasionally throwing them back as part of the fight. When they saw Mr Moss coming down the sidewalk, the street boys ran away in one direction and Ginger and Henry in another. William, holding an empty jar, was left to face Mr Moss.
6. Mr Moss was surprised and confused to see the state of the shop, since it was in great disorder and much emptier than when he had left it, but he was not angry or sad because he was not thinking about the shop. The girl he had proposed to, had accepted his offer of marriage, and Mr Moss was so happy that he could think of nothing else. Even when William pointed out the mess, Mr Moss dismissed him, saying that it did not matter.
- B. 1. a. Mr Moss said this to William.
- b. The speaker, Mr Moss, wanted William to stay in the shop till his nephew Bill arrived. If anyone came into the shop before he arrived, William was to tell them to wait or come back later.
- c. Yes, William accepted offer. He was too happy to do so, as this not only guaranteed him a quarter of sweets, but also left him in charge of the whole sweet-shop, all by himself. For him it was a dream come true.

2.
    - a. The small boy had come to the shop to look for Mr Moss and tell him that Mr Moss's nephew Bill wouldn't be able to come to the shop as he was ill.
    - b. William told the boy that it was all right and told him to go away.
    - c. The small boy hesitated when William told him to go away, but when William gave him a stick of liquorice and a packet of chocolate to make him go away, he left with the sweets.
  3.
    - a. William was speaking to a boy of fourteen who was passing the shop and stopped at the doorway when he saw the three young boys inside.
    - b. William was referring to his resolution of being polite with everyone.
    - c. He wanted to knock the listener down because when he told the boy to get out, the boy did not leave; instead, he said that he knew William and his friends were stealing the sweets from someone else's shop, and demanded to have some sweets himself. William did not actually knock the boy down, but he began throwing Sour Drops at him.
  4.
    - a. For William, the more important matter was the shop and what state it was in, because he had been left in charge of it.
    - b. For the listener, Mr Moss, the more important matter was the fact that the girl he had asked to marry him had accepted.
    - c. Because Mr Moss was not giving importance to William's words or paying enough attention to the shop, he did not mind, or even properly notice, the state of the shop—what a great disorder it was in, how much of the sweets and chocolates had been eaten and taken away, and therefore how much loss he would suffer. Therefore, he did not scold or question William at all; in fact, he thanked him for staying.
- C.
1. William began by regarding the sweet-shop as a very attractive place where sweets and chocolates of all kinds were found. When he was left in sole charge of it, he could hardly believe his good luck. In the first few minutes when he was left alone in the shop, he walked around inside, enjoying his unexpected gift, and began to think that the shop actually belonged to him. He almost believed it too, and gave away sweets and chocolates to the small boy and his friends as if he owned them. However, by the time his friends arrived at the shop, he had begun to get tired of the sweets—he had been continuously eating all kinds of sweets, so on one hand they began to look less attractive, and on the other, he began to feel rather unwell. So the sweet-shop lost some of its charm with time.
  2. Yes. a. i. Mr Moss; yes; ii. the lady who came to buy a bar of chocolate; no; b. i. Ginger and Henry; yes; ii. the 14-year-old boy; no. (William showed no clear liking or dislike towards the small boy who came to talk about Bill.)
  3.
    - a. William treated the resolution he had taken—of being polite with everyone—as a kind of god who had to be pleased or kept peaceful. William thought that it was because he had taken the resolution that he had got the opportunity of managing the sweet-shop all by himself. So he was careful to be polite with everyone, even when he did not like them.





Answers:

- |                     |                |                 |                     |              |
|---------------------|----------------|-----------------|---------------------|--------------|
| 1. sweet tooth      | 2. plain sugar | 3. break        | 4. town             | 5. teachings |
| 6. problem          | 7. health      | 8. two weeks    | 9. confused         | 10. gently   |
| 11. harmful effects | 12. puzzled    | 13. mischievous | 14. a lot of sweets |              |

### Writing

*Sample answer:*

94 Westdene Avenue  
Heather Mead, UK

1<sup>st</sup> January, 2022

My dear Leonard,

Wish you a very Happy New Year. Hope you, Aunt, Uncle and Lily had a lovely time. Have you made a New Year resolution? I have, and it was wonderful. I promised I would be polite with everyone, and since I kept my resolution, I got to own a real sweet-shop for a whole morning. It was perfect. I think I will keep the resolution as long as I can and see what other reward I get. I strongly suggest you take a good resolution and keep it—who knows what you may get in return?

Thank you for sending me the box of chocolates. They look delicious, but I have not tasted any of the pieces yet. You see, I had quite a few sweets while I was managing Mr Moss's shop. He told me I could take a quarter anyway. So, I was not feeling very hungry in the afternoon. However, I will surely enjoy them tomorrow. Did you get the card that I sent you?

I hope all of you can come and visit us soon. I will take you and Lily to Mr Moss's shop when you are here. It has some really interesting sweets.

Yours lovingly,

William

### Dictionary Work

- |              |              |             |            |
|--------------|--------------|-------------|------------|
| 1. behaviour | 2. fuelling  | 3. paralyse | 4. plough  |
| 5. pretence  | 6. programme | 7. tyres    | 8. yoghurt |

## QUESTION BANK

### A. Answer in brief.

1. Why does William look at his resolution as a god to be appeased?

**Ans:** He feels that it is this resolution that awarded him the dream of a shop filled with sweets, which was his dream in reality.

2. 'Aladdin's Cave was nothing to this.' What does this expression mean?

**Ans:** To children, a sweet shop is a treasure trove. The narrator says that the sweet shop is even more precious than all the treasures found in Aladdin's cave.

3. How did Ginger and Henry react to an offer to help themselves with sweets from the shop?

**Ans:** They lost no time in stuffing their mouths and pockets with sweets, feeling that this offer was too good to last for a long period of time, as an adult might appear at any moment and foil this opportunity.

**B. Answer in detail.**

1. What was William's reaction to the boy of fourteen? Was he losing focus of his resolution?

**Ans:** William clearly did not like the looks of the fourteen year old boy and was rude to him when he enquired what the boys were doing in the shop. William was also beginning to feel sick because he had consumed too many sweets and was irritated. He told the boy that had it not been for his resolution to be polite, he would have knocked him down. When he found that the boy was unperturbed, he lost his cool and began to fling the contents of sweets from the jar nearest to him, thus beginning a fight. At this point in time he totally loses focus on his resolution and is brought down to reality only with the appearance of Mr Moss.

**C. Choose the correct answer.**

*This story is about*

- a. the people that the main character likes and dislikes.
- b. how childhood dreams come true.
- c. keeping to a resolution even in the most difficult of times.

**Ans:** c

**D. Read the lines and answer the questions.**

*"They've gone up since," said William brazenly, adding, "if you'll kindly excuse me saying so."*

- a. What was William talking about?
- b. How does William try to make up for the loss he incurred at the shop?
- c. Why does William add, "if you'll kindly excuse me saying so"?

**Ans:** a. William was talking about the bar of chocolate that the thin lady wanted to buy from the shop.

- b. He over-priced the bar of chocolate, hoping to make up for the loss that Mr Moss would incur because he consumed a large quantity of the sweets from his sweet shop.
- c. William added these words in an attempt to stay true to his resolution to be polite to others.

**E. Answer in brief. (Think and answer)**

1. Why did William pinch himself when he was asked to weigh a quarter of the pink sweets for himself and to mind the sweet shop for a few minutes?

**Ans:** He pinched himself to see if this was a dream or was it reality. For William, it was too good to be true.

2. Why do you think he walked around with a conscious swagger?

**Ans:** It was one of his childhood dreams that he should be the owner of a sweet shop so that he could eat all the sweets he wants. He walks with a swagger, giving himself an air of confidence and self-importance as though he was the real owner of the shop.

**F. Answer in detail. (Think and answer)**

William prided himself by imagining that he was the owner of the sweet shop? How did this view change through the course of the series of events?

**Ans:** Initially, William revelled at the fact that he was in charge of the sweet shop and his childhood dream had come to pass. In fact he was so happy that he pretended to be the shop owner for a while. With this thought in mind, he felt that he could rightfully eat as many sweets as he wanted to. He stuffed his mouth to all the sweets he wanted, and when he had had enough, he invited two of his friends who were passing by, to enjoy the sweets. Gradually we see him losing interest in the sweets, but he was proud to tell his friends that he was the owner of the shop which was passed on to him due to his politeness. Though he had his fill of the sweets, he did not want a strange fourteen year old boy to bully him into getting sweets. He becomes defensive about the sweets and begins a fight. Towards the end, he feels sick due to the consumption of too many sweets and is ready to rush back home the moment Mr Moss returns.

# NATURE IS WHAT WE SEE

# POEM

Note: The transactional processes suggested in CISCE curriculum are highlighted in grey.

## Learning Outcomes

- To infer that art has not been able to capture the true essence of Nature
- To activate the sense of sight and sound from Nature imagery
- To note skillful use of vocabulary to build up images of Nature
- To note the technique and poetic devices used

**Summary:** The poet finds nature in the hills and in the animals, in fact all around. However, she thinks that there is no efficient way to express the serenity and simplicity of nature; there is no art form that has captured the true essence of Nature. Nature is so beautiful, yet so simple that no one has been able to express nature in any form.

## Pre-reading

Group work

Ask students:

- What is your favourite place in nature? Why? (The seaside, hills /mountains, garden/park, waterfall, forest...)

Let each student answer the question and share with the group.

Now ask groups to share with the class what they like about these places and why.

## READING

*Predict, Anticipate*

Write the title on the board

- What do you think the poem is about?

Elicit answers from the class

- Display the picture from the Smart Book.

Allow students to continue speculation and predictions about the theme of the poem. (Write students' answers on the board.)

Play the audio track for the poem / Read the poem aloud once.

Now let students read the poem in parts. Stop at intervals to check comprehension. Allow students time to scan for details before they answer. Guide / prompt them if required.

Tell students that we are going to interpret the poem with CLAP

<b>Content</b>	<b>Language</b>
<b>Atmosphere</b>	<b>Poetic Techniques</b>

Divide students into groups and tell them to read the poem aloud and discuss the concept.

### Content

Students discuss and answer the questions in groups. Ask students:

- What do you now think is the poem about?
- What is the setting of this poem?
- Who is the narrator of the poem?
- What is the tone of the poem?
- What message does the poem convey?

Ask students:

*Where does the poet find Nature?* (She finds nature everywhere, even in the hills and in the animals.) *Why does she say that 'Nature is Heaven'?* (We see the beautiful simplicity of nature which is likened to Heaven, a place of utmost beauty.) *What sense is evoked in the reader in the first four lines?* (The sense of sight) *What sense does the poet shift to in the next four lines?* (The sense of sound) *What sounds bring out the beauty of Nature?* (Birds, the sea, thunder and even the tiny sound of the cricket chirping) *What do the last four lines convey?* (Nature's importance to our mental well being) *Can art duplicate Nature?* (Art in various forms has tried to duplicate Nature, but has never been able to do so. Several artists have caught only a fragment of the true beauty and value of Nature. Nature is something very special, yet to be captured by artists.) *What do the last four lines mean?* (The poet feels that there is no efficient way to express the serenity and simplicity of nature, in fact there is no art form that would help us to express nature in any form.)

*Discuss answers*

### Language

- List the fascinating words in the poem or words that evoke the senses in the poem.
- Diction: simple (Descriptive imagery words to express what we see and what we hear)

### Atmosphere

- *Why does the poet use several punctuation marks and dashes in the poem?* (It helps the readers to understand the flow of emotions and expressions in the poem. The dashes are the pauses, which helps the readers to understand the highs and lows in the poem.)

### Poetic Techniques

*List out:*

Imagery: Sight: paints a picture of the squirrel, the hill, the bumblebee, etc.

Sound: bobolink, sea, thunder, cricket

Personification: *Nature is what we know... our Wisdom is to her Simplicity.* This implies that Nature is feminine

Metaphor: *Nature is Harmony*

Rhyming words: *see, bee, sea, harmony, simplicity*

Rhyme scheme: There is a definite rhyme scheme in the first four lines in this poem, which is *a b a c*.

*What technique does the poet use in the poem?* (The poet first likens nature to the things we see around us, then to more lofty things and finally to the things of utmost beauty, that is Heaven, Harmony.)

*What does the poet want us to understand?* (That the universe is beautiful and magnificent)

### Post-reading

*Pair Work*

- A. Tell students to recollect the pre-reading task question:

*What is your favourite place in nature? Why?*  
(The seaside, hills /mountains, garden/ park, waterfall, forest...)

Form groups with the criteria being that all students with the same 'favourite place in nature' will form a group.

Tell students to depict their favourite place in nature on charts in the form of drawings or a collage. (Provide the required stationary)

- B. Write a poem for the selected favourite place in nature and name the poem.
- C. Have the class recite the poem with the correct emotions, intonations, and voice and tone modulations.



## STUDENTS' BOOK ANSWER KEY

### Comprehension

- A. 1. a. hill, afternoon, squirrel, eclipse, bumble bee    b. *Free response*    c. heaven  
2. a. bobolink, sea, thunder, cricket    b. *Free response*    c. harmony  
3. a. we don't have the skill to say it    b. *Free response*    c. simple
- B. 1. a. in fact  
b. Nay has also been used in the 8th line 'Nay—Nature is Harmony'. Nature has been described as Harmony there.
2. a. *Suggested answer (accept any logical answer):* Our wisdom is 'impotent' because no matter how intelligent or skilful we are, we cannot describe Nature exactly as it is. Even if we have an idea of it, we cannot capture all the beauty and simplicity of Nature through words.  
b. *Free response*    c. *Free response*
- C. *Suggested answers (accept any logical answer):*  
a. Yes, as it tries to describe different things that can be seen and heard in Nature.  
b. Yes. Many other poems, paintings and pieces of music are created on the theme of Nature or some element of nature, like trees, the sea or mountains. Those works also try to express in different ways how simple and/or beautiful Nature is.

### Appreciating the Poem

1. *Suggested answers (accept any logical answer):*  
a. "Nature" is what we see—' ("Nature" is what we see:) and 'Nature is what we hear—' (Nature is what we hear:)  
b. 'The Hill—the Afternoon— / Squirrel—Eclipse—the Bumble bee' (The Hill, the Afternoon, Squirrel, Eclipse, the Bumble bee) and 'The Bobolink—the Sea— / Thunder—the Cricket (The Bobolink, the Sea, Thunder, the Cricket) and 'Nature is what we know— / Yet' (Nature is what we know, Yet...)  
c. 'Nature is Heaven—' (Nature is Heaven.) and 'Nature is Harmony—' (Nature is Harmony.) and 'Yet have no art to say—' (Yet have no art to say.)
2. a. Hill, Afternoon, Squirrel, Eclipse, Sea, Thunder, Cricket, Our Wisdom, Simplicity  
b. *Suggested answer (accept any logical answer):* The names of natural things and creatures have been capitalised to draw attention to them individually, to make them prominent symbols of Nature. Our wisdom and Nature's Simplicity have been capitalised to give those ideas importance—almost as if they are individual characters.

### Vocabulary

1. a. art    b. art  
2. a. crickets    b. cricket  
3. a. eclipse    b. eclipse  
4. a. harmony    b. harmony  
5. a. Nature    b. nature

## Going further

Free response

### QUESTION BANK

#### A. Answer in brief.

1. Where does the poet find Nature?

**Ans:** She finds nature in the hills, the afternoon, the squirrels, the eclipse, and the bumble bees. In fact she finds nature everywhere.

2. What sounds bring out the beauty of Nature?

**Ans:** The delicate sound of birds and crickets chirping, and the roaring sound of the sea, and thunder.

#### B. Answer in brief. (Think and Answer)

1. Why does the poet say that 'Nature is Heaven'?

**Ans:** We see the beautiful simplicity of nature which is likened to Heaven, a place of utmost beauty and serenity.

2. What does the poet mean when she says that 'Nature is Harmony'?

**Ans:** Harmony means the combination of simultaneously sounded musical notes to produce a pleasing effect. When the poet calls nature harmony, she indicates that the varied sounds of living creatures and sounds from nature all combine to form a beautiful harmony.

#### C. Choose the correct answer.

*The main idea conveyed through the poem is \_\_\_\_\_.*

- a. about the serenity and simplicity of nature
- b. that there is harmony among all living things in nature
- c. that no art form can truly express nature

**Ans:** c