

UNIT- EIGHT

1. **TITLE** : **LUTHER BURBANK**
2. **VALUE** : Mother Earth: It was only after man learned to grow food that he settled in a place and thought of the different aspects of civilized life. Man owes a number of things to the earth. It is in our hands to make the best use of this precious gift of god, the earth.
3. **GIST OF THE LESSON:** The present lesson is about Luther Burbank, a famous plant breeder. He was a man of ambition and wanted to grow and graft varieties of fruits and vegetables. Born in 1849, Burbank was attracted by the wonders of Nature. He grew high quality vegetables. He produced a new variety of seed of potato. For more than half a century, he carried out his experiments. He collected a number of domestic and foreign plants and grew them in different climatic conditions. He made a detailed study on them. He was successful in producing a white black-berry. To get this final product he had collected and tested more than 65000 berry bushes for years. He could get 526 different varieties of apples on the same tree. He used grafting to get fruits quickly and in large quantity. He has 73 new flowers to his credit.
4. **VOCABULARY:**
Note the pronunciation of some of the words in this lesson.
desert: (a dry place) / de /, [desert /di/ means ‘abandon’]
cactus : (singular) , cacti (plural) / KæKtaI /
miracle : / ð /
livestock: / laivstock/
potato : / poteito/

COLLOCATE WORDS

Collocate words are those words often used together in a language.

‘STRONG’ and ‘POWERFUL’ almost mean the same. But with the word ‘tea’ we use ‘strong’ and not ‘powerful’. So we can say that ‘strong’ and ‘tea’ are collocates.

Look at the following collocates.

Start = begin

We start a car. We begin a day’s work.

Holy = sacred

Holy day. Sacred heart.

Many = much

Many boys. Much water

More examples:

Beautiful girls. Handsome boys

Lengthy meeting. Long river

Burst into laughter. Blow up a balloon

ACTIVITIES ON L,S,R,W:

Listening: Diphthongs

Listen to the following words and notice the vowels in them.

go, so, show, no, low, row, brow, bow, throw, shone, tone, snow, goal, flow, **Read**

Read the following words:

how, now, cow, about, shout, cloud, scout, stout, house, mouse,

Note all the above words have a glide in vowels. i.e. there are two vowels in each word and they begin with one vowel and then glide to another. Such vowel gliders are called diphthongs. English has eight diphthongs. Here we notice the /eu/ and the /au/ diphthongs.

Read the following words with the above mentioned diphthongs and let the students group them into two.

post, mouth, cold, gold, about, grow, slow, bowl, cloudy, thousand, how, go, told, coat, oh! , sports, so, out

Activity 1.

Fill the buckets:

Look at the chart. Read the words and fill the buckets with the appropriate words

no	stout	mouth	ago	about	show	gold
round	throw	foe	load	cold	mould	bowl
note	boat	gold	row	so	out	ounce
before	house	report	compound	only	fold	post
hope	old	blouse	browse	Oh!	bold	bold



/eu/



/au/

Speaking: Asking for one's opinion.

While asking for one's opinions or while giving our opinions, we use some expressions like the following.

What's your opinion about my purchasing that land?

Don't you think it's wise to cancel the picnic?

In my opinion, it's better to leave the place.

If you ask me, you should admit him to a hospital.

Do you have any comments on my joining this college?

Personally, I feel it's not good.

Could you please tell me which one should I prefer?

Note the italicized words. While presenting one's opinions, or asking for other's opinions, one uses such phrases as the above.

Reading: In this lesson, the task for Reading is to read a passage and find out the important points in the paragraph. Similarly, transcoding task is there.

A table with different contents will be presented and based on these contents; one has to answer the questions.

Again, another activity is to read a short paragraph, preferably a newspaper cutting and to get into the gist of the text.

e.g.: Read the following passage.

Man wants to grow more and more food to meet the needs of growing population. So he destroys forests to increase the agriculture land. He wants to build more houses. Again he clears forests for this. Roads and industries also need land and they too clear forests. Naturally, forest area gets reduced year by year. The results are very much shocking. We cannot get enough clean air to breathe. Animals lose their homes and food. They try to enter villages in search of food. Some ferocious animals become a menace to the villagers. Man tries to kill these animals.

Now try to answer the following question:

Forests decrease year by year because:

- a.
- b.
- c.
- d.

Writing: Writing a profile.

Activity: Interview a boy or a girl and collect information about him or her, and note down the points. Later, you prepare his or her profile.

The following questions will help you to conduct the interview. Some more questions may be added.

- a. What is your name?
- b. How old are you?
- c. What is your father?
- d. Where is your house?
- e. What is your mother?
- f. How many brothers and sisters do you have?
- g. In which school are you studying?
- h. In which class are you studying?
- i. What is your hobby?
- j. What is your ambition?

The received answers may be in a word, a phrase or a sentence.

A profile can be prepared as:

Dhanush is my friend. He is 13. His father is a merchant.
.....
.....
.....

Write a paragraph using the following outline:

A hare and a turtle friends.....arranged a race.....goal
decided.....started.....hare reached half way...tired...looked
back.....no sign of the hare.....decided to rest.....fell
asleep.....turtle reached the goal.

Collect as many proverbs and wise saying as possible. Try to get the meanings of the following proverbs:

1. Make hay when the sun shines.
- b. Watch your watch and the watch will watch you.
- c. Pen is mightier than the sword.

Grammar: In this lesson the grammar item to be mastered is the Passive Voice.

Activity 1.

An activity can be conducted. How to prepare lemon Sharbath?

We want to prepare three cups of Sharbath. What are the steps?

A good lemon is selected. It is cut into two halves. The seeds are removed. The pieces of the lemon are squeezed. The juice is collected in a cup. A jug is taken. Three cups of water is poured into it. The lemon juice is added to it. Six spoons of sugar is added to it. The mixture is stirred well. The Sharbath is ready to be served.

Activity 2.

Make meaningful sentences from the following table.

One is done for you:

Radio was invented by Marconi.

Guttenberg	radio
Wright Brothers	dynamo
Marconi	printing machine
Alexander Fleming	airplane
John Beard	penicillin
Michael Faraday	television

Activity 3.

Match the name of the writers given in the first column with their works given in the second column. Make sentences using the following table: One is done for you.

Hamlet was written by Shakespeare.

Shakespeare	Geetanjali
Dr. Karanth	Paradise Lost
Kalidasa	The Ramayana
Milton	Mahabharata
Marlowe	Shakuntala
Tagore	Hamlet
Valmiki	Dr. Faustus
Vyasa	Bettada Jiva

Activity 4:

The picture of a hill with a road winding all the way up is shown.

Let us see how the road was made. Look at the clues and answer.

a. prepare a plan b. mark route c. cut trees d. brought bull dozers e. made road

1. A detailed plan was prepared.

2.

3.

4.

5.

Activity 4: CHASE HIM

Aim : To Develop Vocabulary.

Students required : All the students divided into two groups.

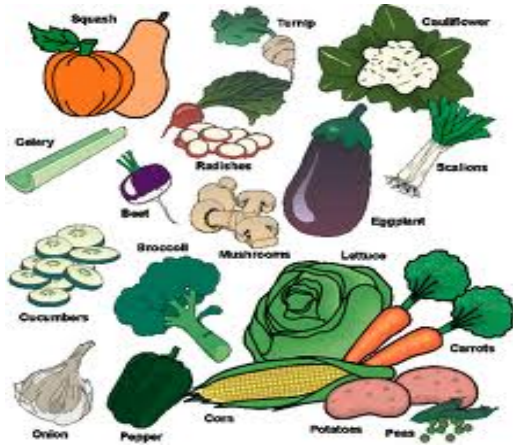
Time required : Ten minutes

Materials required : Black board and pieces of chalk.

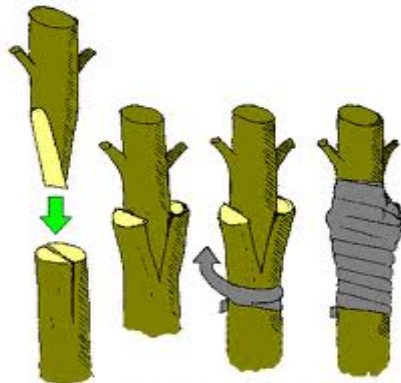
Method: Two groups of students stand in lines facing the black board. The first boy in each group runs to the black board. The boy from the group 1 writes the name of a flower and the boy from the group 2 writes the name of a vegetable. Immediately the next two boys run to the black board and do the same thing but the names beginning with the last letter of the names written by the previous boys. The game continues.

8. T.L.Ms to be used to develop the lesson:

- Pictures of different vegetables and fruits. Let the students try to name the fruits and vegetables shown in the pictures.

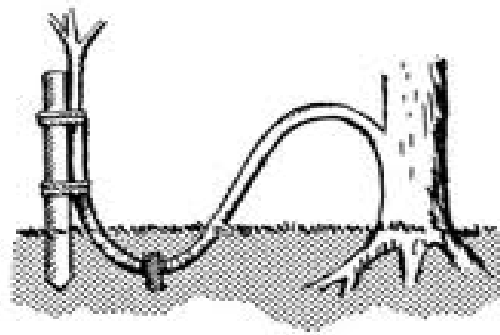


- Picture of grafting and layering. Look at the figures and see how grafting and layering are done.



CLEFT (OR TOP WEDGE) GRAFT

GRAFTING



LAYERING

PASSIVE VOICE TABLE

1. PRESENT TENSE:

[Note: Usually, we do not give sentences in the present simple tense for transformation into Passive Voice. This is because; such Passive Voice sentences differ in meaning. But for the examination purposes, the following tables will tell you how to transform.]

1. Present Simple:

<u>ACTIVE</u>	<u>PASSIVE</u>
I eat a banana	A banana is eaten by me
I eat bananas	Bananas are eaten by me
We eat a banana	A banana is eaten by us
We eat bananas	Bananas are eaten by us
You eat a banana	A banana is eaten by you
You eat bananas	Bananas are eaten by you
He/She/It eats a banana	A banana is eaten by him/her/it
He/She/It eats a banana	Bananas are eaten by him/her/it
They eat a banana	A banana is eaten by them
They eat bananas	Bananas are eaten by them

2. Present Continuous:

<u>ACTIVE</u>	<u>PASSIVE</u>
I am eating a banana	A banana is being eaten by me
I am eating bananas	Bananas are being eaten by us
We are eating a banana	A banana is being eaten by us
We are eating bananas	Bananas are being eaten by us
You are eating a banana	A banana is being eaten by you
You are eating bananas	Bananas are being eaten by you
He/She/It is eating a banana	A banana is being eaten by him/her/it
He/She/It is eating bananas	Bananas are being eaten by him/her/it
They are eating a banana	A banana is being eaten by them
They are eating bananas	Bananas are being eaten by them

ACTIVE**PASSIVE**

I have eaten a banana	A banana has been eaten by me
I have eaten bananas	Bananas have been eaten by me
We have eaten a banana	A banana has been eaten by us
We have eaten bananas	Bananas have been eaten by us
You have eaten a banana	A banana has been eaten by you
You have eaten bananas	Bananas have been eaten by you
He/She/It has eaten a banana	A banana has been eaten by him/her/it
He/She/It has eaten bananas	Bananas have been eaten by him/her/it
They have eaten a banana	A banana has been eaten by them
They have eaten bananas	Bananas have been eaten by them

4. Present Perfect Continuous

ACTIVE**PASSIVE**

I have been eating a banana	*****
I have been eating bananas	*****
We have eaten a banana	*****
We have been eating bananas	*****
You have been eating a banana	*****
You have been eating bananas	*****
He/She/it has been eating a banana	*****
He/She/it has been eating bananas	*****
They have been eating a banana	*****
They have been eating bananas	*****

2. PAST TENSE

1. Past Simple

<u>ACTIVE</u>	<u>PASSIVE</u>
I ate a banana	A banana was eaten by me
I ate bananas	Bananas were eaten by me
We ate a banana	A banana was eaten by us
We ate bananas	Bananas were eaten by us
You ate a banana	A banana was eaten by you
You ate bananas	Bananas were eaten by you
He/She/It ate a banana	A banana was eaten by him/her/it
He/She/ It ate a bananas	Bananas were eaten by him/her/it
They ate a banana	A banana was eaten by them
They ate bananas	Bananas were eaten by them

2. Past Continuous

<u>ACTIVE</u>	<u>PASSIVE</u>
I was eating a banana	A banana was being eaten by me
I was eating bananas	Bananas were being eaten by me
We were eating a banana	A banana was being eaten by us
We were eating bananas	Bananas were being eaten by us
You were eating a banana	A banana was being eaten by you
You were eating bananas	Bananas were being eaten by you
He/She/It was eating a banana	A banana was being eaten by him/her/it
He/She/It was eating bananas	Bananas were being eaten by him/her/it
They were eating a banana	A banana was being eaten by them
They were eating bananas	Bananas were being eaten by them

3. Past Perfect

ACTIVE

PASSIVE

I had eaten a banana	A banana had been eaten by me
I had eaten bananas	Bananas had been eaten by me
We had eaten a banana	A banana had been eaten by us
We had eaten bananas	Bananas had been eaten by us
You had eaten a banana	A banana had been eaten by you
You had eaten bananas	Bananas had been eaten by you
He/She/It had eaten a banana	A banana had been eaten by him/her/it
He/She/It had eaten bananas	Bananas had been eaten by him/her/it
They had eaten a banana	A banana had been eaten by them
They had eaten bananas	Bananas had been eaten by them

4. Past Perfect

ACTIVE

PASSIVE

I had been eating a banana	*****
I had been eating bananas	*****
We had been eating a banana	*****
We had been eating bananas	*****
You had been eating a banana	*****
You had been eating bananas	*****
He/She/it had been eating a banana	*****
He/She/It had been eating bananas	*****
They had been eating a banana	*****
They had been eating bananas	*****

FUTURE (with 'will')

1. Future Simple

ACTIVE

PASSIVE

I will eat a banana	A banana will be eaten by me
I will eat bananas	Bananas will be eaten by me
We will eat a banana	A banana will be eaten by us
We will eat bananas	Bananas will be eaten by us
You will eat a banana	A banana will be eaten by you
You will eat bananas	Bananas will be eaten by you
He/She/It will eat a banana	A banana will be eaten by him/her/it
He/She/It will eat bananas	Bananas will be eaten by him/her/it
They will eat a banana	A banana will be eaten by them
They will eat a bananas	Bananas will be eaten by them

2. Future Continuous

ACTIVE

PASSIVE

I will be eating a banana	*****
I will be eating bananas	*****
We will be eating a banana	*****
We will be eating bananas	*****
You will be eating a banana	*****
You will be eating bananas	*****
He/She/It will be eating a banana	*****
He/She/It will be eating bananas	*****
They will be eating a banana	*****
They will be eating bananas	*****

3. Future Perfect

ACTIVE

PASSIVE

I will have eaten a banana	A banana will have been eaten by me
I will have eaten bananas	Bananas will have been eaten by me
We will have eaten a banana	A banana will have been eaten by us
We will have eaten bananas	Bananas will have been eaten by us
You will have eaten a banana	A banana will have been eaten by you
You will have eaten bananas	Bananas will have been eaten by you
He/She/It will have eaten a banana	A banana will have been eaten by him/her/it
He/She/It will have eaten bananas	Bananas will have been eaten by him/her/it
They will have eaten a banana	A banana will have been eaten by them
They will have eaten bananas	Bananas will have been eaten by them

4. Future Perfect Continuous

ACTIVE

PASSIVE

I will have been eating a banana	*****
I will have been eating bananas	*****
We will have been eating a banana	*****
We will have been eating bananas	*****
You will have been eating a banana	*****
You will have been eating bananas	*****
He/She/It will have been eating a banana	*****
He/she/it will have been eating bananas	*****
They will have been eating a banana	*****
They will have been eating bananas	*****