

4.1

Sleep, My Treasure



Sleep, sleep, my treasure,
The long day's pleasure
Has tired the birds, to their nests they creep;
The garden still is
Alight with lilies,
But all the daisies are fast asleep.

Sleep, sleep, my darling,
Dawn wakes the starling,
The sparrow stirs when he sees day break;
But all the meadow
Is wrapped in shadow,
And you must sleep till the daisies wake!

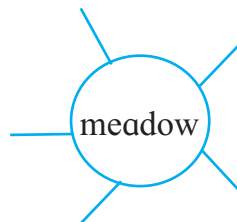
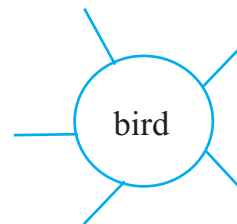
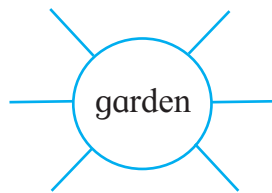
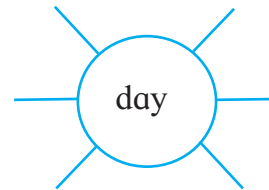
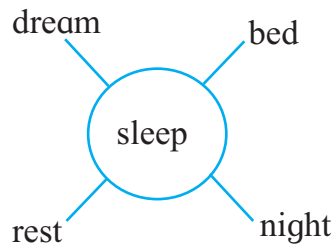


- E. Nesbit

POINTERS

1. Answer the following questions :
 - (a) Who is the speaker in the poem?
 - (b) To whom is the poem addressed?
 - (c) What time is being described in the poem?
 - (d) Name the white and bright things mentioned in the poem.
2. Guess the meaning of the following from the context.
 - (a) The garden still is alight with lilies.
 - (b) Dawn wakes the starling.
 - (c) The meadow is wrapped in shadow.
3. What is your favourite time of the day? Describe it in detail.
4. Visit a library : Find and read stories and poems written by Edith Nesbit.

5. Draw word webs for the following. Begin with the given word and go on writing as many other words associated with it, as you can. Use these words to write other related words to form a word web.



6. An activity : Speak fast, think faster !

Form groups of 4-6. Discuss each of the following topics. Then each person in the group should choose a topic and speak about it for one minute. Try to say as many sentences as you can in that time.

- (a) What may happen ...

‘I may study ... A bird may fly into the classroom. The Principal may call me ... It may rain ... A dog may chase a cat ... A king may lose his kingdom ... My friend may give me a story book to read ... Mother may make idlis today ...’ etc.

- (b) What is not likely to happen or will never happen ...

‘It won’t rain in the classroom ... I won’t ever see a live dinosaur ... The sun will never set in the east ...’ etc.

- (c) Imagine you are watching a scene. For example, someone learning to ride a bicycle; or a cricket match. Give a running commentary on what you see.

‘Monu is sitting on the bicycle. It has side wheels. Monu tries to push the pedal down - No - he stops. His uncle holds the seat in one hand and the handle in the other hand. He says, ‘Come on, Monu’ ... etc.

For the Teacher : Allow students to speak on their own, using their own ideas. The objective here is fluency, good speed and giving scope to the students’ creative thinking. Later on, draw their attention to modal verbs like ‘may’, ‘will’, ‘should’, etc.