

Lesson 1

The Rainbow



Work in pairs and make a list of three gifts of nature that you know about:

(i) _____ (ii) _____ (iii) _____

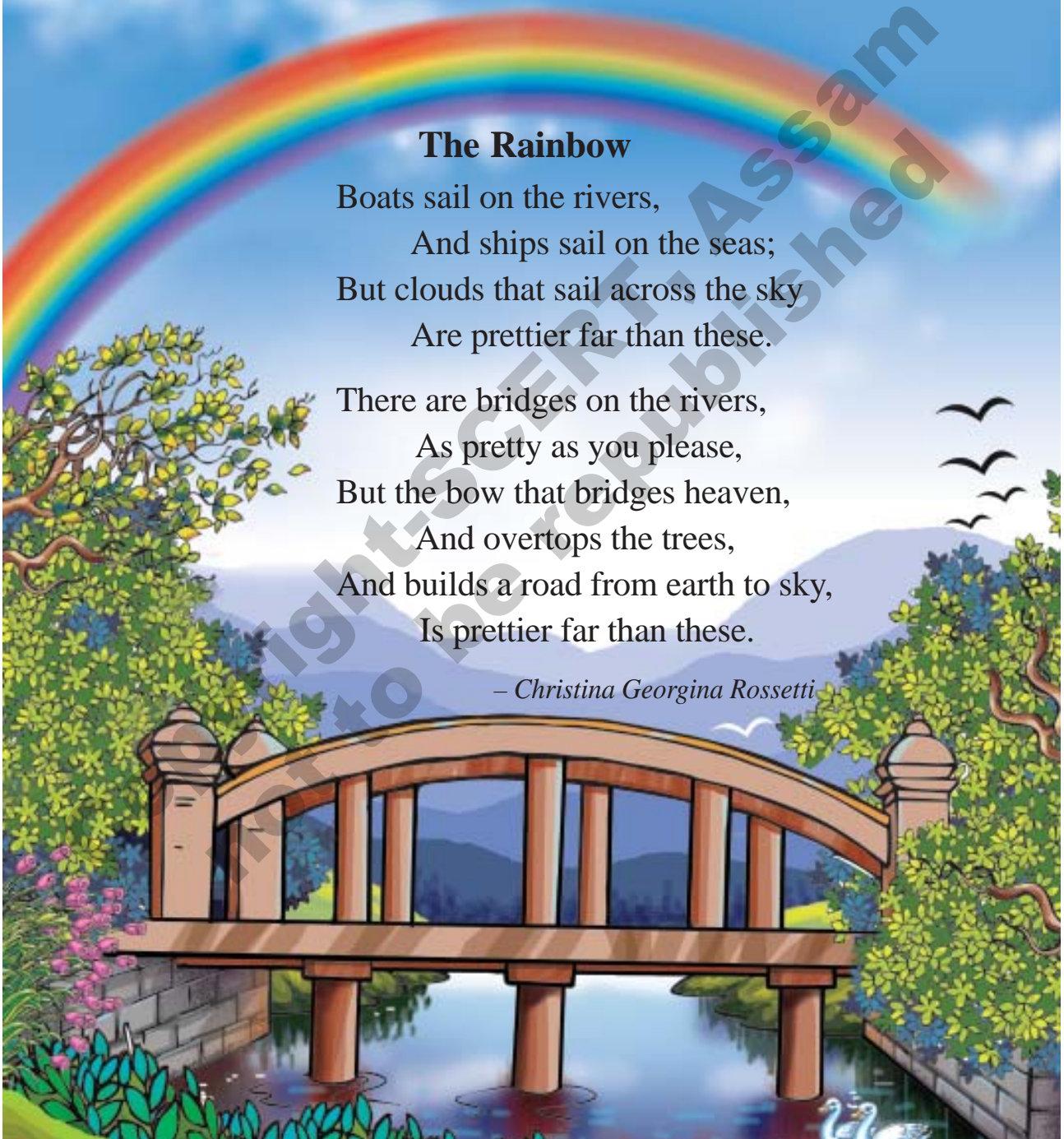
Now read the poem below and find out if your words match those in the poem.

The Rainbow

Boats sail on the rivers,
And ships sail on the seas;
But clouds that sail across the sky
Are prettier far than these.

There are bridges on the rivers,
As pretty as you please,
But the bow that bridges heaven,
And overtops the trees,
And builds a road from earth to sky,
Is prettier far than these.

– Christina Georgina Rossetti




ACTIVITIES

1. Complete the following sentences by reading the poem “The Rainbow”:

- (a) Boats sail _____.
- (b) _____ sail on the seas.
- (c) But _____ sail across the sky.
- (d) Boats and ships are pretty, but clouds are _____.
- (e) The ‘bow’ in the poem is the _____.

2. Match the following:

Boats	Prettier
Ships	Pretty
Clouds	Prettier
Rainbow	Pretty



3. What are the things that the rainbow does? Fill in the blanks below with words from the poem.

The Rainbow 

- heaven
- the trees
- from earth to sky

4. Two summaries of the poem are given below. Which one do you like more? Discuss your answer with the friend sitting next to you. Then share your thoughts with the rest of the class.

- (a) The poem ‘The Rainbow’ is about nature. Here the poet compares the beauty of nature and man-made beauty. She finds that beauty created by nature is prettier than man-made beauty. The clouds that sail across the sky are prettier than boats sailing on rivers and ships sailing on the seas. But the rainbow is prettier than all the pretty things that sail on the rivers.




(b) Boats sail on the rivers and ships sail on the seas. But the clouds that sail across the sky are prettier than these boats and ships. The bridges in the rivers are beautiful. But the rainbow that builds a road from earth to sky is prettier than the bridges.

5. (a) As you know, rhyming words are words that end with the same sound, such as *sound-round*. Here are some words from the poem ‘The Rainbow’. Work with your friend and write two words that rhyme with each of them:

boat	<input type="text"/>	<input type="text"/>	sea	<input type="text"/>	<input type="text"/>
river	<input type="text"/>	<input type="text"/>	cloud	<input type="text"/>	<input type="text"/>
ship	<input type="text"/>	<input type="text"/>	sky	<input type="text"/>	<input type="text"/>

(b) Now say the words aloud and recite the poem ‘The Rainbow’ for practice.

6. (a) Make a list of things that:

sail on rivers and seas	move on the road	fly across the sky
		

(b) Now make three sentences with any of the words from the list above.

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7. Read the following stanza of 'The Rainbow' and write what you have understood about it. Draw a picture to go with it:

*Boats sail on the rivers,
And ships sail on the seas;
But clouds that sail across the sky
Are prettier far than these.*

8. Let's learn some grammar:

Read the poem 'The Rainbow' once again. Find words belonging to the following word classes and write them in the spaces below. One is done for you. You may fill the spaces with other words if you do not find an appropriate word in the poem.

- (a) **Noun** (naming words, for example, 'boat'): _____, _____
- (b) **Pronoun** (a word used instead of a noun; for example, 'it'): _____, _____
- (c) **Adjective** (a word that describes a person or a thing; for example, 'pretty'): _____, _____
- (d) **Verb**: (a word or a group of words that expresses an action; for example, 'eat', 'run'): _____, _____

☞ For Activity 7, the teacher will help the learners to write the lines in prose form.

9. The words you have written in 8 (c) are called adjectives because they say something more about a noun or a pronoun. In the poem 'The Rainbow', you found the adjectives pretty and prettier. Such adjectives show the degree of something, as shown below:

Comparison of Adjectives

Positive Degree

Pretty

Comparative Degree

Prettier

Superlative Degree

Prettiest

Now think of two other adjectives that can be compared in the same way, and write them in their degrees (positive, comparative and superlative) in the space below:

Now complete the table below by filling in the columns as shown in the examples. Two have been done for you.

Positive Degree	Comparative Degree	Superlative Degree
Pretty	Prettier	Prettiest
Beautiful	More beautiful	Most beautiful
heavy		bravest
famous		
simple	more popular	
active		

10. You must have seen in the poem how a word belonging to one word class may be used as a different word class. For example,

bridge (noun): There is a *bridge* on the river.

bridge (verb): The rainbow *bridges* the earth and sky.

Now make sentences using the following words first as a noun, and then as a verb:

book, hand, back, sail, bow, water

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11. Let's practise our word building skills. Make a few words with each of the letters from the word RAINBOW. First make a three letter word, then a four letter word, and so on. One is done for you:

R →	red	read	river	reader	rainbow
A →					
I →					
N →					
B →					
O →					
W →					

12. (a) Ask the following questions to your partner and write his/her answers in the given space:

(i) Have you ever seen a rainbow?

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(ii) What does the rainbow look like?

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(iii) When do you see a rainbow?

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(iv) What colours do you see on a rainbow?

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Violet
Indigo
Blue
Green
Yellow
Orange
Red

- (b) Write a few sentences on how you feel when you see a rainbow in the sky. You can take help from the box.

happy excited full of joy

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13. Look at the picture and read the poem about a bird which lived on the island of Mauritius in the Indian Ocean.

The Dodo

The Dodo used to walk around
And take the sun and air.
The sun yet warms his native ground-
The Dodo is not there!

The voice which used to squawk and squeak
Is now forever dumb-
Yet you may see the bones and beak
All in the museum.



– Hillaire Belloc

Dodos were large birds that could not fly. They are no longer on the earth now. They have become **extinct**.

In small groups, discuss why we should take care of nature's gifts such as plants and animals.

14. Look at the picture and read the following sentences:

The picture is of the white winged wood duck. The white winged wood duck lives in tropical forests and the wetlands of Assam, Arunachal Pradesh and parts of South



East Asia. The number of white winged wood ducks is decreasing. Let's not allow this duck to become extinct.

Discuss in groups what you would do to stop it from becoming extinct. Write down a few steps that you would like to take to conserve it.

You may take help of the following words and phrases for your discussion:

protect		
stop killing	love and care	preserve nature
earth	extinct	

15. Say these words aloud after your teacher for pronunciation practice:

Box A	
boat	wood
ship	duck
tree	sail

Box B	
nature	extinct
pretty	rainbow
river	across

Now think of two other words like those in Box A and Box B and say them aloud.

*The teacher will tell the learners that each word in Box A has one vowel sound in it. Note that in the words boat, wood, tree and sail, there are two vowel letters or repetition of the same vowel letter. But they are considered as one vowel sound. This means they have one syllable each. All the words in Box B have two vowel sounds. This means they have two syllables each. The word nature has the syllables na-and-ture. In the word nature, the first syllable is pronounced with greater force than the second syllable. In the word across, the second syllable is pronounced with greater force. A syllable pronounced with greater force than the other syllable in a word is called a **stressed** syllable.*

For the Teacher

The theme of this lesson, and the poem ‘The Rainbow’, is nature. By reading the lesson and doing the activities, learners will become familiar with words, sentences and ideas to express their feelings about nature and its gifts.

- The pre-reading activity before the poem is meant to test learners’ knowledge of nature terms. The teacher may then direct the attention of students towards the poem in order to check which of the gifts of nature, mentioned in it, match those in their lists.
- Interest in the poem may be further developed by asking the learners to draw and colour a rainbow or by telling them to find pictures of the rainbow or other things mentioned in the poem. The learners may be asked to describe what they see in the pictures that they have brought.
- The teacher will help learners to find the word ‘sail’ and its usage in the dictionary and draw their attention to sentences like:
 - (a) I saw a boat sail across the river.
 - (b) I saw a ship sail across the sea. (Pictures may be used for this purpose.)
- The illustration given in the book may be used to elicit answers to questions such as:
 - (a) Where is the bridge in the picture?
 - (b) Where is the rainbow?
- Activity 4 introduces learners to a longer piece of writing-the summary of a poem. The teacher should encourage learners to read the summaries on their own and discuss their answers. By doing this, learners will develop confidence to write short summaries themselves.
- The teacher will read the poem aloud with proper stress and rhythm to enable learners to identify the rhyming words like: seas – these; please – trees – these. This will help learners to do the pairwork in Activity 5(a) and facilitate them in reciting the poem with ease.
- Activity 6-7 are meant to help learners use the language of nature to compose sentences on their own. The teacher should not dictate answers; instead he/she should encourage learners to write on their own, even if they make a few mistakes.

- Activity 12 (a), Activity 13-14 are mainly related to reading and speaking. These activities are meant to give learners practice in using the newly learnt words and sentences in spoken English. The teacher can put learners in small groups and monitor their discussions.
- Activity 15 is designed for practice of pronunciation with emphasis on the stressed syllables.

Teachers must take care to pronounce the words provided correctly, so that learners learn to pronounce them appropriately themselves.

- The teacher can have a discussion on ‘word class’ before learners do the grammar Activities 8 and 9. The learners will be helped to identify adjectives in the poem ‘The Rainbow’. This will make the introduction to the ‘Degrees of Comparison’ easier.
- Activity 10 will create awareness in the learners about how words in one word class can be used as a different word class, for example, bridge (noun) and bridge (verb).
- Activity 11 is an interesting word extension task that learners can do in pairs or small groups.

The teacher will plan the additional activities in pairs and groups, as per the requirements of the learners, in order to encourage active learning and further develop their understanding of the poem and the language. The activities can be done verbally or/and in writing. The teacher will continuously interact with and guide the learner in these activities.

Learning Outcomes:

The learner:

- responds to announcements and instructions made in class, school assembly, railway station and in other public places
- reads a variety of texts in English/Braille and identifies main ideas, characters, sequence of idea and events and relates with his/her personal experiences
- responds to a variety of questions on familiar and unfamiliar texts verbally and in writing
- writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners, etc.