THE BROOK

THE BROOK

Themes

Continuity, nature's eternal cycle, and the passing of time.

POEM FOCUS AND GOALS

- Themes of continuity and the cyclical nature of life.
- Use of the brook as a metaphor for deeper reflections.
- Conveying the transient and ever-changing aspects of human existence.
- Evoking a sense of the eternal flow of time.
- Highlighting the enduring cycle of life within the context of nature.

Literary Techniques:

- Utilization of vivid imagery.
- Rhythmic language to enhance the poetic experience.

Message to Readers:

- Provoking contemplation on universal themes of impermanence.
- Encouraging a connection with the broader rhythms of existence.

Overall Tone:

- Reflective and contemplative.
- Appreciation for the interconnectedness of life and nature.
- The primary goal is to use the brook as a metaphor to convey deeper reflections on the transient and ever-changing aspects of human existence.
- Through vivid imagery and rhythmic language, Tennyson aims to evoke a sense of the eternal flow of time and the enduring cycle of life within the context of nature.

- The poem serves to provoke contemplation on the universal themes of impermanence and interconnectedness, encouraging readers to connect with the broader rhythms of existence.

Introduction and Setting:

- Introduce the poem, mentioning the poet Alfred Lord Tennyson.
- Describe the setting, emphasizing the presence of a brook.

Initial Description of the Brook:

- Explore the initial depiction of the brook in the poem.
  Discuss any sensory imagery and vivid descriptions used by the poet.

Chattering and Flowing:

- Focus on the repeated "chatter" motif and its significance.
- Analyse how the poem portrays the constant and rhythmic flow of the brook.

Comparison with Human Life:

- Discuss the lines "For men may come and men may go, / But I go on forever."
- Explore the metaphorical comparison between the brook's persistence and the transient nature of human life.

Nature's Endurance:

- Analyze how the poem reflects the endurance of nature and the continuity of the brook's existence.
- Explore Tennyson's views on the eternal aspects of the natural world.

Imagery and Symbolism:

- Identify and discuss any symbolic elements and metaphors used in the poem.
- Explore how Tennyson uses the brook as a symbol for broader themes.

Rhythm and Sound Devices:

- Analyse the rhythmic patterns and sound devices employed by Tennyson.
- Discuss how these contribute to the overall tone and mood of the poem.

Shifts in Tone:

- Identify any shifts in tone or mood throughout the poem.
- Explore how the poet conveys different emotions or perspectives.

Reflection on Human Interaction:

- If applicable, discuss any human interaction with the brook mentioned in the poem.
- Analyse how this interaction contributes to the overall theme.

Conclusion and Summation:

- Summarize the main themes and messages of the poem.
- Encourage students to share their interpretations and reflections.

CREATIVE ACTIVITIES

Nature Collage: Collect materials from the environment around a brook—leaves, small rocks, twigs, and other items. Create a collage that visually represents the essence of the brook in your poem.

Sound Mapping: Spend time by the brook and make a map of the various sounds you hear. Use this map as inspiration to create a poem that captures the auditory experience of the brook.

Impressionistic Painting: Create a painting or artwork inspired by the brook, focusing on capturing the mood and essence rather than detailed realism. Let your emotions guide your brushstrokes.

LEARNING OUTCOMES

Ecological Awareness: Cultivate an understanding of the ecological importance of brooks, recognizing their role in sustaining ecosystems, and fostering a sense of responsibility towards environmental conservation.

Emotional Intelligence: Develop emotional intelligence by exploring and expressing the range of emotions evoked by the brook, enhancing the ability to connect personal feelings with creative expression.

Research Skills: If delving into the cultural or historical aspects of brooks, enhance research skills to gather relevant information and incorporate it into the poem, adding depth and context to the creative work.

Attention to Detail: Hone the ability to notice and appreciate small details in the natural world, translating these details into nuanced and intricate poetic descriptions.

Empathy and Perspective-Taking: Through personification exercises or collaborative activities, foster empathy by imagining the brook's perspective or understanding diverse viewpoints, promoting a broader understanding of nature and humanity.

Revision and Editing: Learn the importance of revising and editing in the creative process, refining the poem to enhance clarity, coherence, and artistic expression.

Cultural Sensitivity: If incorporating cultural elements related to brooks, develop cultural sensitivity in representing these aspects respectfully and accurately, recognizing the diversity of cultural perspectives.

Critical Thinking: Encourage critical thinking by analyzing the impact of different literary devices, structures, and artistic choices in the brook poem, fostering a deeper appreciation for the art of poetry.

Interpersonal Communication: Improve interpersonal communication skills through collaborative activities, learning to effectively communicate and collaborate with others in the creative process.

Personal Connection to Nature: Strengthen the personal connection to nature, fostering a sense of wonder and appreciation for the natural world, and recognizing the role of art in deepening this connection.

PANCHAKOSHA VIKAS (VALUES, KNOWLEDGE AND DISPOSITIONS)

Physical attributes, the vitality and energy, mental imagery, deeper understanding and interpretation, sense of joy, tranquillity, or spiritual fulfilment.

ADDITIONAL INFORMATION

The Brook" is a famous poem written by Alfred Lord Tennyson, one of the most prominent poets of the Victorian era. It was first published in 1855 as part of his

collection titled "Poems." The poem is written in the form of a dramatic monologue, where the brook itself speaks about its journey from its origin in the hills to its eventual joining with a river.

Narrative: The brook narrates its own story, describing its journey through different landscapes, encountering various obstacles, and eventually merging with a river. The poem follows the brook's perspective and reflects its experiences and observations.

Imagery:

Tennyson uses vivid imagery to depict the brook's surroundings, including the sights, sounds, and sensations along its path. He describes the flora and fauna, the reflections in the water, and the movement of the brook with great detail, enhancing the reader's sensory experience.

Structure and Style:

The poem is written in blank verse, using iambic pentameter, which gives it a rhythmic flow.

Tennyson employs enjambment, where lines flow into each other without punctuation, mirroring the continuous movement of the brook.

Some additional aspects of Tennyson's "The Brook":

- **Musicality:** Tennyson's use of language and rhythm creates a melodic quality in the poem. The flowing nature of the brook is echoed in the cadence of the verse, contributing to its musicality. This musical quality enhances the sensory experience of the poem and adds to its emotional resonance.
- **Symbolism of Water:** Water often carries symbolic significance in literature, representing purity, renewal, and the subconscious mind. In "The Brook," water serves as a symbol of life's journey, fluidity, and continuity. It

symbolizes the passage of time and the cyclical nature of existence, as well as the transformative power of perseverance.

- **Connection to Nature**: The poem celebrates the beauty and majesty of the natural world. Through its depiction of the brook's journey, Tennyson highlights the harmony and interconnectedness of all living things. The brook's interaction with its environment reflects humanity's relationship with nature and the importance of respecting and preserving the natural world.
- **Reflection on Transience:** "The Brook" invites readers to contemplate the fleeting nature of existence and the inevitability of change. The brook's constant movement and evolution serve as a reminder of life's impermanence and the need to embrace each moment fully. It encourages readers to find beauty and meaning in the ebb and flow of life.
- **Universal Themes:** While "The Brook" is set in a specific natural landscape, its themes resonate on a broader scale. The poem explores universal truths about the human condition, including the passage of time, the resilience of the human spirit, and the interconnectedness of all living things. As such, it continues to captivate readers across generations.

Overall, "The Brook" is a classic poem that explores timeless themes such as the passage of time, resilience in the face of obstacles, and the interconnectedness of all things in nature.

ANSWERS

Post reading activity

A. **Sound Words:** Chatter, murmur

Movement Words: Slip, slide, gloom, glance

B. **"Sailing":** In the context of the poem, it likely refers to the movement of blossoms drifting along the water.

"Cover": Tennyson might use this word to describe the way the brook is covered or adorned with blossoms.

"Net": It could be a metaphorical term indicating a network of natural elements or perhaps how the brook catches things along its course.

"Shallow": Describing the depth of the brook, suggesting it's not deep.

"Curve": Possibly describing the winding and curving path of the brook.

C. The phrase "I wind about" suggests the winding, twisting, and turning path that the brook takes. This could be a metaphor for the unpredictable and circuitous journey of life.

D. Rivers contribute significantly to life on Earth by providing water for various ecosystems, supporting diverse flora and fauna. They also play a crucial role in human civilizations, offering water for agriculture, transportation, and sustaining communities along their banks.

Poetry Appreciation

A. 1.a floating flower

2. a vigorous fish

3. pass by

4. brown leaves conceal

5. trapped sunlight moves

B. *LET'S WRITE!*

Write a poem of your own on Nature.

WORKSHEET – A

A. Read the poem "The Brook" by Alfred Lord Tennyson and answer the questions below.

(I come from haunts of coot and hern .... For men may come and men may go, But I go on forever)

1. Where does the brook come from?

   ……

   ……..

2. How does the brook describe its journey?

   ……

   ……

3. What does the brook encounter along its path?

   ……

   ……

4. Does the brook ever stop flowing? Why or why not?

   ……

   ……

5. What are some of the things the brook interacts with?

   ……

   ……

WORKSHEET – B

B. Fill in the blanks with the correct words from the poem:

1. The brook makes a sudden _____among the fern.

2. It bickers down a_____.

3. The brook hurries down by _____hills.

4. It flows to join the brimming_____.

5. The brook chatters over_____ways.

6. It bubbles into_____bays.

7. The brook frets its banks by many a field and_____.

8. It winds about, and in and_____.

9. The brook slides by hazel_____.

10. It moves the sweet_____-me-nots.

WORKSHEET - C

c. Draw and Describe

1. Choose one scene from the poem and draw it in the space below. Then, write a short description of your drawing, including details from the poem.

WORKSHEET - D

D. True or False

Decide if the following statements are true or false. Write "T" for true and "F" for false.

1. The brook starts its journey from a desert. ( )
2. The brook encounters thirty hills along its path. ( )
3. Philip's farm is the final destination of the brook. ( )
4. The brook makes a lot of noise as it flows. ( )
5. It encounters only rocks along its path. ( )

THE UNITY TREE

LESSON PLAN

Themes

Harmony and Unity,Strength in Diversity, Community and Togetherness, Peace and Reconciliation Celebration of Differences.

LESSON FOCUS AND GOALS

Symbolism and Meaning:

Explore the symbolic significance of the Unity Tree as a representation of unity, diversity, and interconnectedness.

Discuss the cultural, historical, and universal meanings associated with trees in various societies and traditions.

Environmental Awareness:

Raise awareness about the importance of trees and forests in maintaining ecological balance, preserving biodiversity, and mitigating climate change.

Discuss the role of trees in providing oxygen, filtering air and water, preventing soil erosion, and supporting wildlife habitats.

Community Building:

Foster a sense of community and belonging by engaging students in collaborative activities centered around the Unity Tree.

Encourage teamwork, cooperation, and inclusivity through tree planting ceremonies, community service projects, or art installations.

Cultural Appreciation:

Celebrate diversity and promote cultural understanding by exploring the significance of trees in different cultures and traditions.

Learn about rituals, ceremonies, and festivals involving trees, such as tree worship, tree planting festivals, and Arbor Day celebrations.

Peace and Reconciliation:

Discuss the role of the Unity Tree as a symbol of peace, reconciliation, and conflict resolution in societies affected by division and strife.

Explore case studies or historical examples where trees have been used to promote dialogue, mediation, and peacebuilding efforts.

Environmental Stewardship:

Empower students to become environmental stewards by learning about sustainable forestry practices, tree conservation, and urban greening initiatives.

Engage in hands-on activities such as tree planting, tree care, and habitat restoration to promote environmental sustainability.

Personal Reflection:

Encourage students to reflect on their personal connections to trees and nature, sharing memories, experiences, and feelings associated with trees in their lives.

Explore the therapeutic benefits of spending time in nature and connecting with trees for mental, emotional, and physical well-being.

Global Citizenship:

Inspire students to become global citizens committed to protecting the planet and promoting social justice through actions such as tree planting campaigns, advocacy for forest conservation, and support for indigenous land rights.

Foster a sense of responsibility and accountability for addressing environmental challenges and working towards a more sustainable and equitable future for all.

STEPS OF THE LESSON

Begin by introducing the concept of the Unity Tree and its symbolic significance in promoting unity, diversity, and interconnectedness.

Engage students with a brief discussion about the importance of trees in nature and their cultural significance in different societies.

Background Information:

Provide background information about the history and cultural traditions associated with unity trees, such as community tree plantings, peace trees, or sacred trees in various cultures.

Share examples of famous unity trees or tree-related rituals from around the world to illustrate the diversity of tree symbolism.

Discussion:

Facilitate a guided discussion exploring the themes of unity, diversity, and community building represented by the Unity Tree.

Encourage students to share their thoughts, feelings, and personal connections to trees and nature, fostering a sense of empathy and understanding.

Activity: Unity Tree Planning

Divide students into small groups and assign them the task of planning a Unity Tree project for their school or community.

Guide students through the planning process, including selecting a suitable location, choosing the type of tree, determining the purpose of the tree (e.g., environmental conservation, cultural celebration), and organizing community involvement.

Research and Presentation:

Allocate time for students to conduct research on the cultural significance of trees in different regions or the environmental benefits of tree planting.

Encourage students to prepare presentations or posters summarizing their findings and explaining why the Unity Tree is important for fostering unity and environmental stewardship.

Hands-on Activity: Tree Planting Ceremony

Organize a tree planting ceremony as a culminating activity for the lesson, inviting students, teachers, parents, and community members to participate.

Provide guidance on proper tree planting techniques, including site preparation, tree selection, planting depth, and post-planting care.

Encourage students to reflect on the significance of planting the Unity Tree together as a symbol of unity and collective action.

Reflection and Discussion:

Facilitate a post-activity reflection session where students can share their thoughts and feelings about the tree planting experience.

Encourage students to consider how their actions contribute to a sense of community and environmental stewardship, reinforcing the lessons learned about unity and interconnectedness.

Follow-up:

Follow up with students after the lesson to monitor the growth and progress of the Unity Tree project.

Encourage ongoing engagement with the Unity Tree, such as organizing tree care events, creating artwork or poetry inspired by the tree, or incorporating the tree into school or community events.

Unity Tree Art Project:

Provide students with art supplies such as paint, markers, and canvas or paper.

Instruct students to create individual or collaborative artwork inspired by the Unity Tree theme.

Encourage students to depict scenes of unity, diversity, and community around a central tree motif.

Display the completed artwork in the classroom or school to celebrate the Unity Tree concept visually.

Unity Tree Storytelling:

Have students work in small groups to develop short stories or narratives featuring the Unity Tree as a central element.

Encourage creativity in imagining the origins, history, and magical qualities of the Unity Tree in their stories.

Allow students to share their stories with classmates through oral presentations or written compositions.

Unity Tree Poetry Slam:

Invite students to write poems inspired by the Unity Tree theme, focusing on concepts of unity, diversity, and interconnectedness.

Organize a poetry slam event where students can perform their poems aloud in front of their peers.

Encourage students to use expressive language, imagery, and symbolism to evoke the spirit of the Unity Tree in their poetry.

Unity Tree Music Composition:

Introduce students to the concept of music as a form of creative expression.

Encourage students to compose original music pieces inspired by the Unity Tree theme.

Provide musical instruments or digital music software for students to experiment with creating melodies, harmonies, and rhythms.

Host a music showcase where students can perform their compositions for their classmates and teachers.

LEARNING OUTCOMES

- Students will gain an understanding of the importance of trees and forests in maintaining ecological balance and supporting biodiversity.
- Students will learn about the environmental benefits of tree planting and conservation efforts, including carbon sequestration, air and water purification, and habitat preservation.

- Students will develop an appreciation for the cultural significance of trees in different societies and traditions.
- Students will learn about rituals, ceremonies, and festivals involving trees from around the world, fostering cultural awareness and respect for diverse cultural practices.
- Students will recognize the role of the Unity Tree as a symbol of unity, diversity, and interconnectedness in fostering a sense of community and belonging.
- Students will participate in collaborative activities centred around the Unity Tree, promoting teamwork, cooperation, and inclusivity within their school or community.
- Students will reflect on their personal connections to trees and nature, sharing memories, experiences, and feelings associated with trees in their lives.
- Students will explore the therapeutic benefits of spending time in nature and connecting with trees for mental, emotional, and physical well-being.

- Students will understand the role of trees in addressing global environmental challenges such as climate change, deforestation, and habitat loss.
- Students will develop a sense of responsibility and commitment to environmental stewardship and social justice, advocating for tree planting initiatives, conservation efforts, and sustainable practices in their communities.
- Students will express their understanding of the Unity Tree theme through various creative mediums such as art, poetry, music, drama, and photography.
- Students will engage in imaginative and self-expressive activities that foster creativity, critical thinking, and communication skills.
- Students will feel empowered to take action to protect the environment and promote social change through tree planting campaigns, advocacy efforts, and community service projects.
- Students will recognize their role as active participants in creating a more sustainable and equitable future for themselves and future generations through their involvement in Unity Tree-related initiatives.

ADDITIONAL INFORMATION

Scientific Benefits:

Provide students with scientific information about the ecological role of trees, including their contributions to oxygen production, carbon dioxide absorption, and climate regulation.

Discuss the importance of urban trees in reducing air pollution, lowering temperatures, and improving overall public health and well-being.

Historical and Cultural Significance:

Explore the historical and cultural significance of specific tree species or sacred trees in different cultures and civilizations.

Investigate ancient traditions of tree worship, tree planting ceremonies, and tree-related myths and legends from around the world.

Indigenous Perspectives:

Incorporate perspectives from indigenous cultures and communities that have longstanding relationships with trees and forests.

Invite guest speakers or elders from indigenous communities to share their knowledge, stories, and wisdom about the importance of trees in their cultures.

Practical Skills:

Teach students practical skills related to tree planting, care, and maintenance, including proper planting techniques, watering schedules, and pruning methods.

Organize hands-on activities such as tree planting workshops, tree identification hikes, or tree care demonstrations in collaboration with local environmental organizations or arborists.

Local Ecosystems:

Explore the role of trees in local ecosystems and biodiversity hotspots, highlighting native tree species and their unique adaptations to the local environment.

Conduct field trips to nearby parks, nature reserves, or botanical gardens to observe and study native trees and their ecological communities firsthand.

Interdisciplinary Connections:

Integrate the Unity Tree theme across various subject areas, including science, social studies, language arts, and art.

Explore interdisciplinary connections such as the historical and cultural significance of trees in literature, the scientific classification and identification of tree species, or the mathematical calculations of tree growth rates and carbon sequestration.

Long-term Sustainability:

Encourage students to develop long-term sustainability plans for the Unity Tree project, including strategies for ongoing tree care, monitoring, and evaluation.

Foster a sense of ownership and responsibility among students by involving them in decision-making processes related to the care and management of the Unity Tree over time.

ANSWERS

A. Listen and fill in the blanks. Play the recording more than once to get all the answers accurately

- It's not always easy to step out of our comfort zone, but growth often comes from facing the unknown.. What am I getting myself into?' Even though it doesn't feel great, it's normal, and it's actually a good thing.

- Expanding our comfort zones and gaining valuable experiences that contribute to personal development.
- Skydiving or climbing Mount Everest; starting small, like trying yoga, can still be impactful.
- Even picking up a new hobby or learning a new skill can contribute to your overall well-being.
- Continuously challenging yourself and embracing new experiences can lead to a more fulfilling and healthy life.
- Routine can get a bit boring, and injecting novelty into your life can make it more enjoyable and memorable.

LET'S READ

1. It is **winter** time.

2. The Unity Tree looks like **Christmas** tree.

3. This is no time for **destruction.**

4. The Witch is **her friend.**

5. Destruction' means **to destroy**.

6. Rea is **a voice**.

7. Pepper reads a book **on spells.**

8. Pepper does not want her magic to be seen because it's the perfect sandbox for testing spells.

9. Pepper creates **an orb**.

10. The witches are happy because Pepper successfully resized the tree, and they are excited about deploying the micro-dimension into reality to showcase the creativity of The Chaos. Additionally, Cayenne's educational methods are yielding positive results, adding to their joy.

POST READING

A. Without additional context, it's unclear why the Unity Tree is considered a disaster; this requires inference.

B. The names of the three witches are not provided; this is a factual question without enough information to answer.

C. It is important to listen to people who know more than you because they can provide valuable insights and knowledge that can broaden your understanding; this involves extrapolation.

D. Given the context of studying the 'Spells of Destruction,' it can be inferred that Pepper is mischievous or destructive.

E. 'Doong,' 'shroof,' and 'crash' are likely words associated with sound, so the correct answer is 2 sound.

F. The question about the Unity Tree being like a Christmas tree requires inference to understand the analogy.

G. Without additional information, it's unclear why the cat is called Carrot; this requires inference.

LANGUAGE IN USE

Let's Listen

A.
1. Pepper and Carrot are characters who went to the mountain for their recent adventures.
2. As they climbed higher, the story does not provide specific details about what happened.
3. The journey was dangerous, but the text does not elaborate on the specific dangers.
4. The wise sage's advice to them is not mentioned in the provided text.
5. The sage says, '...come back with good intentions' to emphasize the importance of positive motives in their actions.
6. The text doesn't explicitly discuss the importance of elders' guidance, so it's unclear from the given information.

B.

While talking with my friend on the pavement, an unexpected incident occurred. A car swiftly approached and collided with us. Fortunately, I escaped unscathed, but my friend suffered a fall, resulting in a fracture.

1. The information about the speed limit in the area is not provided.
2. The speed of the other cars is not mentioned in the given incident.
3. There's no detail about whether the victim saw the car before being hit.
4. The reaction of the victim on being hit is not described.
5. It's unclear if there were any witnesses to the incident.
6. The text doesn't mention whether the driver stopped to help.
7. There's no information about whether anyone informed the police.
8. The specific time when the driver left is not provided.
9. The impact of the incident on the friend's life is not elaborated upon.

WORDS WORDS WORDS

A.
1. **Leaves**: The train leaves at 9:00 p.m. / the leaves have turned yellow.

In the first sentence, "leaves" refers to the departure of the train.

In the second sentence, "leaves" refers to the foliage of a tree changing colour.

2. **Serve**: Can you serve me a slice of cake? / He can serve a tennis ball at an incredible speed. In the first sentence, "serve" means providing or offering something. In the second sentence, "serve" is a term related to delivering the ball in tennis.
3. **Beat**: The music has a steady beat. / He managed to beat his opponent in the race. In the first sentence, "beat" refers to the rhythmic pattern in music. In the second sentence, "beat" means surpassing or defeating someone.
4. **Set**: Set the table for dinner. / The sun is about to set. In the first sentence, "set" involves arranging or preparing the table. In the second sentence, "set" refers to the sun going below the horizon.
5. **Train**: I need to catch the next train. / It takes discipline to train for a marathon. In the first sentence, "train" is a mode of transportation. In the second sentence, "train" is about preparing and exercising for an event.
6. **Mean**: What do you mean by that? / A kind gesture can mean a lot. In the first sentence, "mean" is about understanding or interpreting. In the second sentence, "mean" refers to conveying significance or importance.

The words used in sports among the given options are "serve" and "beat."

B.

These words are onomatopoeic expressions that imitate or resemble the sounds associated with water and various actions or noises.

Water Words:

Drizzle, Splash, Spray, Squirt, Drip

Sound Words:

Bam, Clink, Ding, Jingle, Clang, Bloop, Beep, Whoosh, Boing, Belch, Growl, Grunt, Eek, Giggle, Chatter, Moan, Ahem, Smash, Thud.

Lets Write

Creation and Destruction

C.

C: Creation Nature's cycles involve both creation and destruction, but as humans, we have the ability to shape our environment positively through creation. Take renewable energy sources – building solar farms and wind turbines creates sustainable energy without the environmental harm associated with destructive practices like fossil fuel extraction.

D: Destruction I understand the environmental aspect, but sometimes destruction is necessary for survival. In agriculture, clearing old crops or using controlled burns helps rejuvenate the soil, ensuring healthier and more productive future harvests. Destruction here serves a purpose in sustaining life.

C: Creation Agriculture can also benefit from innovative creation. Developing advanced farming techniques and technologies improves efficiency without resorting to destructive practices. Precision farming, for example, minimizes environmental impact while maximizing crop yield.

D: Destruction Precision farming is a good point, but what about managing overpopulation? Sometimes destruction, like culling in wildlife management, is necessary to maintain ecological balance and prevent harm to ecosystems. It's a harsh reality, but destruction in this context serves the greater good.

Switching roles and discussing these perspectives allows us to appreciate the complexity of creation and destruction, recognizing the necessity of each in different contexts

CRITICAL THINKING AND SELF AWARENESS

A.

1. What location in Türkiye is famous for hot air balloon rides?
2. Who took the photograph of the hot air balloon flying over a building?
3. What architectural feature can be observed in the photo, besides the hot air balloon?
4. How would you describe the terrain or landscape in the photograph?
5. What are the main colors captured in the photograph of Cappadocia?

B.

1. Where did you recently go for a trip or outing?

I recently went to Kyoto, Japan.

2. What interesting sights or attractions did you come across during your visit?

I visited the Fushimi Inari Shrine and explored the vibrant Gion district with its traditional tea houses.

3. Can you describe the prominent colors in the landscape or surroundings of the place you visited?
   The landscape was lush with various shades of green, especially in the bamboo groves and gardens. Traditional red torii gates at Fushimi Inari added a vivid contrast.

4. What specific aspects of the place did you find appealing or enjoyable?

I loved the blend of historic charm and modern energy in Kyoto. The serene temples and the bustling markets created a unique atmosphere.

5. Who accompanied you on this trip, and how did it enhance the experience?
   I went with my close friends, and their company made the trip even more memorable. We shared experiences, tried local foods together, and had a great time exploring.

C.

In the class survey, most children expressed that... Some children shared similar sentiments, while only a minority stated... Hardly any children reported... A few

children provided unique perspectives. Out of the surveyed children, only a specific number mentioned. Overall, the responses varied, showcasing a diverse range of opinions within the class.

Sustainable Development Corner

Destruction During Floods

- What happens during floods?

Floods occur when water inundates land that is usually dry, affecting both natural and human environments. Heavy rains, melting snow, storm surges, and breached dams or levees can cause floods. Floodwaters can damage infrastructure, homes, crops, and disrupt essential services like transportation and electricity. They also pose risks to human and animal lives.

- Can children go to schools during floods? How is their life affected?

In flood-affected areas, attending school can become difficult or impossible due to flooded roads, damaged infrastructure, and safety concerns. Even if schools remain open, many children may be unable to reach them. Floods can disrupt the education system, leading to missed classes and educational setbacks for children.

- How are plants and animals affected during floods?

Floods can have significant impacts on plant and animal life. Floodwaters can destroy habitats, displace animals, and drown plants. Soil erosion caused by floods can further harm plant life. Animals may struggle to find food, shelter, and safe breeding grounds during and after floods, leading to population declines and increased vulnerability to predators.

- Are there organizations that save animals during floods?

Yes, there are organizations, both governmental and non-governmental, that work to rescue and provide assistance to animals during floods and other natural disasters. These organizations often collaborate with local authorities and communities to conduct rescue operations, provide emergency shelter and medical care, and reunite lost animals with their owners.

- What can YOU do in your school to raise awareness about floods?

Organize educational workshops or seminars on flood awareness, including topics such as flood preparedness, safety measures during floods, and the importance of conserving natural resources like forests to mitigate flooding.

A.

Name of the Organisation	Government/ Non-Governmental	What the Organisation Does	Major Rescue Operations of This Organisation
Federal Emergency Management Agency (FEMA)	Governmental	FEMA coordinates the federal government's response to natural and man-made disasters, including floods. It provides financial assistance, resources, and support to individuals and communities affected by floods. FEMA also conducts training and preparedness programs to enhance resilience.	FEMA has led numerous rescue operations during major flood events across the United States, such as Hurricanes Katrina, Harvey, and Sandy.
International Federation of Red Cross and Red Crescent Societies (IFRC)	Non-Governmental	IFRC works globally to provide humanitarian assistance and support to vulnerable communities affected by disasters, including floods. It focuses on preparedness, response, and recovery efforts, including search and rescue operations, shelter provision, and medical assistance.	IFRC has conducted significant rescue operations during floods worldwide, including in regions such as South Asia, Africa, and Central America.
National Oceanic and Atmospheric Administration (NOAA	Governmental	NOAA's National Weather Service monitors weather patterns, issues forecasts and warnings, and provides essential information related to flood prediction and prevention. It conducts research to improve flood forecasting models and provides data to support emergency management agencies.	NOAA has been instrumental in forecasting and monitoring floods in the United States, providing critical information to support rescue operations and disaster response efforts.
Save the Children	Non-Governmental	Save the Children focuses on protecting children's rights and providing assistance to families and communities affected by disasters, including floods. It offers emergency shelter, food, healthcare, and psychosocial support to children and their families during and after floods	Save the Children has conducted rescue operations to evacuate children and families from flood-affected areas and provided essential services and support in numerous countries, including Bangladesh, Mozambique, and Nepal.

Grammar and Usage 1

Determiners: Quantifiers

A. Fill in the blanks with each of, one of, few, some and a few.

Arya is looking at her notes. She needs only some of them for her exam tomorrow. It was here somewhere. She was hungry. There was nothing in the fridge except a few carrots. Some of the carrots had leaves on them. She came back and sat down to study again. She never liked studying just before the exam. It was one of those habits she wished she could change. But, alas! Here she was. There is a pile of books next to her. Those were her brother's. They shared the table. Her brother was a very organized person. There were very few things she liked about him. They always fought. But everyone seemed to like him. There were a few who didn't, and they were Arya's well-wishers. They were Arya's agony aunts and uncles. Some of them even thought of writing hate mails to her brother.

B. Compare the hotels using superlative adjectives.

- Hotel Taj is the most luxurious.
- Hotel Odyssey is the newest.
- Hotel Golconda is the nearest.
- Hotel Taj is the most expensive.
- Hotel Odyssey is the farthest.
- Hotel Taj is the largest.
- Hotel Golconda is the cheapest.
- Hotel Gemini is the smallest.
- Hotel Odyssey is the most modern.
- Hotel Gemini is the oldest.

WORKSHEET - A

A. Fill in the blanks with the appropriate determiners or phrases related to the Unity Tree concept.

1. 1.The Unity Tree is a symbol of_____unity and_____diversity, representing the idea that we are all interconnected.

2. Trees provide important_____benefits, such as producing oxygen, improving air quality, and providing habitat for wildlife.
3. In many cultures, trees are considered_____sacred and are used in _____ceremonies and rituals to promote unity and harmony.
4. One of my favorite memories involving_____tree is_____. It made me feel_____connected to nature and _____ sense of peace.
5. For my creative expression activity, I chose to create _____ visual representation of the Unity Tree using_____paints and _____ canvas.
6. As part of my action plan, I plan to organize_____tree planting event in _____community to promote environmental awareness and unity.
7. Reflecting on_____Unity Tree concept has made me realize _____ importance of trees in fostering unity and has inspired me to take _____ action.

WORKSHEET - B

B. Fill in the blanks with appropriate adjectives related to the Unity Tree concept.

1. The Unity Tree stands tall and_____, symbolizing the strength and resilience of our community.
2. Trees offer a_____array of environmental benefits, from providing shade to supporting diverse ecosystems.
3. In cultural traditions, trees are often revered for their_____significance, playing a central role in rituals and ceremonies.
4. My most memorable experience with a tree was in a_____forest, where I felt a profound sense of peace and tranquility.
5. As part of our creative expression activity, we painted a_____mural depicting the Unity Tree in vibrant colors.

6. Organizing a   tree planting event in our neighborhood was a rewarding experience that brought our community closer together.
7. Reflecting on the Unity Tree concept, I realized the   impact trees have on our lives and the importance of preserving them for future generations.