UNIT-11

The Wonderful World

Have you ever thought of the beautiful world around us? A number of poets, philosophers and many others have discovered the secrets of nature and wisdom that spellbound us. There are some things in the environment that appeal to all of us...

THE QUEEN OF FLOWERS

There are a number of flowers that we see around us. One of them is the Rose. It has been a symbol of love, dedication, divine affection, respect and so on. Roses are also called the divas of our garden. They add beauty and brightness to the environment.





Have we ever wondered about a life without flowers and colours?

There are more than 100 species of roses around us. The name 'rose' comes from the latin word 'rosa'. Roses are valued for their sweet fragrance, medicinal value, ornamental and decorative value.

Can we try to be budding poets writers and poets and write a few lines to describe the rose?

ACTIVITY - 1

Write a few lines to describe a rose

Take various pictures of roses to the class and encourage students to build and collect sufficient vocabulary to describe a rose.

THE KING OF RAINS

There are a number of factors that lead to rain. However, black clouds are commonly considered as a sign of rains. Clouds in the sky are of different colours ... black, blue, white and grey. They add beauty to our environment, don't they?

Have we ever wondered how clouds can be identified...? Let us read the following lines to know a few types of clouds.

'Cirrus Clouds' look like a curl of hair while 'Stratus clouds' look like straight lines in the sky. The 'Nimbus Clouds' are clouds of rain. Let us look at a picture of the Nimbus cloud.



Since Nimbus clouds are dense with water, they appear darker than other clouds. Nimbus clouds are formed at low heights (altitudes) and are typically spread uniformly across the sky. The Nimbus clouds bring rain to us.

Let us read this poem.

RAIN

How beautiful is the rain!
After the dust and heat,
In the broad and fiery street,
In the narrow lane,

How beautiful is the rain!
How it clatters along the roofs
Like the tramp of hoofs!
How it gushes and struggles out

From the throat of the overflowing spout!

Across the window-pane

It pours and pours;

And swift and wide,

With a muddy tide,
Like a river down the gutter roars
The rain, the welcome rain!

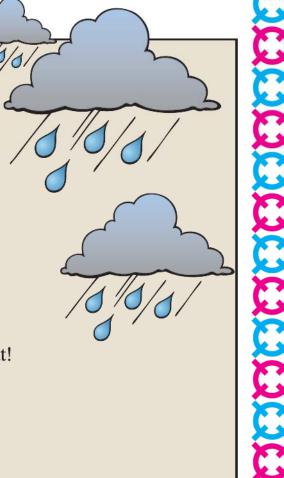


Make the students recite the poem. Encourage them to practice recitation.

ACTIVITY - 2

Answer the following questions based on the above poem.

1.	Why do you think people welcome the rain?





sounds produce	d by the rain?		
k of writing a pa	aragraph on the	rainy season	
_			k of writing a paragraph on the rainy season



Encourage students to construct more questions related to rain, nature, natural calamities, etc.

ACTIVITY - 3 Look out of the window and identify a cloud. Now, make an attempt to describe and draw the cloud. Observe a cloud and draw the same as well as colour it ... TWINKLE TWINKLE LITTLE STAR We see the stars as tiny points of light in the sky. They may all look the same but they are not. They range in size, color, temperature, power, and life spans. Stars are made of mostly hydrogen, which is the most abundant element in the universe.

We all have learnt the rhyme: Twinkle twinkle little star... Have we ever wondered where the star light comes from? Let us find it out

Stars get their light from the Sun. There are chemical reactions that give light and shine to the stars.

Helpline

Encourage students to draw different types of clouds and describe each type of cloud in approximately 50 words.

ACTIVITY - 4 Find a poem related to the Universe , Sky and Star. Write the same below. Read it aloud in your class. Read this. Have you ever looked up into the night sky and wondered just how many stars there are in space? This question has fascinated scientists as well as philosophers, musicians and dreamers throughout the ages. Stars are not scattered randomly through space, they are gathered together into vast groups known as galaxies. The Sun belongs to a galaxy called the Milky Way. Astronomers estimate there are about 100 thousand million stars in the Milky Way alone. Outside that, there are millions upon millions of other galaxies also! It has been said that counting the stars in the Universe is like trying to count the number of sand grains on a beach on Earth. We might do that by measuring the surface area of the beach, and determining the average depth of the sand

layer.

Did you know?

In 1995, an image from the Hubble Space Telescope (HST) suggested that star formation had reached a peak at roughly seven thousand million years ago. The picture shows a satellite mapping of our milky way.



Read and enjoy.

FLOWER

Pluck this little flower and take it, delay not! I fear lest it droop and drop into the dust.

I may not find a place in your garland, but honour it with a touch of pain from your hand and pluck it. I fear lest the day end before I am aware, and the time of offering go by.

Though its colour be not deep and its smell be faint, use this flower in your service and pluck it while there is time.



- Rabindranath Tagore

ACTIVITY-5

Read the poem and answer the following questions in a group.

Itt	id the poem and answer the following questions in a group.
1.	Which flower does the poet talk about?
2.	What do you think is the poet's attitude towards nature?

3.	What's the keen desire of the poet?
4.	What do the following words mean? "DROOP, drop in to the dust, offering"
	CTIVITY - 6
Su	mmerize the poem in your own words.
	Did you know? Rabindranath Tagore became the first non-European to win the Nobel Prize in Literature in 1913.

ACTIVITY - 7

Create a short story using all the words given below.

rty, rivers, waterfalls, dust, sac vironment, mission, promise, be	d, decision, marched, people, save, nature, etter, world
	Helpline

Make students write short paragraphs on nature and collect questions/quotes related to

nature. Discuss them during the language tasks.



	ACTIVITY - 8
N	Record Your LIKES!
ğ	Favourite Tree
	Favourite Animal
	Favourite Festival
	Favourite Season
	Favourite Place
	ACTIVITY - 9
	Work in pairs and ask the following questions to you partner. Take turns to do so. Record observations in the cells. (On the next page)
	Summarize the content and present the same to your partner.

Students may record the likes and dislikes of their peers and teachers in their language journals or note books.

After the task the learner needs to make conscious efforts to use the questions and requests in day to day life situations.

What is your	What does your	When were you	What do you like
name?	name mean?	born?	to do?
What are your	Which season do	Two words about	Your favourite hill
hobbies?	you like?	nature	station
Which is your	Which colours do	Which birds do	Which is your
favourite flower?	you like the	you like?	home town?
ACTIVITY - 10			
	graphs on nature a		
(*Please note: teach	er needs to dictate tw	vo short paragraphs	on nature)

- Encourage students to discuss the above activities and merge the same with oral communication tasks.
- Students can be encouraged to read, comprehend and appreciate more poems on nature.
- Pictures related to nature can be used for the oral communication tasks during classes.
- Additional contents related to the units can be sought from different websites.

Learning outcomes

- Language
- Seeking information
- Asking questions
- Recording information

Contents

- Nature
- Our Surrounding

Skills

- Oral communication
- Written Communication
- Listening

Students may be encouraged to build short conversation based on the contents of each activity in the unit. For example...

Mital: Hello

Sheela: How are you Mital?

Mital: I'm fine, What are busy with?

Sheela: I'm fine but too busy with the

environmental programme.

Mital: Can I be a part of the

programme?

Sheela: Sure, that would be great!