

01 UNIT ONE

LOOKING AFTER TREES AND FLOWERS

Language Focus

Competency Level	Subject Content	Activity No.
1.5	Plural morpheme / s/ and /z/	1.23
4.4	Using the dictionary	1.12, 1.20(a)
4.5	Matching words with pictures	1.11
4.6	Finding synonyms from a text	1.6(b)
5.2	Reading a poster Reading a passage	1.1 1.6, 1.19, 1.21, 1.12, 1.14
5.3	Role play	1.3, 1.4, 1.8, 1.9
5.4	Transferring the information of a text into a grid	1.13, 1.19, 1.20 (b), 1.21
5.5	Finding general idea of a poster/dialogue	1.1, 1.4, 1.9, 1.16 1.12, 1.14
5.6	A poem	1.16, 1.17, 1.25
6.2	Exercise on negative sentences.	1.22
6.7	Making sentences with 'if' clauses Making sentences using conjunctions	1.18 1.24
7.2	Describing a flower Describing a picture / home garden Describing a tree	1.7 1.10, 1.11 1.20
7.7	Designing a poster, Adj-noun collocation	1.2, 1.5
7.8	Language game on expanding sentences	1.24(b)
7.9	Writing about a tree Writing a paragraph	1.13, 1.20(c) 1.10, 1.15, 1.20
8.13	Speaking /Introducing different flowers	1.7



01

LOOKING AFTER TREES AND FLOWERS

Activity 1.1

Reading / Speaking



(C / L 5.2 - Extracts specific information from a text)

(C / L 5.5 - Extracts the general idea of a text)

Read the following poster and answer the questions.

Going Green

A Tree Planting Campaign

Plant a tree in your garden
Be a Nature Lover



Plants will be distributed free for
all the students at the school
playground
at 10.00 a.m on 05th June 20..

Available: Plants & Seeds
medicinal plants, fruit plants,
vegetable plants and seeds
A variety of roses, dahlias,
carnations, anthuriums,
orchids, etc.

- * Do you have extra plants in your home garden?
- * Would you like to share them with us?
- * Bring the plants to us on 4th June 20..

Let's take good
care of our
ENVIRONMENT

Environmental Society
Maniyangoda M.V.

1. What is the poster about?
2. Who has organized the campaign?
3. Where will the campaign be held?
4. What kind of plants will be distributed ?
5. How can you care for the environment ?

Activity 1.2(Group Work)

Reading / Writing



(C / L 7.7 - Uses a variety of vocabulary items in writing)

Design a poster for an exhibition in your school. (Home science / Agriculture)

Include the following;

Date, Time, Venue, Organizer, Chief Guest, What is to be sold/ exhibited (Vegetables, fruits etc.).

Activity 1.3(Group Work)

Listening / Speaking



(C / L 5.3 - Selects relevant information from a dialogue)

Role - play

A Lovely Garden



The new year vacation has just started. Some friends are looking for a place to put up a swing.

Cassim :- Let's have the swing in Prasad's garden as we did last year.

Peter :- That's good. Can we come to your place Prasad?

Prasad :- Yes of course.

Prasad's mother :- Hello boys. Come in. How are you?

Ranjan :- Fine, thanks aunty.

Prasad :- Amma,we are going to put up a swing this year, too.

Kumari(Prasad's sister) :- Oh! It would be nice.

Prasad's mother :- All right. But be careful!

Rohan :- I'll ask uncle to help with the swing.



Ranjan :- That's good. Can we use the same tree we used last year?.

Prasad :- Oh yes! The jak tree in that corner.

Ranjan :- Wow! Prasad your garden has come up very nicely. There are many trees, plants and lots of flowers.

Kumari :- I'm the one who planted those flowers.

Peter :- What a lot of birds. Look at the beautiful butterflies and the bees!

Kumari :- I like bird- watching and also listening to the humming of insects.

Prasad :- They come because of all these trees and flowers. We keep food and water too for the birds.

Peter :- We don't have big gardens, so we have plants in clay pots, don't we Cassim?

Cassim :- Well, my mother has a lovely garden though it is small. I help her to keep it nicely.

Rohan :- By the way, did you see the poster on the noticeboard today?

Cassim :- Yes, it's about the tree planting campaign in our school next term.

Ranjan :- All of us can get plants free. We can plant them in our gardens.

Prasad :- We have a lot of fruit plants. I'm going to give some of them to the Environmental Society.

Rohan :- Let's all get together and help them to collect and distribute the plants.

Activity 1.4

Reading



(C / L 5.3 - Selects relevant information from a dialogue)

(C / L 5.5 - Extracts the general idea of a text)

a) Read the conversation and answer the questions.

1. What are the boys going to do?
2. Does Peter have a big garden?
3. Where are they going to put up the swing?
4. Why do birds come to Prasad's garden?
5. How can the students contribute to the tree planting campaign?

b) 6. Name five medicinal plants you have in your garden / village.



Activity 1.5-Pair word

Reading / Writing



(C / L 7.7 - Uses a variety of vocabulary items in writing)

Go through the dialogue and find out the adjectives used to describe the nouns. Write the adjective and the noun in your writing book. Add five more to your list.

Adjective	Nouns
eg : beautiful	butterflies.

Activity 1.6

(a)Reading / Writing



(C / L 5.2 - Extracts specific information from a text)

(C / L 5.5 - Extracts the general idea of a text)

Read the passage and answer the following questions.

Flowers

Flowers have been important to man since ancient times. People love to grow flower plants in their home gardens. Botanical gardens like Peradeniya and Haggala have a wide variety of flowers. Natural forests like Sinharaja are also abundant in beautiful flowers.

Flowers have a fragrance and they beautify the environment. They appeal to everyone. They brighten every occasion of our lives. We use flowers to express our feelings. They are also used in religious activities. Buddhists offer flowers to Lord Buddha. Hindus garland their gods with flowers. People use them for decorations. Flowers are an integral part both at weddings and funerals.

Today flowers have become an important source of income. Many varieties of flowers are being exported to foreign markets. Selling flower plants also brings in a good income.

Many valuable flowers are now endangered. Recently the “Araliya” trees were attacked by some fungus. Fungi, pests, diseases and climatic changes are the major threats to flower plants. We must take necessary steps to overcome these threats. People should be encouraged to grow flower plants in their home gardens.

Flower plants should be looked after well. They should be manured, weeded and watered regularly. Precautions should be taken to protect them from pests like snails, caterpillars, rats and insects.

- (a) 01. Name the botanical gardens mentioned in the text.
02. What are the uses of flowers?
03. What are the threats to flowering plants?
04. How can plants be looked after well?
05. Write the names of five of flowers and five of trees in your garden.



(b) **Vocabulary**

Reading / Writing



(C / L 4.6 - Find synonyms for given English words)

Find similar words from the text for the following words/ phrases.

- | | | |
|----------------|---|----------------------------|
| 1. plentiful | - | 4. in the past |
| 2. sweet smell | - | 5. sent to another country |
| 3. dangers | - | |

More about Flowers

Activity 1.7(Pair Work)

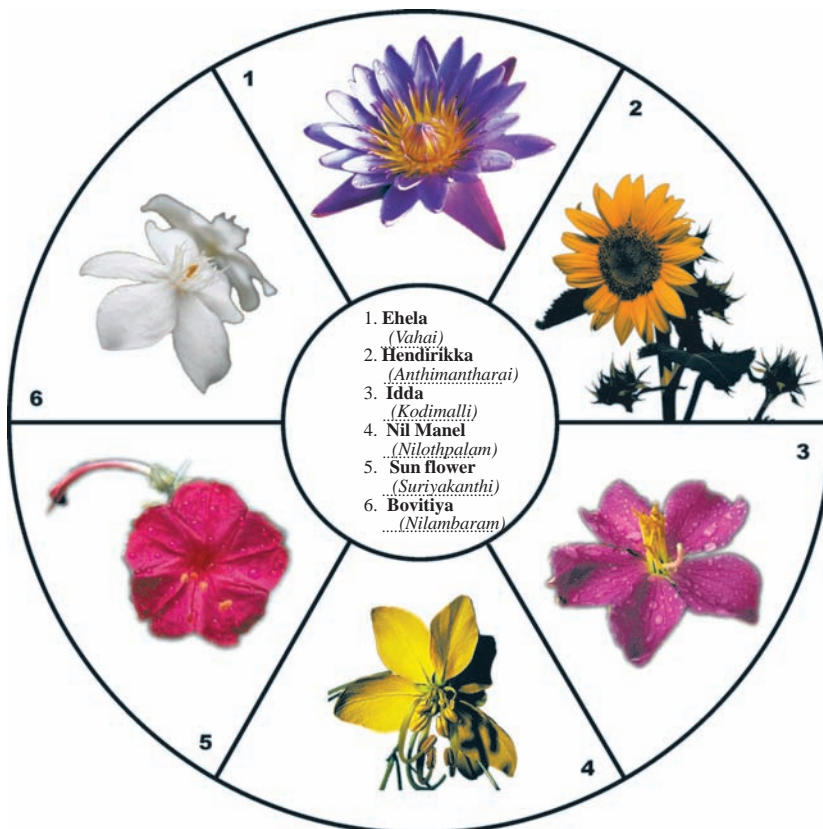
Speaking / Writing



(C / L 7.2 - Writes descriptions of things, places and people)

(C / L 8.13 - Makes simple announcements and speeches)

(a) Match the flowers with the names.



For free distribution

(b) Write the names of the six flowers in your writing book. Select the correct description and write the relevant letter against the name.

<p>a. It is a pure white flower endemic to Sri Lanka. It is grown in home gardens. It flowers throughout the year.</p> <p>b. It is a purplish red flower which bears an edible fruit. Small children love to eat the fruit because it makes the mouth turn purple. Three varieties of these shrubs grow in Sri Lanka.</p> <p>c. It is an aquatic flower purplish blue in colour. It is the national flower of Sri Lanka.</p>	<p>d. It needs a lot of sun to grow well. Many florets are crowded together inside a circular disc. These florets become seeds. Oil is extracted from the seeds. It is used in cooking.</p> <p>e. It is called the 4 O' clock flower. It produces a strong pleasant smell. These flowers are used in food colouring.</p> <p>f. It is a yellow flower hanging down from well grown trees. It blooms in the month of July. The trees are then beautiful with golden flowers cascading down every branch.</p>
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C) Imagine that you are one of these flowers and speak about yourself.

Activity 1.8

Speaking



Role - play the dialogue in groups.

(C / L 5.3 - Selects relevant information from a dialogue)



A visit to Haggala Gardens

Grade 9 girls of Kottambuwa Balika Vidyalaya visited the Haggala Botanical Gardens during their annual school excursion.

Madhu : It's very cold here, isn't it? I'm almost shivering with cold.

Ashini : Madhu, forget about the cold and see the beauty of these lovely flowers.

Savindi : This area looks like a multi coloured carpet. I feel like lying on it.



For free distribution

Sanugi : Look at these roses, how beautiful they are!

I've never seen so many!

Madhu : Come here, look at these roses. Have you ever seen such a variety?

Savindi : Oh! these dahlias and carnations! I've never seen any, so beautiful and so bright.



Teacher : This is the flowering season. See, all the plants and trees are covered with flowers.

Rashini : These boards give the botanical names of all the plants and trees.

Sanugi : There are some instructions too. Let's read them.

Do not pick the flowers.

Walk along the foot paths.

Keep away from the lawn.

Enjoy the fragrance and don't touch the flowers.

Thashi : Look! That man seems to be a gardener. He is spraying something.

Rithu : Mmm..... what a corrosive smell! I think he is spraying some chemical.

Teacher: That's how they take care of these flowers. They prune the plants, weed them, manure them, and use pesticides at the correct time.

Ashini : Teacher, isn't it like looking after babies. What a responsibility for these gardeners!

Thashi : If they failed to look after them well, we wouldn't be able to enjoy the beauty of the garden. We must be thankful to them.



Activity 1.9(Group Work)

Listening / Speaking



(C / L 5.3 - Selects relevant information from a dialogue)

(C / L 5.5 - Extracts the general idea of a text)

First answer the following questions orally and then write the answers in your writing book.

- a)
 1. What did Savindi feel when she saw the area with flower beds?
 2. What did they read on the boards?
 3. What was the gardener doing?
 4. How do the gardeners look after the flowers and the plants?
- b)
 5. What is meant by “like looking after babies”.
 6. Why should we be thankful to the gardeners?

Activity 1.10

Speaking / Writing



(C / L 7.2 - Writes descriptions of things people and places)

(C / L 7.9 - Produces Imaginative and interesting creative writing)

- a) **Imagine that you are a photographer and describe the two pictures, A and B of Haggala Botanical Gardens from the point of view of a photographer.**

You may use these words:-

magnify, focus, distant, close-up, foreground, background

eg: This is a beautiful scene

- b) **Describe your own garden. Say what you do to keep it beautiful and tidy.**
- c) **Read the dialogue again and write the instructions displayed in the Haggala Botanical Gardens to protect the flower beds. Add five more instructions.**



Uses of flowers

Activity 1.11 (Group work)

Speaking / Writing



(C / L 4.5 - Uses the contextual visual clues to derive the meaning)

(C / L 7.2 - Writes descriptions of things, places and people)

i) Match the pictures with the captions.

ii) Write a description of one of the pictures in your writing book.

(a)



(b)



(c)



(d)



(e)



(f)



(g)



(h)



1. A garland of flowers

2. A bouquet

3. A wreath

4. A basket of flowers

5. A bunch of flowers

6. A posy of flowers

7. A boutonniere

8. A corsage

eg : A bouquet of flowers is used at weddings. It is



For free distribution

Activity 1.12 Reading / Writing



(C / L 5.5 - Extract the general idea of a text)

(C / L 4.4 - Uses the dictionary and the encyclopedia effectively)

Read the text and find out answers for the following questions

Threats to Forests

Forests have been **endangered** in many ways. Continuous climatic changes have become a serious threat to forests causing **severe** damages. Increasing heat of the atmosphere has resulted in a **scarcity** of water in forest areas. This has made forests more **vulnerable** to insects, pests and diseases.



The warming of the atmosphere also paves the way to wild fires. Wild fires destroy large areas of forest cover sending out a lot of carbon dioxide into the atmosphere. Loss of forest areas **obviously** reduces the **capacity** to absorb carbon dioxide and badly affects the forest **productivity**.

Various human activities, too, have threatened the **existence** of forests. **Traditional** farming methods like chena cultivation, expanding of villages and farm lands, and clearing forests for development projects have reduced the forest cover.

If we do not take effective **measures** to conserve forest areas, there will only be grasslands instead of forests.

- (a)
1. What are the threats to forests mentioned in the text?
 2. List the results of global warming.
 3. Find more information on “Threats to Forests” using an encyclopedia.

- (b)
3. Read the text again and write the words in dark print in your writing book.
 4. Find the word classes and the meanings of those words using the dictionary.

eg :-

Word	Word class	Meaning
scarcity	noun	shortage



Activity 1.13

Reading / Writing



(C / L 5.4 - Transfers information into other forms)

(C / L 7.9 - Produces imaginative and interesting creative writing)

This is how three trees in a teak plantation exchanged their views.

(a) Read the conversation and fill the grid in your writing book.

First Tree

I am very happy. Today my owner Shamindra visited me. He had brought an active fertilizer. He fed me with it, and watered me. He covered my roots with soil.

Second Tree

How unlucky I am! Nobody visits me. I am left out ...nothing to eat or drink. I am waiting for someone to come and take care of me..

Third Tree

Lashan is my owner. He visits me very often. He looks after me very well. He is very particular about my health.

Tree	Owner	How it is looked after
First tree		
Second tree		
Third tree		

C. Imagine you are a tree in the Botanical Gardens at Haggala and write what you feel about yourself.

Begin : I am a



Activity 1.14

Reading / Writing



(C / L 5.5 - Extracts the general idea of a text)

(a) **Read the passage carefully and write the uses of dog roses.**

A Rose with a Difference

Do you know what these roses are? They are called ‘dog roses’. This variety of roses was brought to Sri Lanka by the British. They planted it in Nuwara Eliya. It has five petals which are open; they are pale pink in colour. It has an edible fruit. It is very rich in vitamin C, and is used to make syrup, tea and marmalade. The syrup is called ‘rose hip syrup’. This plant is planted as a nurse or “cover crop” or stabilizing plant.



(b)

- i. Write the uses of other varieties of roses.
- ii. How would you take care of rose plants?
- iii. Write the names of other flowers that people use to prepare drinks, food or medicine.



eg:-

Shoe flower – People prepare a drink with shoe flowers.

It is also used as a medicine.



How Darwin admired the beauty of a flower.

This is how the great scientist, father of the theory of evolution Charles Darwin admired the beauty of a flower. His son Francis Darwin has recorded it this way.

“I used to like to hear my father Charles Darwin, admire the beauty of a flower. It was a kind of gratitude to the flower itself and a personal love for its delicate form and colour. I remember him gently touching a flower he was delighted in. It was the same simple admiration that a child might have”

Francis Darwin



Activity 1.15 (Group work)

Writing / Speaking

(C / L 7.9 - Produces imaginative and interesting creative writing)

Write a similar paragraph on how you admire the beauty of nature. Report it to the group. Use the correct tense.

Activity 1.16

Listening / Speaking

(C / L 5.6 - Reads and responds to simple poems / stories)

Find out the following information about the poet.

- | | |
|---------------------|--------------------------|
| i. name :- | ii. born on :- |
| iii. nationality :- | iv. best - known work :- |
| v. died on :- | |

Joyce Kilmer (6th December 1886- 30th July 1918)

Joyce Kilmer was an American poet. He was also a journalist, literary critic, lecturer and an editor. He was a prolific poet who celebrated the common beauty of the natural world as well as his religious faith. His best-known work is the poem "Trees." The tree in the poem presses its mouth to the earth's breast, looks at God and raises its leafy arms to pray. The poem was given a musical setting which was quite popular in the 1940s and 1950's.



Activity 1.17 (Group Work)

Reading / speaking

(C / L 5.6 - Reads and responds to simple poems / stories)

1. Recite the poem in five groups. The first and the last stanzas should be recited by one group

- (a)
2. Have you seen trees swaying in the breeze ?
 3. Have you seen a nest in a tree ?
 4. Have you seen any trees felled purposely ?
 5. Have you seen trees uprooted naturally ?
- (b)
6. How did you feel ? Did you feel a difference ? Did you feel sad ?
 7. What can you do to look after the trees ?

Discuss with your friends in the groups and present your ideas to the class.

TREES

I think that I shall never see
A poem as lovely as a tree.

A tree whose hungry mouth is prest
Against the earth's sweet flowing breast;

A tree that looks at God all day,
And lifts her leafy arms to pray;

A tree that may in summer wear
A nest of robins in her hair;

Upon whose bosom Snow has lain;
Who intimately lives with rain.

Poems are made by fools like me,
But only God can make a tree.



Problems and solutions

Activity 1.18

Reading / Writing



(C / L 6.7 - Uses simple, compound and complex sentences in appropriate contexts)

When taking care of trees and flowers we have to face various kinds of problems. The following are some problems and the ways of solving them. **Match the problems with the correct solutions and write them in your writing book using 'If'...conditional clause.**

Problem	Solution
1. Some fungi in your rubber plantation	i. Get instructions from the Tea Research Institute
2. There are some insects in your paddy cultivation	ii. Get instructions from the Society of Flower Growers
3. Coconut trees are attacked by beetles	iii. Contact the Rubber Research Institute in your area
4. Roses are eaten by insects	iv. Contact the Coconut Development Board in your area
5. Roots of the tea plants in the tea plantation are damaged by fungi	v. Contact the Paddy Research Institute

eg : *If there are any fungi in your rubber plantation you **must** contact the Rubber Research Institute in your area.*

Reading



An Environmentalist

Arthur V Dias, the well known Environmentalist, was born into a wealthy family in Panadura. He started a tree planting campaign especially to promote jak. He distributed jak seeds throughout the country by mail and encouraged people to grow jak trees. He was given free postage facilities for this purpose as a token of appreciation of his service to the nation. Arthur V Dias was affectionately known as “Kos Mama”.



Activity 1.19

Reading / Writing



(C / L 5.4 - Transfers information into other forms)

Read the text and find out the following information.

- | | | |
|---------------------------------|-------------------------------------|----------------|
| 1. name of the environmentalist | 2. family | 3. birth place |
| 4. his services to people | 5. what he was called by the people | |



(a)Activity 1.20

(C / L 4.4 - Uses the dictionary and the encyclopedia effectively)

Reading/Writing



- i) Refer to a dictionary and find out the meanings of the words underlined in the following text.
- ii) Write meaningful sentences using five of these words in your writing book.

The Jak Tree

The Jak tree is a versatile tree. Almost every part of the jak tree is used by people. The jak fruit at every stage is eaten by man. Ripe jak fruits are of two kinds. They are *Wela (koolan)* and *Waraka (palapalam)*. Tender Jak which is known as *polos (polasika)* can be made into a delicious curry. It was even in the diet of ancient royalty. Nursing mothers are given *polos* and boiled jak to increase lactation. *Waraka* is used to treat diabetic patients. The leaves are dried, powdered and made into a coffee like drink to be given to diabetic patients.



The Jak tree is a rich source of food for man and animals. We make many kinds of eatables using jak fruit. The leaves, fruit and the outer covering of the fruit are eaten by animals. The broadly spread branches give shade and add beauty to nature. Jak roots are used by Buddhist monks to dye robes in the saffron colour. The trunk of the tree provides valuable timber to construct buildings and to make furniture. Jak tree also helps to keep the earth moist. The leaves give out a big amount of oxygen into the air. The dried branches are used as firewood. Thus we can say that the Jak tree is a gift of nature.

(b)Activity 1.20

Reading / Writing



(C / L 5.4 - Transfers information into other forms)

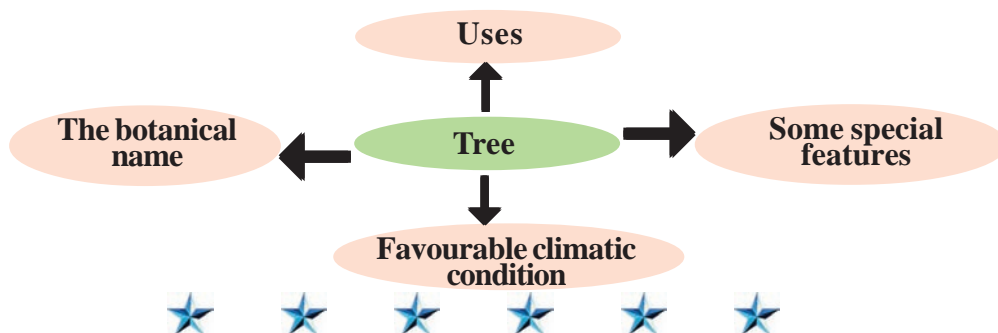
Copy the following grid onto your writing book and complete it with the information from the text.

(i) Uses of the jak tree.

Trunk	Leaves	Roots	Fruits

(C / L 7.9 - Produces imaginative and interesting creative writing)

(ii) Write down a short description about a useful tree in your area.
Follow the guidelines.



Activity 1.21

Reading / Writing



(C / L 5.2 - Extracts specific information from a text)

(C / L 5.4 - Transfers information into other forms)

Read this simplified extract from The ‘Jungle Tide’
by John Still and answer the given questions.

Wild Cat



Rare Jackal



A Timber Reserve

I remember well the first time I entered a jungle. The planters of coffee, and then of tea had cleared the valleys of their primeval forests. Tea was planted in rows in these areas. This uniformity made the land dull. It looked like a market garden. Tea could not be grown in ravines or swamps as they were too steep or too wet for tea. Wild scrub flourished there. A few mongooses, a few wild cats, rare porcupines, and rare jackals found home in these scrub lands.

Mongoose



Rare Porcupine



Wild pig



Occasionally, on the hill-tops were found small patches of ancient wood. These had been untouched by prudent planters. Now they serve as a timber reserve. These offered a last refuge to a

Deer



few wild animals whose habits required larger sanctuaries than those of the ravines. Wild pigs were to be found in them and families of the deep voiced wandaroo monkeys, the deer, the little muntjac and even the great sambhur.

Eagles built their nests on the top of age old trees. These towering trees stood like giants looking out over many miles of hills and valleys. These hills and valleys were once the home of thousands of these giant trees. But now the trees are no more, instead there is tea. In these rare woods, jungle fowls abound.

Monkeys



Beautiful rose coloured begonias, red and white balsams, tree ferns and orchids made their dim recesses lovely. The streams sang their songs of the ages and ran down to turn turbines in the valleys far below.

Eagles



1. Read the text and fill in the grid with the names of plants, flowers and animals in your writing book.

Plants	Flowers	Animals

- What adjectives tell us that the writer finds the tea estates uninteresting?
- Why are some planters considered to be prudent?
- What does “giants” in paragraph 3 mean?
- Select words similar in meaning to the following phrases from the text and write them in your writing book.

- ancient
- giving shelter or protection
- be plentiful
- game reserves



Present Tense	Past Tense	Future Tense
Positive Sentences		
We plant trees. (s) (v) (o) Sita waters her flower beds. (s) (v) (o)	We planted trees. (s) (v) (o) Sita watered her flower beds. (s) (v) (o)	We <u>will plant</u> trees. (s) (v) (o) Sita <u>will water</u> her flower beds. (s) (v) (o)
Negative Sentences		
We do not plant trees. Sita does not water her flower beds.	We did not plant trees. Sita did not water her flower beds.	We will not plant trees. Sita will not water her flower beds.
Negative forms		
do + not + V = don't + V does + not + V = doesn't + V I } We } do + not + V You } don't + V They } He } She } does + not + V It } doesn't + V	did + not + V = didn't + V I } We } He } did + not + V She } didn't + V It } They }	will + not + V = won't + V shall + not + V = shan't + V I } We } He } will not + V She } won't + V They } You } It }

Activity 1.22

Reading / Writing



(C / L 6.2 - Analyse the grammatical relation within a sentence (Negation))

Fill in the blanks using do not/ did not/ does not/ will not.

- Our parents(allow) us to go out on our own when we were children.
- They(come) here to put up the swing yesterday.
- People (cut down) jak trees in the past.
- The Sri Lankan house wives(throw) away kitchen waste as they are used for manure.
- Animals(destroy) the beauty of the jungle.
- I(miss) the chance of buying flowers next time.
- Sita(know) anything about dog roses earlier.
- Mr.Arther V Dias(spend)on postage to distribute packets of jak seeds throughout the country.
- Chamith(waste) time as he is engaged in home gardening .
- Children(touch) the flowers after reading the instructions displayed.





(ii)

Pluralization ("s", "z")

Pluralization in English is usually done by adding the suffix 's' to the root.

eg. boy + s → boys
 ↓ ↓
 (root) (suffix)

If the final consonant is voiceless (eg:/t/, /p/, /k/) the plural suffix is pronounced as /s/.

eg : cats → /s/, books → /s/, clocks → /s/,

In most words ending with 'y' preceded by a vowel, the plural suffix is 's'. It is pronounced as /s/.

eg : days → /s/, monkeys → /s/ keys → /s/

In words ending with voiced consonants (eg:/b/, /g/) it is pronounced as /z/.

eg : tubs → /z/, bags → /z/,

In most words ending with 'o' the plural suffix is spelt as 'es' and pronounced as /z/.

eg : tomatoes → /z/, volcanoes → /z/

In words ending with 'f' where the plural suffix is spelt as 'ves' it is pronounced as /z/.

eg : calves → /z/, knives → /z/

Activity 1.23

Writing /Speaking



(C / L 1.5 - Constructs English sentences orally with proper articulation.)

Write the plural morphemes /s/, /z/ in the brackets in your writing book.

- | | |
|--------------|-----------------|
| 1. bats / / | 6. wives / / |
| 2. taps / / | 7. heroes / / |
| 3. racks / / | 8. potatoes / / |
| 4. desks / / | 9. donkeys / / |
| 5. dogs / / | 10. ships / / |

Write sentences using the above words and read them out to the class.



Activity 1.24 - (Pair Work)

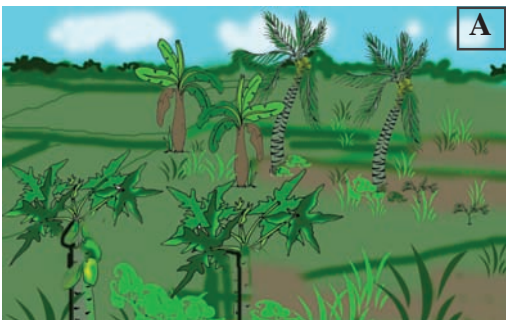
Speaking / Writing



a.) (C/L 6.7- Uses simple, compound and complex sentences in appropriate contexts)

Compare and contrast the two gardens A and B. Discuss and write 5 sentences.

You can use the words ‘but / although / because / as / therefore’ etc.



Neglected Land



Cultivated Land

eg : Garden A looks but garden B

Speaking / Writing



b.) (C / L 7.8 -Expands and combines given sentences)

Enrichment

Language Game

(Group activity)

The leader of the group comes out with a simple sentence as in the example. The others add ideas and expand the sentence meaningfully. The group which completes the longest meaningful sentence will be the winning group.

Expanding sentences

eg :

I saw a tree.

I saw a tall tree.

I saw a big tall tree.

I saw a big tall rubber tree in the garden.

I saw a big tall rubber tree in Prasad's garden.

I saw a big tall rubber tree in the corner of Prasad's garden.



Activity 1.25

Reading / Writing



(C/L 5.6 - Reads and responds to simple poems / stories)

Robert Herrick (1591-1674)

Robert Herrick is a well known English poet. He wrote short lyrical poems. This poem is full of pensive beauty and delicate imagery.

Now read the poem and enjoy it.

To Daffodils

Fair daffodils, we weep to see
You haste away so soon;
As yet the early-rising sun
Has not attain'd his noon.
Stay, stay
Until the hasting day
Has run
But to the evensong;
And, having pray'd together, we
Will go with you along.

We have short time to stay, as you,
We have as short a spring;
As quick a growth to meet decay,
As you, or anything.
We die
As your hours do, and dry
Away
Like to the summer's rain,
Or as the pearls of morning's dew,
Ne'er to be found again



Answer the following Questions

1. What does the poet weep to see?
2. Who says the evening prayers together?
3. Who are "we" and "you" in the first line of the second stanza?
4. What is the comparison shown in the poem?

