

## Plant a Tree

Look at the picture and discuss the questions that follow:



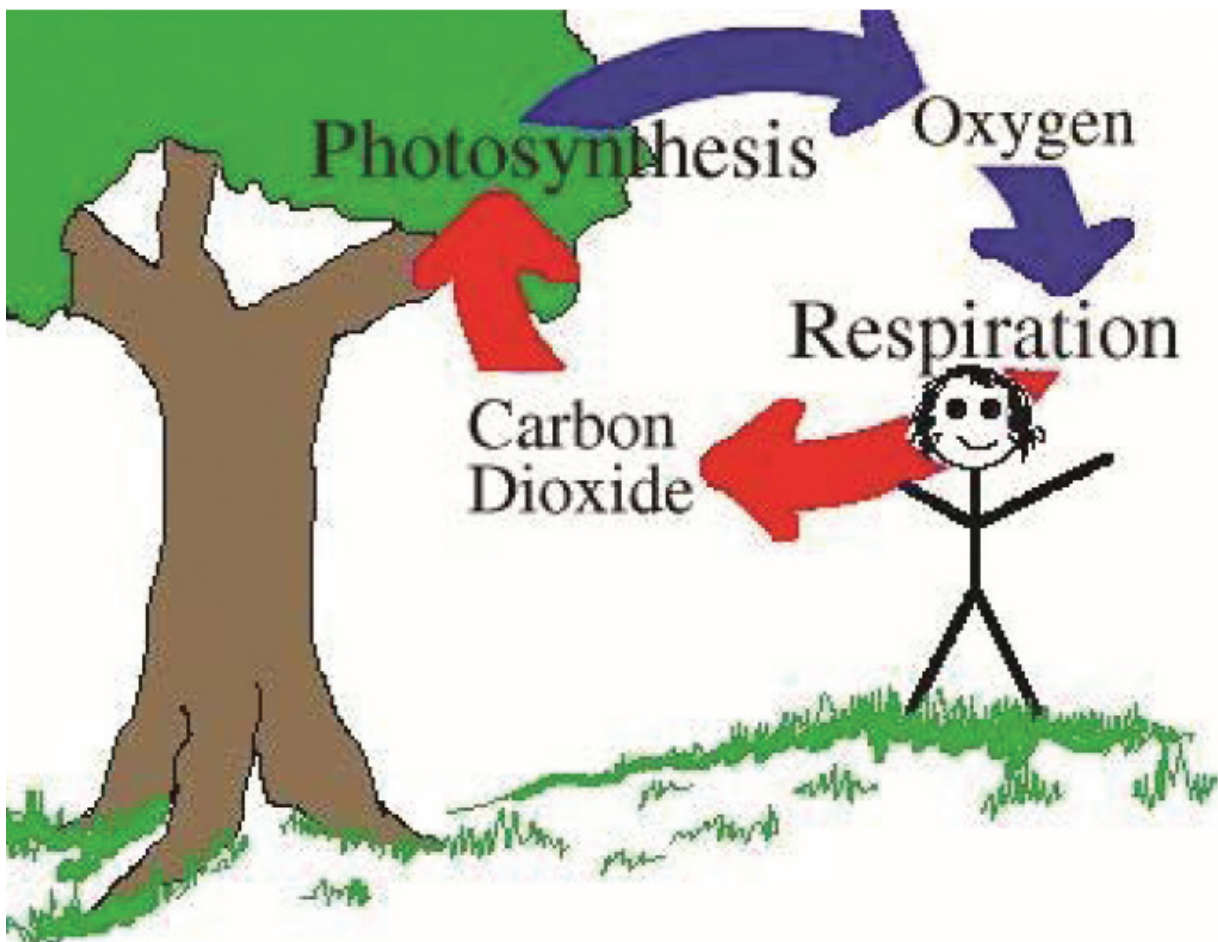
1. What do you see in the picture?
2. What do you like/dislike in it?
3. What would happen if all the trees were cut down?
4. How are trees helpful to everyone living on earth?

## A. Reading

Read the following and answer the questions that follow:

Trees are the most useful things in the world. Children play under them. Travellers rest in their cool shade. Trees give us fruit to eat and firewood to burn. We build houses and make furniture with the wood of the trees. We need trees for our lives. If there were no trees, there would be no life on earth. Living things (people and animals) breathe in air. They breathe in oxygen from the air and breathe out carbon dioxide.

If all the oxygen in the air was used up leaving only carbon dioxide, what would happen to all of us? Everyone would die. But trees help us to live. They breathe in the carbon dioxide from the air and let oxygen out into the air. With the help of the sunlight, they break up carbon dioxide into carbon and oxygen. They use the carbon to make starch and let the oxygen out into the air.







Trees make all the starch in the world. Starch is the most important part of our food. Without trees we will not have any starch to eat.

Trees help us to get rain. The leaves of trees breathe out a lot of water vapour into the air. This makes the air cool. The cool air helps rainfall. Rain gives us water. No one can live without water. And we need trees to get water.

Trees have many more uses. The rubber tree grows in many parts of the world. From the sap of this tree we get rubber. Rubber is a very useful thing. Some trees like eucalyptus give us medicines. In South America there is a tree called the cow tree. People drink the sap of this tree instead of milk! It is less expensive than milk.

How long can a big tree live? Nobody knows. Some trees have already lived for more than four thousand years. They can live for five to six thousand years more. Some of them will live as long as ten thousand years. There is a tree called General Sherman in California in America. It is a huge evergreen tree. It is said to be several thousand years old.





How do we know the age of a tree? Do trees have birthdays? Yes, they do. They even get gifts on their birthdays. They get rings!

Every year a tree grows a little bigger. As it grows, the trunk gets another layer of wood; it gets another ring. You cannot see the rings because they are inside the tree. But if you look at the trunk of a cut down tree carefully, you will find the rings. One ring indicates one year. Some trees can live only for five to ten years. But some can live for hundreds or even thousands of years, like General Sherman.

Man cuts down hundreds of trees every year to build houses, to make furniture, to cook food, and to make paper. If this continues, one day there will be no more trees in the world. What will happen then? We will all die!

So what shall we do? We should avoid cutting trees as far as possible. Meanwhile, we must plant a lot of trees. Every one of us should plant at least one tree every year.

## Glossary

vapour (n): a mass of very small drops of water in the air

eucalyptus (n): a kind of tall tree

## How well did I read?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the passage.	
I got the idea of the passage on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the passage.	
I used the glossary given at the end of the passage.	

### I. Answer the following questions:

1. How are trees useful to us?
2. How is starch prepared by trees?
3. What are annual rings of a tree?
- \*4. Do you think trees are enemies to people? Why do people cut down trees?
5. What will happen if we do not stop felling of trees?
6. How can we provide a better environment for the future generation?
7. What are the most useful things in the world?
- \*8. Which piece of information do you find most interesting in the passage?





**II. Read the following statements carefully and write TRUE or FALSE in the brackets. Correct the false statements.**

1. Green leaves can split the carbon dioxide into carbon and oxygen. ( )
2. We get our food mainly from trees. ( )
3. Trees help us get rain. ( )
4. It is usually cooler under the shade of a tree than in the Sun. ( )
5. Trees are the shortest living things on earth. ( )

## Vocabulary

**I. Match things in part A with their uses or meanings in part B.**

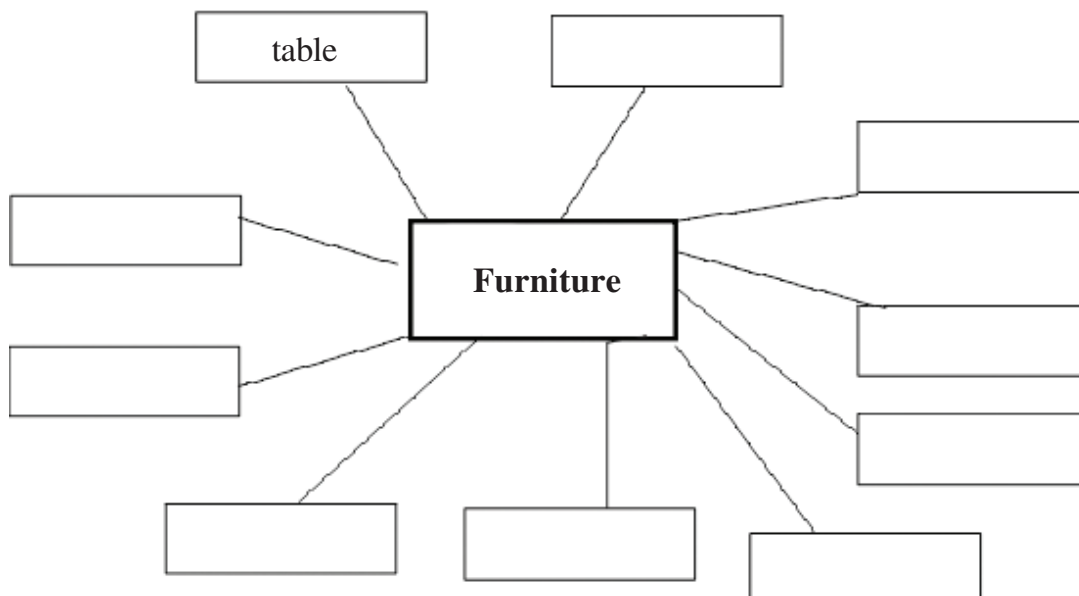
**Part-A**

**Part-B**

- |                   |     |  |
|-------------------|-----|--|
| 1. oxygen         | ( ) | important part of our food produced by trees |
| 2. carbon dioxide | ( ) | juice or milk from a tree                    |
| 3. starch         | ( ) | useful for human life                        |
| 4. sap            | ( ) | water drops in the air                       |
| 5. vapour         | ( ) | useful for trees                             |

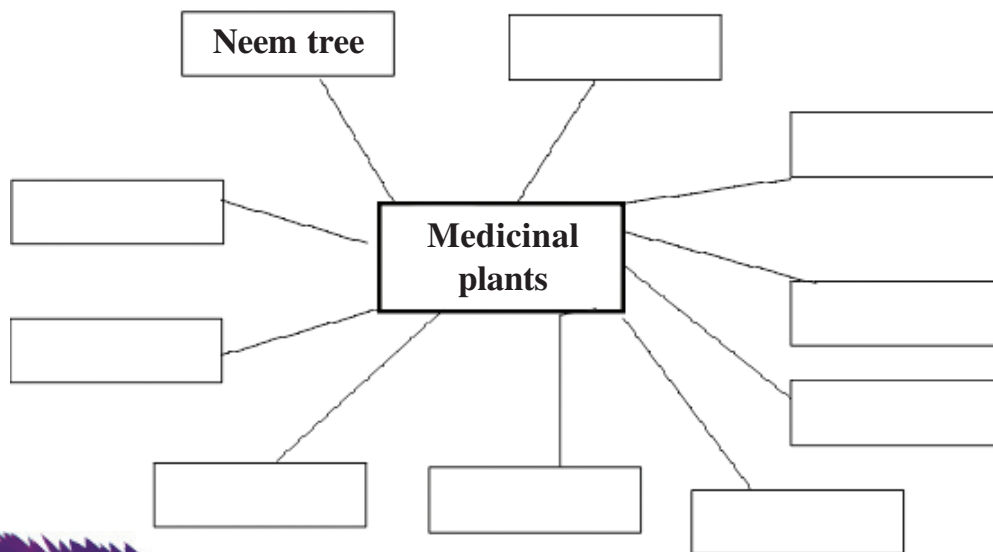
**II. Prepare a word map related to “furniture” and “medicinal plants.”**

1.





2.



## Grammar

### If clause

#### I. Look at the following sentence from the lesson.

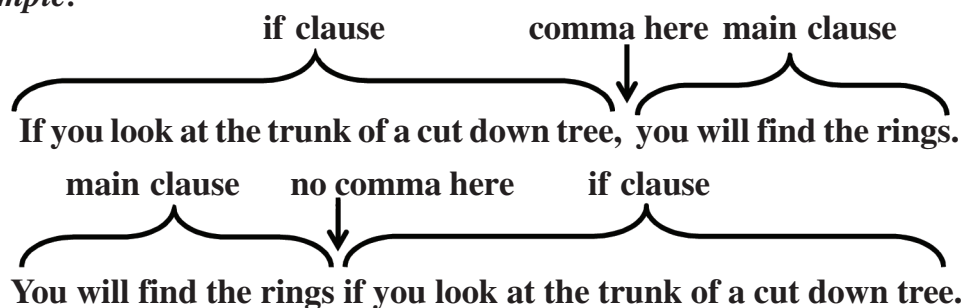
If you look at the trunk of a cut down tree carefully, you will find the rings.

The condition introduced by 'if' in this sentence expresses a real possibility whose result/effect is felt in the second part of the above sentence.

Note the following points about 'if clauses'.

1. An 'if clause' is also known as a conditional clause. It expresses a condition or cause whose result/effect is expressed or felt in the second part of the sentence.
2. If the verb in the 'if clause' is in the present tense, the other clause (the main clause) normally uses will + verb.
3. An 'if clause' can be placed either at the beginning or at the end of the main clause. If it comes before the main clause, it is followed by a comma. However, if it follows the main clause, there will be no comma preceding the conditional clause.

*Example:*





**Rewrite the following sentences as a single sentence. Use “if” at the beginning of the sentence. The first two have been done for you.**

1. Work hard. You’ll get success.  
**If you work hard, you will get success.**

2. Don’t tease the dog. It’ll bite you.  
**If you tease the dog, it will bite you.**

3. Walk fast. You’ll catch the bus.  
\_\_\_\_\_.

4. Study regularly. You will do well in the examination.  
\_\_\_\_\_.

5. Give respect to others. They too will respect you.  
\_\_\_\_\_.

6. It does not rain. I will come to your house.  
\_\_\_\_\_.

7. Don’t tire yourself now. You won’t be able to work in the afternoon.  
\_\_\_\_\_.

8. Stop eating sweets. You’ll feel better.  
\_\_\_\_\_.

9. Do as you are told. You’ll get a prize.  
\_\_\_\_\_.

10. Read regularly. You’ll get more knowledge.  
\_\_\_\_\_.

11. Do your exercises promptly. You’ll not fail.  
\_\_\_\_\_.

12. Go to bed early. You’ll be healthy.  
\_\_\_\_\_.

**II. Supply a condition / a possible result to the following.**

Condition	Result
If you do not water the plants,	
If you keep your surroundings clean,	
	you will pass with distinction.
If you quarrel with everybody,	
	you will be sick.
If you step on a snake,	



### III. Use of 'must'

Read the following sentence from the story.

We must plant a lot of trees.

In the above sentence, 'must' shows some obligation and compulsion. It expresses that the work is to be done without fail.

Note : The verb that comes after 'must' is always in present tense ( $V_1$ ).

Read the following sentences and observe how "must +  $V_1$ " is used to express obligation and compulsion.

Ex : You *must work* hard to get good marks.

You *must take* care of your parents.

She *must go* home now because she has forgotten to lock the door.

**Give sentences of your own using the given 'must +  $V_1$ ' combinations where only must can be used. One has been done for you.**

1) must stop

Sentence : You must stop at the traffic light.

2) must eat

Sentence : .....

3) must drink

Sentence : .....

4) must walk

Sentence : .....

5) must play

Sentence : .....

6) must learn

Sentence : .....

7) must read

Sentence : .....

IV. Use of the Simple Present

You have already learnt about simple present tense in your previous classes. The lesson “Plant a Tree” also contains many sentences in simple present tense.

Observe the following sentences in simple present tense from your lesson.

- Trees make all the starch in the world.
- Trees help us to get rain.
- Rain gives us water.
- We need trees for our life.

Now, study the routine of a class VI student, Rajesh.

S.No.	Time of the day	Activity
1.	5:00 a.m.	gets up from bed
2.	5:15 a.m.	brushes his teeth
3.	5:45 a.m.	takes his bath
4.	6:00 a.m. - 7:30 a.m.	attends to his homework
5.	7:30 a.m.- 7:45 a.m.	takes his breakfast
6.	8:00 a.m.	walks to the main road to board the school bus
7.	8:30 a.m.	reaches school
8.	8:45 a.m.- 4:30 p.m.	attends classes at school

Now write answers to the following questions using simple present tense.

1. What time does Rajesh get up?
2. What does Rajesh do between 6:00 and 7:30 a.m.?
3. How does Rajesh reach his school?
4. When does Rajesh take his breakfast?
5. How long does Rajesh stay at school?

V. The Present Continuous Tense

Look at the underlined words in the following passage.

It is 4 pm now. All the children are at play. Raju and his friends are playing Volleyball. Sindu is practising running. The Physical Director (PD) is giving instructions



to Kabaddi players. Some girls are watching Tennis. A few boys are drawing lines of Ball badminton court.

The underlined words in the passage above refer to an “action” in progress. That means, it gives an idea that the action is not completed yet, but, is still going on. This is called Present Continuous Tense.

**Complete the following sentences using the present continuous form.**

1. The old man is silent. He \_\_\_\_\_ on what advice he has to give to the soldier. ( ponder)
2. He has not done his homework. He \_\_\_\_\_ it now. (do)
3. My shirt is dirty. I \_\_\_\_\_ it. ( wash)
4. You must carry your umbrella. It \_\_\_\_\_ heavily. (rain)
5. Don't disturb her. She \_\_\_\_\_ very seriously. (study)

#### **VI. 'Wh-' question words.**

**Look at the underlined words in the following sentences taken from the text.**

How do we know the age of a tree ?

What would happen to all of us ?

How long can a big tree lives ?

The underlined words are called 'wh-' words. The other 'wh-' words are 'where,' 'whom,' 'which,' 'when,' 'why' and 'who.' They are used to ask questions.

**Read the following paragraph and make questions using appropriate wh-words**  
**The first one is done for you.**

Dileep and Sindhu are in the class. Sindhu is sitting in the front row. Chandu is reading English but Sindhu is doing exercises. Rajani is sitting in the second row. She is sharpening her pencil carefully. The English teacher is writing on the blackboard. The children in the front bench are taking down the notes. The children in the back bench are murmuring something. Sunita is going out to drink water.

eg: Where are Dileep and Sindhu?



## Writing

Read the following announcement made by the Headmaster of a Govt. High School.

# NOTICE

**Z.P. High School, Ponnaluru, Prakasam Dist.**

## Green India Survey

Date: 25-11-2012

This is to inform you that Green India Survey Group, Vijayawada has done a lot of work in raising awareness among the people living in Vijayawada about how all of us make our surroundings neat, clean and healthy. In order to make their efforts more focussed they wish to conduct a survey among the youth through a questionnaire. All of you are requested to cooperate with the Green India Survey Group and fill in the questionnaire distributed by them.

Sd/-

**Headmaster**

- I. **Imagine that you are the Secretary of the Environment Club of your school. Write an announcement suggesting that your school will organise a tree plantation week in the next month.**
- II. **Imagine that you have been asked by Green India Survey Group to complete the following questionnaire. Fill in the questionnaire giving all the details. Write a paragraph on how you will protect the forests.**



## Green India Survey Form

1. Name :
2. Age :
3. Class/School :
4. Gender :
5. Contact Number :
6. E-mail ID :
7. Do you use plastic carry bags? Tick (Yes/No)
8. Are you a member of Green Club? Tick (Yes/No)
9. Do you organise NGC (National Green Corps) programme in your school? Tick (Yes/No)
10. Do you observe the Earth Day in your school? Tick (Yes/No)
11. Your local forest is very important to you because it provides you with ....
  - i. fodder (grass, green leaves, etc.) for your animals
  - ii. \_\_\_\_\_
  - iii. \_\_\_\_\_
  - iv. \_\_\_\_\_
  - v. \_\_\_\_\_
  - vi. \_\_\_\_\_
12. What do you do to protect your local forest?
  - i. Take turns to guard the forest with my classmates
  - ii. \_\_\_\_\_
  - iii. \_\_\_\_\_
  - iv. \_\_\_\_\_
  - v. \_\_\_\_\_
13. When do you do this?  
\_\_\_\_\_
14. How do you develop greenery in your surroundings?  
\_\_\_\_\_  
\_\_\_\_\_

Signature

III. List the stages how a seed grows into a tree. List the steps that you took to plant a tree in your kitchen garden/school.

How well did I write?

Fill in the boxes using yes/ somewhat/ no.	
I was able to explain / describe / narrate well.	
The sentences I used were properly connected.	
I was able to express my ideas in apt words.	
The ideas were arranged in proper sequence.	
I used proper punctuation marks.	

How well did I edit my work?

Fill in the boxes using yes/ somewhat/ no.	
I deleted the excess words.	
I corrected the wrong forms of words.	
I corrected the punctuation errors.	
I added new words wherever necessary.	
I corrected the misspelt words.	

### The First Fruit

One morning, a king went on horseback to the countryside. He came to a village and saw an old man in a field. The old man was digging the earth and planting mango saplings. He was working very hard.

- King** : Good morning, my friend. You're planting these saplings. When will you get the fruit from them?
- Old Man** : These saplings will be big trees in ten or fifteen years. They'll bear fruit then.
- King** : But you're old and weak. You'll die in a few years. You'll not eat their fruit.
- Old Man** : You're right, Sir. I'll not eat the fruit of these trees. But others will eat it. I'm planting these saplings for them, and I'm happy.
- King** : I'm pleased with you, old man. You love other people. You're a good man. Please take this bag of money. It's for you.
- Old Man** : Thank you, Sir. This bag of money is the first fruit of my little trees.



## Study Skills

Look at the picture and read the following text and the subscription form carefully.



Terra Green is a leading monthly environmental magazine. It promotes the concept of sustainable development. Launched in June 2004, this magazine from TERI is an effort to bring forth information and knowledge in the fields of energy, environment and sustainable development.

Tick one	Term (yrs)	No. of Issues	Cover price	You pay	You save	% saving
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	3	36	1440 360	1000 252	440 108	30

\* Free online access to those subscribing for 3 years

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### The Energy and Resources Institute

Darbari Seth Block, IHC Complex, Lodhi Road, New Delhi - 110003

Tel. 2468 2100 or 4150 4900, Fax 2468 2144 or 2468 2145. India-91 Delhi(O)11 [www.terragreen.teriin.org](http://www.terragreen.teriin.org)

### Answer the following questions:

1. What is the name of the periodical?
2. What does "TERI" stand for?
3. What is the annual subscription rate of the magazine?
4. What is the website address of the periodical?
5. What bonus will you get if you subscribe to the magazine for three years?

## Listening and Speaking

I. Your teacher will tell you the story, “The Little Boy and a Kind Tree.” Listen carefully and answer the following questions:



Tick the correct answer.

- Who helped the little boy?  
a) mother                      b) the animals                      c) a tree
- “I am going to marry,” who said these words?  
a) the captain                      b) the young man                      c) the old man
- What did the young man become?  
a) a sailor                      b) a doctor                      c) a captain
- What does the story tell us?  
a) selfish giving                      b) selfless giving                      c) humanity

II Say whether the following are true or false.

- The young man helped the tree to grow well. (      )
- The captain was a kind man. (      )
- The tree helped the little boy till the end. (      )
- The tree was loving and affectionate. (      )



### III. Pair work

Suppose you were the little boy in the story, how would you describe the kind tree to your classmate? You may use the following phrases.

- very kind, friendly
- caring, sympathetic
- self-less, cheerful
- loving, affectionate

### B. Reading

Read the following poem.

## If a Tree Could Talk

If a tree could talk, what would it say?

“Don’t chop me down, just walk away.”

If a river could talk, what would it say?

“Don’t dump in trash, throw it away.”

If the air could talk, what would it say?

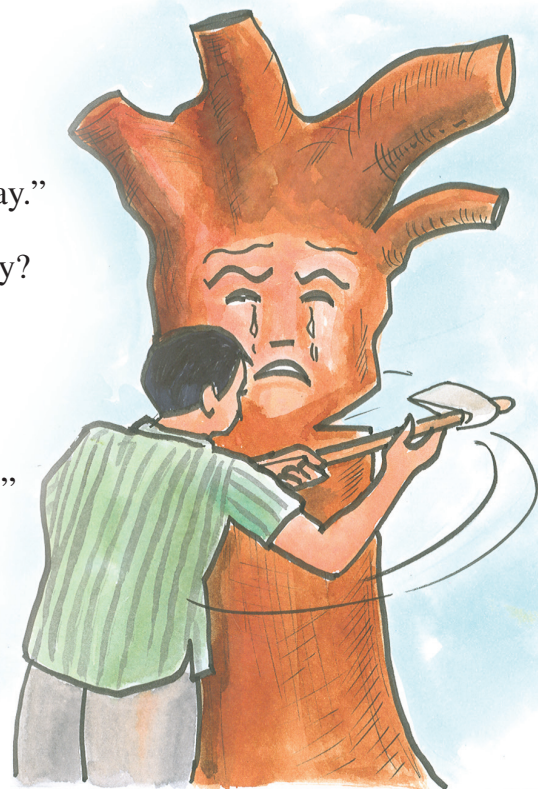
“The factories must learn to keep smoke away.”

If the animals could talk, what would they say?

“Help us to live, we wish to stay.”

If the Earth could talk, what would it say?

“Protect me by making every day Earth Day!”





## Glossary

- chop (v): to cut  
trash (v): something that is worthless and of low quality

### How well did I read the poem?

Fill in the boxes using yes/ somewhat/ no.	
I enjoyed reading the poem.	
I got the idea of the poem on my own.	
I got the idea with the help of my friends in the group.	
The teacher helped me to understand the poem.	
I used the glossary given at the end of the poem.	

### Answer the following questions:

1. Who is being addressed in the poem?
- \*2. What would animals say if they could talk? Prepare some slogans.
3. Pick out the rhyming words from the poem.
4. What does the tree wish for?
5. How are trees and animals useful to us?
6. Pick out all the bad things we do that make our surroundings unclean.
- \*7. How are we responsible for pollution on earth?
- \*8. Write a poem based on what more a tree, air, river, and earth could pray for.

## Project

Collect information about the common “shade giving,” “flower bearing” and “fruit bearing” trees and the medicinal plants. Share the information with your classmates.

S.No.	Name of the Tree	Useful Part	Brief Description	Other Information
1.	Neem tree	leaves, seeds, bark and roots	Leaves are smaller in size and pointed. Fruits are fleshy and sweet. The seeds are used for extracting oil.	Oil is extracted from neem seeds. Neem seeds are used as bio-pesticide. The oil and the extract of leaves, bark, and roots are used in preparation of Ayurvedic medicine

## C. Reading

### Children, Speak Up!

*This is an extract from a speech given by Severn Suzuki, a 13-year-old girl from Canada, on June 11, 1992, at the Earth Summit in Rio de Janeiro.*

Hello, I'm Severn Suzuki, speaking for ECO, the Environmental Children's Organisation. We are a group of four 12 and 13-year-olds from Canada trying to make a difference—Vanessa Suttie, Morgan Geisler, Michelle Quigg, and me. We raised all the money ourselves to come 6000 miles to tell you adults that you must change your ways.

I am here to speak for all future generations to come. I am here to speak on behalf of all the starving children around the world whose cries go unheard. I am here to speak for the countless animals dying across this planet because they have nowhere left to go.



I am afraid to go out in the sun now, because of the holes in the ozone. I am afraid to breathe the air, because I don't know what chemicals are in it. I used to go fishing in Vancouver, my home town, with my Dad, until just a few years ago we found the fish full of cancers. And now we hear about animals and plants going extinct every day – vanishing every day.

In my life, I have dreamt of seeing the great herds of wild animals, jungles, and rainforests full of birds and butterflies, but now I wonder if they will even exist for my children to see. Did you have to worry about these things when you were my age?



Here you may be delegates of your governments, business people, organisers, reporters or politicians. But really, you are mothers and fathers, sisters and brothers, aunts and uncles. And all of you are someone's child. I am only a child yet I know we are all part of a family, five billion strong, in fact, 30 million species strong and we all share the same air, water and soil – borders and governments will never change that. I am only a child yet I know we are all in this together and should act as one single world towards one single goal. In my anger, I am not blind, and in my fear, I'm not afraid to tell the world how I feel.

I'm only a child yet I know if all the money spent on war was spent on ending poverty and finding environmental answers, what a wonderful place this Earth would be.

At school, even in kindergarten, you teach us how to behave in the world. You teach us not to fight with others, to work things out, to respect others, to clean up our mess, not to hurt other creatures, to share – not to be greedy. Then why do you go out and do the things you tell us not to do?

Do not forget why you are attending these conferences, you are doing this for your own children. You are deciding what kind of a world we will grow up in.

Parents should be able to comfort their children by saying, "Everything is going to be alright. It's not the end of the world. We are doing the best we can." But I don't think you can say that to us anymore. Are we even on your list of priorities?

My dad always says, "You are what you do, not what you say." Well, what you do makes me cry at night. You grown-ups say you love us. I challenge you, please, make your actions reflect your words. Thank you for listening.

*source: <http://criticaldocs.wordpress.com>*

### **I. Answer the following questions:**

1. What kind of life does Suzuki want for herself and for all the children of the world?
2. What advice does Suzuki give to the adults?
3. "I wonder if they will even exist for my children to see." Why does the speaker say so?
4. My dad always says, "You are what you do, not what you say."
  - a. Who said these words?
  - b. Who did the speaker say these words to? What do they mean?
5. What is Suzuki's speech about?