

7 UNIT

If

Learning Outcomes:

By the end of this unit students will:

- Respond to text through oral discussion, telling short stories and acting plays.
- Demonstrate attentive listening' skills to respond orally with standard pronunciation and intonation.
- Discuss how authors use language, including figurative language, considering the impact on the reader. Discuss their own understanding of the above critically.
- Make recommendations and develop an interest in fiction and poetry.
- Provide an objective summary of fiction and poetry texts.
- Use pre-reading and while-reading strategies to analyse and explore different layers of meaning within texts including biases and opinions.
- Read and use inference and deduction to recognise implicit meaning (e.g. look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively.
- Link new facts, terms, and concepts with prior knowledge.
- Choose words and phrases for effect.
- Read, view and analyse a variety of readings grade-appropriate and high-interest books and texts from print and non-print sources: Poetry (free verse, narrative and rhythmic)
- Acquire and use appropriate words and phrases for reading, writing, speaking, and listening; independently gather vocabulary when considering a word or phrase important for comprehension or expression.
- Examine and interpret the use of conjunctions and transitional devices in speech and writing for effective communication.
- Recognize and use subordinating conjunctions to connect independent clause/s to dependent clause/, e.g., He could not attend the meeting because he was sick.
- Recognize and use correlative conjunctions including pairs such as both/and, either/or, neither/nor, not/but and not only/but also, etc.
- Use paraphrasing skills to paraphrase a poem.



Brainstorming Activity

- Discuss with your peers the qualities you think are important for maintaining integrity and resilience in difficult situations.
- Predict the themes of the poem based on your discussion.

If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise:

If you can dream—and not make dreams your
master;
If you can think—and not make thoughts your aim;
If you can meet with Triumph and Disaster
And treat those two impostors just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
And stoop and build 'em up with worn-out tools:

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: 'Hold on!'

If you can talk with crowds and keep your virtue,
Or walk with Kings—nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And—which is more—you'll be a Man, my son!



How will you handle the situation if you face success and failure in your life?

by Rudyard Kipling

Glossary:

Words	Meanings
Triumph	a great victory or achievement
Democratic	(of a country, state, system, etc.) controlled by representatives who are elected by the people of a country
Sinew	a strong band of tissue in the body that joins a muscle to a bone
imposter	a person who pretends to be someone else to trick people
knave	an unprincipled, untrustworthy, or dishonest person
stoop	to stand or walk with your head and shoulders bent forwards
virtue	the quality of being morally good

Reading and Critical Thinking

Comprehension

A. Answer the following questions:

1. According to the poet, how one should respond to criticism and blame?
2. What quality does the poem emphasize in handling doubt and self-trust?
3. How should one approach wait and falsehoods, according to the poem?
4. What advice does the poem give about dreams and aspirations?
5. How should a person handle twisted truths and personal losses?
6. What does the poem suggest about resilience and rebuilding after setbacks?
7. According to the poem, how should one persist in difficult times?
8. What is the message of the poem regarding integrity and humility in life?

Summary

A **summary** is a concise paragraph that discusses a text or poem. It explains the poem's central idea. Remember that, summary is a short paragraph covering the whole theme of the text.

Rules for Summary

- Read the text/poem.



For the Teacher:

- Encourage your students to incorporate the glossary terms into their own phrases. Assist them in locating the responses to the given questions based on the poetry.

- Underline the keywords and also find their synonyms.
- Understand the theme of the poem/text.
- Now write a concise paragraph by adding synonyms of keywords and also adding new words related to the text/poem.

Here is a summary of the poem 'Stopping by Woods on a Snowy Evening'.

In "Stopping by Woods on a Snowy Evening," the speaker describes stopping by a peaceful forest during his journey on a snowy evening. The forest is serene and covered in snow, creating a tranquil and beautiful scene. The speaker pauses to take in the quietness and the beauty of the woods, which belong to someone who lives in the village. His horse is puzzled by the stop, as it's unusual to pause in the middle of nowhere without any farmhouse nearby. The only sound breaking the silence is the soft jingling of the horse's harness bells. The speaker is captivated by the allure of the snowy woods, finding solace and calmness in the peaceful atmosphere. However, as much as he is drawn to the tranquility of the woods, he remembers his obligations and promises that await him. He acknowledges that he cannot linger in the woods, as he still has a long journey ahead of him before he can rest.

Contextual Clue

A **contextual clue** is a piece of information or detail within a text that helps the reader understand the meaning of a word, phrase, or passage. Contextual clues can be found in the sentences surrounding the unfamiliar word or concept and can include definitions, examples, restatements, or descriptions that clarify its meaning.

*If you can dream—**and not make dreams your master**
 If you can think—and not make thoughts your aim;
 If you can meet with Triumph and Disaster
 And treat those two impostors just the same;*

The words "not make dreams your master" in the first line of the stanza, may not make sense at first. The significance of the stanza is revealed by its context, which



For the Teacher:

- Ask students to define figurative devices with different examples. Help the students in finding the contextual clues from the poem.

stresses the need of keeping control over one's goals and refusing to let them rule one's life. The poem makes the point that, although having aspirations and desires is vital, it's also critical to be grounded and realistic while working toward those goals.

Find out a few contextual clues from the poem 'If'.

Vocabulary

Figurative Language

Simile

A **simile** is a figure of speech that compares two different things using the words "like" or "as" to show a similarity between them.

- Her smile was as bright as the sun.
- He ran like the wind.
- The water was as cold as ice.
- The car moved as slow as a snail.



Recommendation!

Use different figurative devices to make your fiction and poems more interesting.

Personification

A **personification** is a figure of speech where human characteristics are given to animals, objects, or ideas.

- The car groaned as it climbed the steep hill.
- The thunder grumbled angrily in the distance.
- The leaves waved goodbye as they fell from the tree.
- The alarm clock screamed at me.

Metaphor

A **metaphor** is a figure of speech that describes an object or action as something it is not, directly comparing two unlike things without using "like" or "as".

- Arham is a walking encyclopedia.
- The classroom was a battleground during the debate.
- His temper was a volcano, ready to erupt.
- Her laughter was a sweet symphony.

Grammar

Conjunctions and Transitional Devices

Conjunctions

Conjunctions are words that connect clauses, sentences, or words in the same clause. They can construct complex and compound sentences.

- Hamza likes to read **and** write in his spare time.
- I stayed home **because** it was raining outside.
- Would you like tea **or** a cold drink?
- She talked to her friend **while** waiting for the bus.
- You can't go out **unless** you finish your homework.

Transitional Devices

Transitional devices are words and phrases that provide a connection between ideas, sentences, and paragraphs.

- He studied hard **therefore** he passed the exam.
- She waited **until** he arrived.
- He took the day off **in order to** spend time with his family.
- I wanted to go for a hike **however** it started to rain.
- **Even though** it was raining, they went for a walk in the park.

Types of Conjunctions

There are different types of conjunctions such as:

- Coordinating Conjunctions
- Subordinating Conjunctions
- Correlative Conjunctions

Coordinating Conjunctions

Coordinating conjunction is a word that connects words, phrases, or clauses. The most common coordinating conjunctions are: for, and, nor, but, or, yet, and so. These can be remembered as the acronym FANBOYS.

- We go to the garden **and** plant trees.
- He studied hard **yet** he failed in the exams.
- It was hot outside **so** we went back to our homes.
- She was tired **but** she did not give up on her work.

Subordinating Conjunctions

Subordinating conjunctions join an independent clause with a dependent clause. They show the relationship between the two clauses, such as time, reason, condition, or contrast.

Correlative Conjunctions

Correlative Conjunctions are pairs of words that work together to connect two parts of a sentence that correlate with one another

- She is **both** intelligent **and** hardworking.
- **Neither** the manager **nor** the employees knew about the change.
- You can **not only** read the book **but also** watch the movie.
- The dish was **as** delicious **as** it looked.

Combine and rewrite the given sentences by adding conjunctions with them.

- You can have ice cream for dessert. You can have cake for dessert.
- He was tired. He continued to work.
- They didn't have enough money. They couldn't buy the tickets.
- You should wear a coat. It is cold outside.
- The restaurant serves delicious food. The restaurant has great service.

A. Write a story of your own choice by using conjunctions.

Oral Communication Skills



Task Time!

Divide yourself into groups. Have a discussion with classmates about "The impact of excessive screen time and digital device use on mental health." Share your thoughts related to the topic in your classroom.



Listening and Speaking

A. Read the following dialogue and practise it with your friend by taking turns.

Nimra: Assalamu Alaikum Zara. Are you going to join the gardening club?

- Zara:** Wa laikum Assalam. No, it seems boring to me. Did you join?
- Nimra:** Yes, I'm so glad to join the garden club this year! It has so many benefits.
- Zara:** Really? But I think gardening is just about planting flowers and vegetables.
- Nimra:** It's more than that! Gardening helps the environment by improving air quality and providing habitats for wildlife. It also reduces stress and promotes relaxation.
- Zara:** I didn't know gardening could do all that. How does it improve air quality?
- Nimra:** Plants absorb carbon dioxide and release oxygen. So, the more plants we have, the cleaner our air becomes.
- Zara:** That's amazing! What about reducing stress? How does gardening help with that?
- Nimra:** Gardening gives you a chance to connect with nature and take a break from screens and technology. It's calming to be outside, listening to birds chirping and feeling the soil in your hands.
- Zara:** I can see how that would be relaxing. And I guess growing your own fruits and vegetables is healthier too, right?
- Nimra:** Definitely! When you grow your food, you know exactly where it comes from and how it's grown.
- Zara:** I think I might try gardening at home too. It sounds like a great way to relax and learn more about nature.
- Nimra:** You should! It's also a way to give back to our community by sharing our produce with others.
- Zara:** That's true. I never realized how much impact gardening could have. Thanks for sharing all this with me, Nimra. I will surely join the gardening club.
- Nimra:** No problem, Zara. I'm glad you're interested.

Writing Skills

The process of **paraphrasing** involves using new words to repeat what has been written or said in a more simplified and uncomplicated form that facilitates understanding of the original idea.



For the Teacher:

- Tell students the concept of paraphrasing. Help them to creatively paraphrase the stanzas. Encourage them to be creative

Steps for Paraphrasing

- To get an understanding of the content that you are looking to paraphrase, read it two or three times.
- When paraphrasing the text, use synonyms.
- Change the word form from your original text.
- Rearrange the words.
- Move from the active to the passive voice.
- Apply a combination of the above strategies.

A. Paraphrase the second and third stanzas of the poem 'If' by using the paraphrasing rules.

Creative Writing

Write the summary of the poem 'If'.