

6

UNIT

The Value of Time

Learning Outcomes:

By the end of this unit students will:

- Engage in extended discussions.
- Examine how an author develops and contrasts the points of view of different characters or narrators in a text.
- Critique the plot development with respect to different aspects of the story.
- Examine the particular elements of a story or drama (e.g., how the setting shapes the characters or plot).
- Examine stages of plot development in a fictional text. (exposition, setting, climax, character development, resolution)
- Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- Apply editing and proofreading skills to a wide range of texts and contexts.
- Apply the techniques of writing the first draft with sufficient details, proofreading and editing to suit the purpose and audience.
- Write and critique (self/peer-checking) the final draft after editing and proofreading. Ensure that the topic sentence of each paragraph contains the main idea of the essay/piece of writing and also that each paragraph develops the idea of its topic sentence. Use the technique of hook, and lead-in sentences to develop the flow of thought.



Brainstorming Activity

- Brainstorm and list your daily activities and estimate the time spent on each.

Daily Routine	Daily Activities	Time
Morning Routine	<ul style="list-style-type: none"> • Waking up and getting ready • Eating breakfast: 20 minutes • _____ • _____ 	<ul style="list-style-type: none"> • 30 minutes • _____ • _____ • _____
School	<ul style="list-style-type: none"> • Attending classes • Lunch break • _____ • _____ 	<ul style="list-style-type: none"> • _____ • _____ • _____



After School	<ul style="list-style-type: none">• Lunch• Homework• Extracurricular activities (e.g., sports practice)• Free time (e.g., watching TV, playing video games)• Dinner• _____• _____	<ul style="list-style-type: none">• _____• _____• _____• _____• _____• _____
Evening Routine	<ul style="list-style-type: none">• Family time• Reading or before sleeping activities• Getting ready for bed• Sleeping time• _____• _____	<ul style="list-style-type: none">• _____• _____• _____• _____• _____• _____

Questions:

- Looking at your list, do you think you spend too much or too little time on any activities?
- Are there any activities you would like to spend more time on?
- What can you change in your daily routine to manage your time better?



For the Teacher:

- Help students become aware of how they currently manage their time. This activity will help students visualize how they spend their time and encourage them to think about how they can improve their time management skills.

1. Taseer was well known for his cheerful nature and kind-heartedness. He was adored by all but despite these admirable qualities, he had one flaw, and that was his time management. He was terrible at managing his time.

2. Taseer often found himself procrastinating. He used to spend hours engrossed in video games, chatting with friends, and daydreaming, all while his schoolwork and chores piled up. Despite his good intentions, he always seemed to run out of time, leading to rushed

Who is the main character of the story and what are his positive qualities?



assignments and incomplete tasks. His teachers were greatly concerned about him, and his parents were also **perpetually** worried, but Taseer wasn't ready to change his ways at all.

3. One day, his grandfather, who was a wise old man, noticed his struggle. He decided to impart a valuable lesson. He specially invited Taseer to his house.

How did Taseer's teachers and parents feel about his time management issues?

4. Taseer was warmly greeted by his grandfather. He led him to the kitchen table. There was an empty glass jar and a basket filled with big rocks, pebbles, and sand. Taseer looked **intrigued**.



5. "Taseer, I want you to fill this jar with everything in the basket," his grandfather instructed. Taseer eagerly began by pouring the sand into the jar, followed by the pebbles. When he tried to fit the big rocks in, they wouldn't fit. Taseer frowned and looked at his grandfather. He was puzzled.



6. "Let me show you something," his grandfather replied with a smile. He emptied the jar and **methodically** placed the large rocks inside first. Later, he added the pebbles, which fit in the spaces between the rocks. Finally, he poured the sand, which filled the gaps left by the pebbles. To Taseer's amazement, everything fitted perfectly.

7. "Taseer, this jar represents you and your time," his grandfather **elucidated**. "The big rocks are the **significant** things in your life, like your schoolwork, family, and health. The pebbles are other priorities, like your hobbies and friendships. The sand represents the small, trivial things. If you fill your time with the small stuff first, you'll never have room for the important things. But if you prioritise the big rocks, everything else will find its proper place."

What was the lesson that Taseer's grandfather taught him using the jar, rocks, pebbles, and sand?



8. He told Taseer to understand the value of time. He also advised **prioritising** his tasks and focusing on what's truly important. He helped him make a schedule, setting aside time for his schoolwork, chores, and family activities. The grandfather also allocated time for his hobbies and relaxation but only after the big tasks had been completed.

9. At first, it was challenging for Taseer. He was putting off important tasks and indulging in immediate **gratification**. However, with practice and determination, he started to see improvements. He felt more in control of his time and less stressed about deadlines. His grades improved, and he had more time to spend with his family and friends.

10. One day, Taseer's teacher asked him to share his secret of managing his time so well. Taseer proudly told the story of the jar, rocks, pebbles, and the sand. His classmates listened intently, and many of them decided to try the same approach themselves.

11. Taseer's newfound time management skills also had a positive impact on his relationships. His parents were proud of his progress, and his friends appreciated that he was more reliable. Taseer learnt that by prioritising the important things in life, he was not only achieving more and more but also living a balanced and fulfilling life.

12. From that day on, Taseer remembered his grandfather's wise words and the lesson of the jar. He became a master of time management, and the lesson he learnt continued to guide him through the rest of his life. He grew up to be a successful and happy individual, always making time for what truly mattered.

13. And so, Taseer's story became a **cherished** tale, reminding everyone of the importance of managing time wisely and prioritising the things that truly matter.

Theme

Through the development and contrast of different characters' perspectives in the story, the author effectively explores themes of responsibility, growth, and the importance of time management. Each character's viewpoint contributes to the narrative's depth, providing the readers with a comprehensive understanding of the challenges and lessons faced by Taseer as he learns to prioritise and manage his time effectively.

Glossary:

Words

perpetually
intrigued

Meanings

constantly
fascinate



Words	Meanings
methodically	in a systematic manner
elucidated	made something clear
gratification	pleasure
reliability	trustworthy or performing consistently well
content	peaceful happiness
cherished	protect and care for someone lovingly
prioritising	more important
significant	noteworthy
fulfillment	satisfaction or happiness

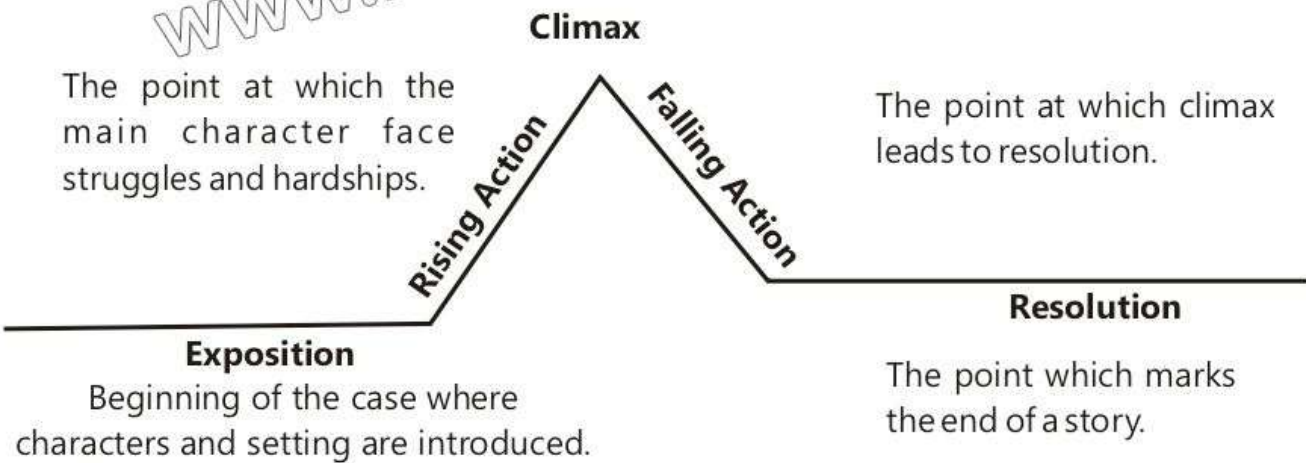
Comprehension

A. Answer the following questions:

1. How would Taseer waste his time before he visited his grandfather?
2. In what way did the poor time management affect Taseer's performance?
3. How did Taseer fill the jar?
4. Why did his grandfather decide to help Taseer?
5. What is the impact of accurate time management on Taseer's performance?

Plot Development Review

A. Look at the diagram of plot development and discuss how the plot elements contribute to the overall theme and message of the story.



For the Teacher:

- Students will be asked to describe the story in their own words.
- Help them summarize the main points of the story.
- Help students understand the theme and main idea of the lesson.
- Form students' groups and have a group discussion on these questions.

Exposition:

- What do we learn about Taseer's character and his struggle with time management at the beginning of the story? Why is this important for understanding the plot?

Rising Action:

- How does Taseer's grandfather's lesson with the jar and rocks build tension and lead to a turning point in the story?

Climax:

- What is the most exciting or crucial moment in Taseer's journey towards better time management? How does this moment change his perspective?

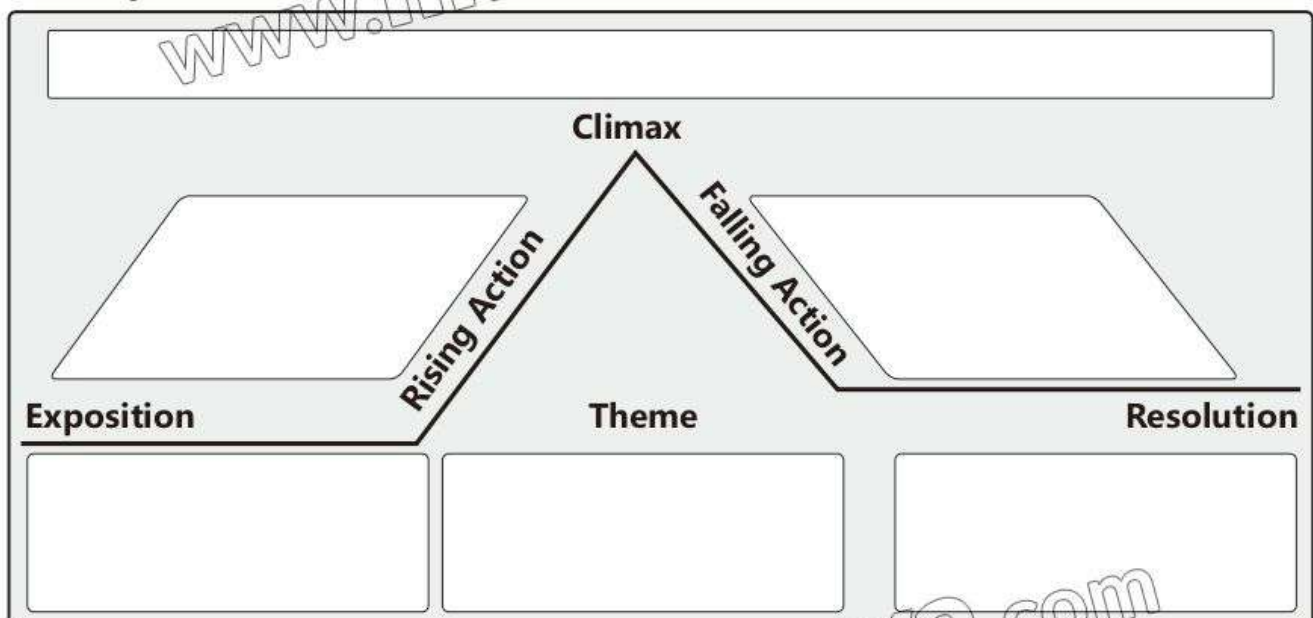
Falling Action:

- What steps does Taseer take to improve his time management skills after learning from his grandfather? How does this affect his daily life?

Resolution:

- How does the story of Taseer conclude? What does Taseer learn by the end, and how does it impact his relationships and responsibilities?

B. Fill in the plot development diagram, based on the above-mentioned questions.



Plot Diagram



For the Teacher:

- Form students' groups and give each group a plot element to write according to the suggested questions.

Vocabulary

A. Explain the meanings of the highlighted words given below.

- Taseer often found himself **procrastinating**.
- He decided to **impart** a valuable lesson.
- Taseer **eagerly** began by pouring the sand into the jar, followed by the pebbles.
- His classmates listened **intently**, and many of them decided to try the same **approach** themselves.
- With practice and **determination**, he started to see improvements.
- Taseer's newfound time management skills had a positive **impact** on his relationships also.

Working with words

B. Consult a thesaurus and find the synonyms of these words. Use them in your sentences.

engrossed admirable frowned amazement

allocated impact cherished

C. Use a dictionary to change the following nouns to adjectives. The first one is done for you.

nature — natural

management

struggle

gratification

expression

reaction

presence

lesson

progress

Grammar

Conjunctions

A **Conjunction** is a word that **joins** together words, phrases or clauses to make them more compact. There are many conjunctions in the English language, but the main two types are the co-ordinating conjunctions and the subordinating conjunctions.

Examples:

- Sarah **and** I visited Murree last weekend.
- Do you have a rough notebook **or** a rough sheet of paper?



For the Teacher:

- Ask students to use a dictionary to find out the meanings of difficult words. Help them in making sentences and finding the correct words' meanings.

- c. I did not go to work today **because** I was not keeping well.
- d. She did not like the food **but** she ate it.
- e. I will be leaving tomorrow **so** I am trying to finish all the pending assignments.

Classes of Conjunctions

Conjunctions are categorized into three classes.

1. Co-ordinating Conjunctions

A **Co-ordinating Conjunction** joins together clauses of equal ranks. The chief Co-ordinating Conjunctions are **for, and, nor, but, or, yet, so**. These seven co-ordinating conjunctions can be remembered by using the acronym 'FANBOYS'.

Example:

- a. Birds fly **and** fish swim.

The sentence contains two **independent** statements or two statements of *equal rank* or importance. Hence the conjunction joining together these two statements or clauses of **equal rank** is called a **Co-ordinating Conjunction**.

2. Subordinating Conjunctions

A **Subordinating Conjunction** joins an independent clause to a dependent clause. The chief Subordinating Conjunctions are **after, because, if, that, though, although, till, before, unless, as, when, where, while**, etc.

Example:

- a. He ran away **because** he was afraid.

The sentence contains two statements or clauses one of which, '**because** he was afraid', is *dependent* on the other. Hence the conjunction introducing the **dependent** or **subordinate** clause is called a **Subordinating Conjunction**.

3. Correlative Conjunctions

These are a kind of tag-team conjunctions. They come in pairs and they are used in different places. Correlative Conjunctions include either/or, neither/nor, not only/but also, whether/or, not/but, etc.

Examples:

- a. I **either** want an apple **or** an orange.
- b. Akram **neither** likes tea **nor** coffee.

A. Fill in the blanks with appropriate co-ordinating conjunctions.

- I wanted to go for a walk, _____ it started raining.
- She likes both burger _____ pizza.



For the Teacher:

- Brainstorm the concept of conjunction. Ask students to share examples of conjunction from their daily life and help them in making sentences.

3. You can have *nihari* ____ pasta, but not both.

4. He studied hard ____ he could pass the exam.

5. They were tired ____ they kept working.

6. Saleem prepared well ____ the interview.

B. Fill in the blanks with appropriate subordinating and correlative conjunctions.

1. He didn't submit the homework ____ he wasted time in playing games.

2. She likes ____ tea ____ juices in the morning.

3. Asia didn't pass the exam ____ she didn't studies enough.

4. ____ he was tired, he stayed up late to finish his work.

5. ____ you work hard ____ you won't complete the test.

6. He is ____ intelligent ____ hardworking.

Transition words/devices

Transition words are the words or the phrases that connect ideas within sentences, paragraphs, or sections of a piece of writing. They help to establish relationships between different parts of the text, making the writing more cohesive and organized.

Examples:

- He loves cooking; **additionally**, he enjoys baking also.
- **Furthermore**, she explained the main points in detail.
- **In addition**, I would like to discuss another problem.
- She enjoyed the book; **likewise**, she found it quite engaging.
- The weather was bad; **therefore**, the flight was delayed.
- **Moreover**, he was also responsible for organizing the event.
- She loves to travel; **consequently**, she saves money.
- He studied hard; **as a result**, he passed the exam.
- **On the other hand**, some people prefer cold weather to hot weather.
- She loves swimming; **in contrast**, her sister prefers hiking.

A. Fill in the blanks with appropriate conjunctions "and," "but," "or," "so" to complete each sentence correctly.

1. She likes tea ____ coffee.

2. He went to the store ____ bought some milk.

3. They played outside ____ it started raining.

4. It was late, ____ they decided to leave early.

5. She enjoys reading novels ____ watching video lectures.

6. He is not tall ____ short.

7. They will visit the museum ____ the zoo.

B. Use these transition words in your own sentences.

moreover, meanwhile, therefore, in addition, furthermore

C. Rewrite each sentence using a different conjunction to convey a similar meaning:

- **He will go to the beach if the weather is nice.**

Rewrite: He will go to the beach provided that the weather is nice.

- She likes coffee, but she doesn't like tea.

-
- They went for a walk because the weather was nice.

-
- Not only does he study, but he also plays sports.

-
- They went skiing since there was fresh snow on the slopes.

-
- He is both a talented musician and skilled painter.
-

Oral Communication Skills



Task Time!

Divide the students in groups and assign them a question from the ones given below.

The students will prepare the responses and share with the class.

A. These questions are more challenging and discussion based:

- a) How would Taseer's story have changed if his grandfather had not intervened with the lesson on time management?
- b) In what ways does the analogy of the jar, rocks, pebbles, and sand reflect the broader concept of setting life priorities beyond time management?
- c) Can the concept of prioritising 'big rocks' over 'pebbles' and 'sand' be limited or problematic in certain situations? If so, how?

Writing Skills

A. Read and recall the elements of a story given below. Then, use these elements to write your own story.

Elements of a Story

1. **Setting:** The time and place where the story happens.
2. **Characters:** The people, animals, or creatures in the story.
3. **Plot:** The sequence of events that make up the story.

- **Beginning:** Introduce the characters and setting.
 - **Middle:** Present a problem or a challenge.
 - **End:** Show how the problem or the challenge is resolved.
4. **Conflict:** The problem or the challenge that the characters face.
 5. **Resolution:** How the conflict is resolved.
 6. **Theme:** The main message or the lesson of the story.

Step-by-Step Story Writing

1. Brainstorming

- **Setting:** Where and when does your story take place?

-
- **Characters:** Who are the main characters in your story? Describe them.
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2. Planning Your Plot

- **Beginning:** Introduce your characters and setting.

-
- **Middle:** Describe the conflict or the problem your characters face.
-

- **End:** Explain how the problem is resolved.
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3. Writing Your Story

Now, use your brainstorming and planning to write your story in your own notebook.

4. Reviewing Your Story

Check your story for the following:

- Did you describe the setting clearly?
- Did you introduce the main characters?
- Is there a clear conflict or a problem?
- Did you explain how the conflict is resolved?
- Is there a theme or a lesson in your story?

Creative Writing

Write a story about an unexpected friendship between two characters from different backgrounds. Use vocabulary words such as "diverse," "bond," "cohesion," and "harmony" to illustrate how they overcome the initial differences and form a meaningful connection.

- After completing the final draft, review it carefully.
- Ensure that each paragraph contributes logically to the overall story.
- Revise where needed to strengthen transitions between paragraphs and ensure a cohesive flow of ideas from start to finish.