

C. Second Conditionals

Put the verb into the correct tense:

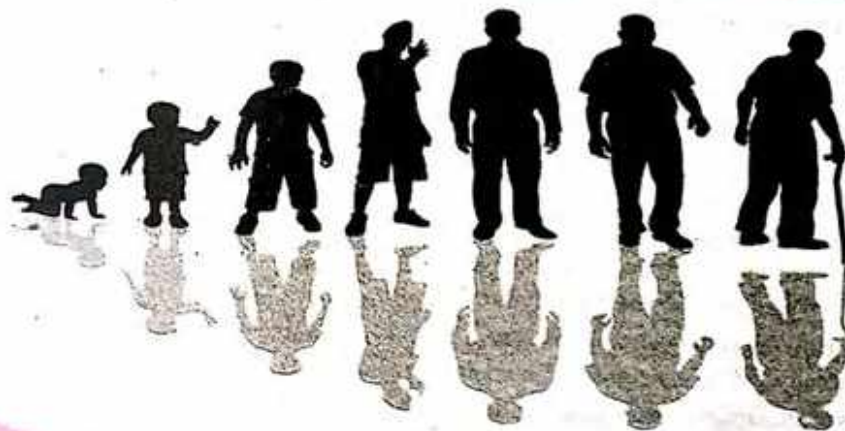
1. If I _____ (be) you, I _____ (get) a new job.
2. If he _____ (be) younger, he _____ (travel) more.
3. If we _____ (not / be) friends, I _____ (be) angry with you.
4. If I _____ (have) enough money, I _____ (buy) a big house.
5. If she _____ (not / be) always so late, she _____ (be) promoted.
6. If we _____ (win) the lottery, we _____ (travel) the world.
7. If you _____ (have) a better job, we _____ (be) able to buy a new car.
8. If I _____ (speak) perfect English, I _____ (have) a good job.
9. If we _____ (live) in England, I _____ (speak) English.
10. If she _____ (pass) the exam, s _____ (be) able to enter university.
11. She _____ (be) happier if she _____ (have) more friends.
12. We _____ (buy) a house if we _____ (decide) to stay here.
13. They _____ (have) more money if they _____ (not / buy) so many clothes.
14. We _____ (come) to dinner if we _____ (have) time.
15. She _____ (call) him if she _____ (know) his number.
16. They _____ (go) to Murree on holiday if they _____ (like) cold weather.
17. She _____ (pass) the exam if she _____ (study) more.
18. I _____ (marry) someone famous if I _____ (be) a movie star.
19. We never _____ (be) late again if we _____ (buy) a new car.
20. You _____ (lose) weight if you _____ (eat) less.

William Shakespeare

All the World's a Stage

By the end of the unit, the students will be able to:

- Read a given poem and give orally and in writing:
 - theme and its development.
 - personal response with justification.
 - recognize literary techniques such as personification and alliteration.
- Use critical thinking to respond orally and in writing to the text (post-reading) to
 - give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read.
 - relate what is read to his or her own feelings and experiences.
 - explore causes and consequences of a problem or an issue and propose various solutions.
- Analyze how a writer/ poet uses language to
 - appeal to the senses through use of figurative language including similes, metaphors and imagery.
- Identify, analyze and construct conditional sentences
- Analyze and construct simple, compound and complex sentences



All the World's a Stage

All the world's a stage,
And all the men and women merely players;
They have their exits and their entrances,
And one man in his time plays many parts,
His acts being seven ages. At first, the infant,
Mewling and puking in the nurse's arms.
Then the whining schoolboy, with his satchel
And shining morning face, creeping like snail

Unwillingly to school. And then the lover,
Sighing like furnace, with a woeful ballad
Made to his mistress' eyebrow. Then a soldier,
Full of strange oaths and bearded like the pard,
Jealous in honor, sudden and quick in quarrel,
Seeking the bubble reputation
Even in the cannon's mouth. And then the justice,
In fair round belly with good capon lined,

With eyes severe and beard of formal cut,
Full of wise saws and modern instances;
And so he plays his part. The sixth age shifts
Into the lean and slippered pantaloon,
With spectacles on nose and pouch on side;
His youthful hose, well saved, a world too wide
For his shrunk shank, and his big manly voice,
Turning again toward childish treble, pipes

And whistles in his sound. Last scene of all,
That ends this strange eventful history,
Is second childishness and mere oblivion,
Sans teeth, sans eyes, sans taste, sans everything.

About the Poet

William Shakespeare was an English poet, playwright, and actor. He was born on 26 April 1564 in Stratford-upon-Avon. Shakespeare is widely regarded as the greatest writer in the English language and the world's pre-eminent dramatist. He is often called England's national poet and nicknamed the Bard of Avon. He wrote about 38 plays, 154 sonnets, two long narrative poems, and a few other verses. His plays have been translated into every major living language and are performed more often than those of any other playwright. Around 1613, at the age of 49, he retired to Stratford, where he died three years later. Few records of Shakespeare's private life survive. He died on 23 April 1616, at the age of 52.



Glossary

Word	Meaning
a world too wide	much too big
ages(n)	here, periods of time
ballad (n)	a slow love song
even in the cannon's mouth	a 'cannon' was a large gun, and it's 'mouth' was at the front - so the man seeks his reputation even if it means standing in front of guns, i.e. going to war or getting in fights
eventful(adj.)	full of activity, containing lots of events
furnace (n)	an object which contains a fire, used for heating
good capon lin'd	'to line' means to fill something at the edges (e.g. 'line a tin for baking a cake') and 'capon' was chicken to eat - so the man was fat from eating good chicken
history(n)	here, a kind of play that talks about events in the past
hose (n)	tights, thin trousers that men wore in Shakespeare's time
instances (n)	examples (as in 'for instance')
jealous in honour	here, jealous means that someone takes care of something very carefully - so the young man takes great care of his honour, his reputation as a good man
justice(n)	here, a judge or magistrate - so someone very respected

lean and slipper'd pantaloons	here 'lean' means 'thin'; a slipper is what people wear indoors; a 'pantaloons' meant an old man - so this describes a thin old man who stays inside
manly(adj.)	if someone is 'manly' they have characteristics people traditionally admire in men, e.g. being strong and brave
mere(adj.)	here, absolute or complete (old-fashioned use)
merely(adv.)	just, only
mewling(v)	a small weak noise that a cat makes (in modern English, 'to mew')
mistress(n)	'mistress' means female lover but it can also mean a woman in charge
oaths(n)	Promises
oblivion(n)	if someone is 'oblivious' they don't know what is happening around them, and if they live in 'oblivion' they are completely forgotten by other people
pard(n)	a large cat, such as a leopard (old-fashioned English)
part (n)	here, a character in a play or drama
pipes(n)	a musical instrument that makes a high sound
pouch(n)	a small bag for carrying money
puking(v)	being sick, vomiting
round belly	belly means 'stomach' - so a 'round belly' is a large or fat man's stomach!
sans(preposition)	without (this is French for 'without')
satchel(n)	a shoulder bag that children sometimes use to carry books to school
second childishness	being like a child again (in modern English, we sometimes talk about a 'second childhood')
seeking the bubble reputation	a bubble is empty, so by 'seeking the bubble reputation', Shakespeare means that the man does things that make him look good even if they are pointless
shrunk shank	'to shrink' means to grow smaller, and a 'shank' is a piece of meat cut from a leg of an animal - so the man's legs have grown narrower with age
sighing(v)	here, sighing with sexual pleasure

sudden and quick in quarrel	'quarrel' is a slightly old-fashioned word for an argument; 'sudden' here means unpredictable - so in an argument this young man might suddenly and become violent
time(n)	here, a life or lifetime
treble(n)	a treble is the higher part of a piece of music - so Shakespeare is referring to a boy's high voice
turning again toward	becoming again
well sav'd	kept carefully
wise saws	wise sayings or phrases (old-fashioned English)
woeful (adj.)	unhappy (old-fashioned English)

Reading Comprehension

1. This poem is an extended metaphor. What are the two things being compared?
2. There are seven stages or acts of a man listed in this poem. What are they?
3. What is meant by the word 'oblivion' in the context of the poem 'All the World's a Stage'?
4. Then a soldier, Full of strange oaths, and bearded like a pard, Jealous in honour, sudden and quick in quarrel, Seeking the bubble reputation Even in the cannon's mouth.
 - (a) What is the soldier ready to do?
 - (b) What is the poetic device used in the second line?
 - (c) What does 'bubble reputation' mean?
5. What is the significance of the words 'entrances' and 'exits' in the poem 'The Seven Ages'?
6. Identify various figure of speech in the poem.
7. Write a well-integrated essay on different stages of human life as mentioned in the above poem, using above prewriting strategies.

Writing Suggestions

Write the summary of the poem, "All the World's a Stage".

Oral Communication

Invite the students to select a stage role of their own choice and share its characteristics/traits as he observed with their peer.

Vocabulary and Grammar

A. Following words have been taken from the above poem. Circle the word that closely matches the relevant word.

Mewling	a. sleeping	b. reading	c. talking	d. crying
Satchel	a. table	b. bag for books	c. lemon	d. wide road
Woeful	a. sad	b. dancing	c. intelligent	d. awesome
Pard	a. barber	b. teacup	c. leopard	d. spoon
Capon	a. fur	b. fat chicken	c. ribbons	d. bench
Saws	a. sayings	b. tools	c. monkeys	d. cities
Instances	a. technology	b. judgements	c. dress	d. ships
Pantaloon	a. pants	b. bed	c. hot air balloon	d. thick book
Shank	a. head	b. family	c. income	d. legs
Treble	a. terrors	b. games	c. high pitched sound	d. musical instrument
Oblivion	a. immortality	b. joy	c. wisdom	d. forgetfulness
Sans	a. false	b. yellow	c. without	d. full of

B. Complete with the Second Conditional

- If we _____ (be) in Lahore today, we _____ (be) able to go to the concert in Shalimar Bagh.
- If I _____ (have) million dollars, I _____ (give) a lot to charity.
- If I _____ (win) the lottery, I _____ (buy) a big house.
- If my sister _____ (have) a degree, she _____ (love) working on animal conservation.
- My parents _____ (not/drive), if public transport _____ (be) reliable.

- If I _____ (be) you, I _____ (not/ ride) a motorcycle.
- If they _____ (tell) their father, he _____ (be) very angry.
- She _____ (spend) a year in the USA if it _____ (be) easier to get a green card.
- We _____ (help) you if we _____ (know) how.
- If I _____ (feel) better, I _____ (can) go to the cinema with you.
- If you _____ (go) by bike more often, you _____ (not/ be) so flabby.
- She _____ (not / call) you if she _____ (not/want).

Sentence Structure

On the basis of Structure, there are four types of sentences.

1. Simple Sentences

A simple sentence contains a subject and a verb, and it may also have an object and modifiers. However, it contains only one independent clause.

Here are a few examples:

She wrote.

She completed her project on time.

He organized his sources by theme.

They studied for many hours.

2. Compound Sentences

A compound sentence contains at least two independent clauses. These two independent clauses can be combined with a comma and a coordinating conjunction or with a semicolon.

Here are a few examples:

She completed her literature review, and she created her reference list.

He organized his sources by theme; then, he updated his reference list.

They studied for many hours, but they realized there was still much to learn.

3. Complex Sentences

A complex sentence contains at least one independent clause and at least one dependent clause. Dependent clauses can refer to the subject (who, which) the sequence/time (since, while), or the causal elements (because, if) of the independent clause.

If a sentence begins with a dependent clause, note the comma after this clause. If, on the other hand, the sentence begins with an independent clause, there is not a comma separating the two clauses.

Here are a few examples:

Although she completed her literature review, she still needed to work on her methods section.

Note the comma in this sentence because it begins with a dependent clause.

Because he organized his sources by theme, it was easier for his readers to follow.

Note the comma in this sentence because it begins with a dependent clause.

They studied APA rules for many hours as they were so interesting.

Note that there is no comma in this sentence because it begins with an independent clause.

Using some complex sentences in writing allows for more sentence variety.

4. Compound-Complex Sentences

Sentence types can also be combined. A compound-complex sentence contains at least two independent clauses and at least one dependent clause.

She completed her literature review, but she still needs to work on her methods section even though she finished her methods course last semester.

Although he organized his sources by theme, he decided to arrange them chronologically, and he carefully followed the MEAL plan for organization.

With pizza and soda at hand, they studied APA rules for many hours, and they decided that writing in APA made sense because it was clear, concise, and objective.

Using some complex-compound sentences in writing allows for more sentence variety.

Pay close attention to comma usage in complex-compound sentences so that the reader is easily able to follow the intended meaning.

C. State whether the following sentences are simple, complex or compound.

1. We met rather few people who spoke English.
2. I have been on rather too many planes and trains recently.
3. We drove right up to Karachi in two days.
4. I don't care how expensive it is.
5. Two minutes ago the child was fast asleep, but now he is wide awake.
6. He is not tall enough to be a soldier.
7. I guess she just doesn't respect you.
8. I have got four sisters and each of them is quite different from the others.

9. You can either come with me now or walk home.
10. He will never leave home because he hasn't got the courage to.
11. When all else fails, read the user manual.
12. It was Saeed who paid for the drinks.
13. We have to go to bed when the clock chimes ten o'clock.
14. Arshad liked Salman's friend, and he also liked his cousin.
15. The big brown dog ran after the blue and red ball.
16. Zakariyya and Essa Khan rode their bicycles after they ate lunch.
17. The teacher and the principal met in the hall near the library.
18. Many brave soldiers fought in the war, and they received medals.
19. The drummers played a long time, but the piano players stopped early.
20. Before the queen rode in the parade, she gave a speech.
21. After midnight the ghosts will come out of the haunted attic.
22. She dropped the pan and the plate, but she held on to the spoon.