

Unit 13

TRY AGAIN (POEM)

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Students Learning Outcomes

On the completion of this unit, the students will be able to:

- scan the text to answer the comprehension questions.
- skim text to infer main idea.
- give personal response with justification.
- use thesaurus to locate the synonyms.
- use third conditional sentences.
- ask, restate and simplify directions and instructions.

Pre-reading

- What is the importance of struggle in life?
- If we fail in any task, what should we do?



Tis a lesson you should heed,
Try, try again;
If at first you don't succeed,
Try, try again.

Then your courage should appear,
For if you will **persevere**,
You will conquer, never fear,
Try, try again.

Once or twice, though you should fail,
Try, try again;
If you would at last prevail,
Try, try again.

If we strive, 'tis no disgrace
Though we do not win the race;
What should you do in that case?
Try, try again.

If you find your task is hard,
Try, try again;
Time will bring you your reward,
Try, try again;

All that other folk can do,
Why, with patience, should not you?
Only keep this rule in view,
Try, try again.

Reading and thinking skills

Comprehension

1. Answer the following questions.

- i. What is the lesson taught in the first stanza?
- ii. What should one do if he does not succeed?
- iii. How is failure not a disgrace?
- iv. Why do people fear in doing difficult tasks?
- v. What can we learn from our failure?
- vi. How can we overcome the fear?
- vii. Why is patience essential for becoming victorious?
- viii. How many times should we try and why?

2. Choose the correct option to complete the following sentences.

- i. If we do not succeed in first attempt
 - a) we should quit it.
 - b) we should keep on thinking.
 - c) we should try again.
 - d) we should not try again.
- ii. Fear of failure can be controlled by
 - a) trying again and again.
 - b) crying again and again.
 - c) discussing again and again.
 - d) eating again and again.
- iii. Patience is an important factor in
 - a) helping others.
 - b) encouraging friends.
 - c) losing victory.
 - d) achieving victory.
- iv. A difficult task requires
 - a) money and power.
 - b) courage and patience.
 - c) friends and enemies.
 - d. neighbours and assistants.

- v. When others can perform difficult tasks,
 - a) you cannot.
 - b) you should not.
 - c) you can as well.
 - d) you could not.
- vi. The poem 'Try again' is written by
 - a) William Wordsworth.
 - b) John Keats.
 - c) William Edward Hickson.
 - d) William Blake.
- vii. The theme of the poem is need of determination and persistency in
 - a) becoming victorious.
 - b) becoming patient.
 - c) becoming teacher.
 - d) becoming intelligent.
- viii. If a task is hard and difficult
 - a) we should quit it.
 - b) we should take it easy.
 - c) we should not quit it.
 - d) we should be angry.
- ix. Struggle may not bring success
 - a) at last.
 - b) at once.
 - c) at twice.
 - d) at thrice.
- x. Winners never quit and
 - a) quitters never quit.
 - b) winners never win.
 - c) quit and win.
 - d) quitters never win.

Critical Thinking

3. What is the main idea of the poem?
4. Give your personal opinions/response about the poem with justification.

Writing

- i. Paraphrase all the stanzas of the poem.
- ii. Write summary of the poem.

Vocabulary

5. Use thesaurus to locate the synonyms of the following words.

Words	Synonyms
heed	
succeed	
conquer	
prevail	
reward	

Grammar

Third Conditional Sentences

Remember

Third conditional sentences are used for untrue situations in the past. Their meaning is untrue in the present and the past. We can also say that the third conditionals are used to talk about events or situations in the past that could have happened, but did not. In 'if clause' we use had + third form of verb and in 'result clause' we use would + have + third form of verb.

Examples

- i. If she had invited him, he would have attended the party. (neither she invited him nor he attended the party)

- ii. If the teacher had enough money, he would have bought three expensive cars. (neither teacher had enough money nor he bought three expensive cars)
- iii. If I hadn't quit college, I would have been a teacher.
- iv. If you had helped him, he would have won the first prize.
- v. I would have helped her if she had asked me well in time.

6. Write five third conditional sentences.

7. Complete the following sentences by following the pattern of third conditional sentences.

- i. If it had snowed yesterday, we all would have _____. (enjoy)
- ii. If they had _____ (write) letters, they _____ (improve) their writing.
- iii. If we had _____ (catch) the earlier train, we would have _____ (got) there on time but we were late.
- iv. If I hadn't eaten so much, I _____ (will) not have felt sick.
- v. He would have _____ (be) on time for interview if he _____ (has left) the house at eight.
- vi. They would have helped me if I _____ (have tell) the mearlier.
- vii. He would have attended the lecture if I had _____ (invite) him.
- viii. Saira would not _____ (have gain) too much weight if she had been on diet.
- ix. If you had _____ (be) my teacher, I would have learnt a lot from you.
- x. He would not have _____ (attend) the class if he had _____ (be) sick yesterday.

Writing

8. Write an essay on 'Struggle is key to Success'.

Oral Communication

Asking for directions

i. How do I get to.....?

Excuse me, how do I get to the post office?

ii. Is there a near here?

Excuse me, is there a bank near here, please?

iii. Could/Can you tell me the way to?

Could you tell me the way to the bus station, please?

iv. Could/ Can you tell me where the ... is?

Excuse me, could you tell me where the restaurant is, please?

Giving/telling directions

- i. Go straight on...
- ii. Turn left ...
- iii. Turn right...
- iv. Go past...
- v. Keep going until you go to ...
Keep going until you go to the bank.
- vi. Take the first/second turn on your left/right.

Conversation (asking, telling and restating directions)

Faheem: Excuse me, could you tell me the way to the library, please?

Mujtaba: Yes, sure. Go straight on and keep going until you get to the post office. Then turn left and keep going until you get to the Quetta hotel. Turn right at the Quetta hotel and the library is on your right.

Faheem: Do I have to turn right at the Quetta hotel?

Mujtaba: No, turn right at the Quetta hotel.

Faheem: Oh! Could you tell me the directions once again, please?

Mujtaba: Why not! Now listen carefully. Go straight on and keep going until you get to the post office. Then turn left and keep going until you get to the Quetta hotel. Turn right at the Quetta hotel and the library is on your right.

Faheem: Thank you very much.

9. Work in pairs. Ask and tell directions of your school from your home.

Revision (Unit 9-13)

1. Answer the following question.

- i. How were trees used by the earliest man?
- ii. What things are made from wood?
- iii. Which country is the largest producer of rubber in the world?
- iv. How do trees serve us in other commercial ways?
- v. What things are included in first-aid box?
- vi. When should we apply an antibiotic on a wound?
- vii. Why should we have elastic bandages in our first aid box?
- viii. Why should not we keep on checking to see if the bleeding from wound has stopped?
- ix. How can a book guide us?
- x. What is your hobby?

2. Write 'T' for true and 'F' for the false statements.

- i. Trees always make an essential part of the scene.
- ii. The best poetry gives us the noble thoughts and beautiful imaginings clothed in depressed and musical language.
- iii. First aid knowledge ranges from taking care of cuts to dealing with an unconscious person.
- iv. Struggle is key to success.
- v. If we lose we should try again.
- vi. The poem 'Try again' is based on freedom.

3. Choose the correct option to complete the following sentences.

- i. Trees help _____ the atmosphere.
a) decrease b) increase
c) regulate d) grow
- ii. Minor cuts and scrapes _____ stop bleeding on their own.
a) hardly b) usually
c) sometime d) never

- iii. Book also contain _____ of wisdom.
a) pages b) store
c) bundles d) grains
- iv. The key aims of first aid are known as the ____ Ps.
a) six b) five
c) four d) three
- v. Patience holds _____ importance in any sort of struggle.
a) no b) little
c) less d) great

4. Use the following idioms in your sentences.

cry wolf see eye to eye read between the lines
time flies go from strength to strength

5. Complete the following conditional sentences.

- i. If he works hard, _____
- ii. If she laughed, _____
- iii. If they have informed us, _____
- iv. I will go to Karachi _____
- v. You would be happy _____
- vi. We would have taken our umbrella _____

6. Change the following active sentences into passive and passive into active voices.

- i. Mother washes dishes.
- ii. He spoke English fluently.
- iii. The window is opened by Imran.
- iv. Football was played by him.
- v. A story was written by me.
- vi. He has finished his work.
- vii. He is plucking the flowers.
- viii. His work is being done by him.
- ix. They were helping the poor students.
- x. She will accompany her mother.

7. Change the narration of the following sentences.

- i. Father said, 'I am going to office.'
- ii. He said to me, 'Are you coming with me.'
- iii. I said to him, 'Who are you?'
- iv. He said to me, 'Can you help me?'
- v. The old man said to the boy, 'Please help me.'
- vi. The teacher said to the student, 'Always work hard.'

8. Paraphrase the last stanza of the poem 'Try-Again'.

9. Write summary of the poem, 'Try-again'.

Critical Thinking

10. Why are trees considered to be important for clean environment?

Creative writing

11. Write an essay on planning and raising awareness among the masses about importance of first aid during natural calamities.

Glossary

Words	Meanings	Words	Meanings
abandon	to leave/quit	glee	happiness
abstinence	not allowing yourself	grumble	complaint
abundance	in large quantity	identical	same
adherence to	sticking to	illicit trafficking	illegal - movement
affection	love and kindness	immense	huge / great
ancestral	inherited	immerse	to be completely involved in something
barrier	hurdle	in letter and spirit	written out and acted upon
bewildered	confused	incurable	cannot be cured
bliss	great joy	indispensible	cannot be separated
boasted	praised oneself	intellectual	highly intelligent
bounties	reward	intermingled	mixed together
breath	life	invaluable	price less/very valuable
confers	bestows / rewards	is passing away	i.e he is old and his days are nearly over.
confers	compare	jocund	happy
congenial	suitable	latex gloves	rubber / plastic gloves
conjure	think / imagine	leisure	free/enjoyment
craftsmen	skilled labour	lurch	to move in an irregular way, especially making sudden movements backwards or forwards or from side to side
crown	reward	luxurious	enjoying pleasure
daffodils	flowers growing wild and in gardens. They mark the coming of the spring.	maim	to injure a person so severely that a part of their body will no longer work as it should
dash	move quickly	milky way	the broad shining group of stars circling the sky
deceased	dead	morality	rules of right conduct
delve	to search	obligatory	essential
diminishing	becoming smaller	organism	having life
disharmony	lack of unity or balance		
dissemination	growth/spread		
embraced Islam	accepted Islam		
essential	important		
feuds	bitter and lengthy quarrel		
fluttering	making quick irregular movements		
give up	to leave/quit		

Glossary

Words	Meanings	Words	Meanings
out-did	surpassed	swallow books	reading books aim levelly
pensive	sad	supplanted	replaced one thing with another
persuade	convince	to flash	to appear suddenly
petty	small/minor	to float	to move through the air
phenomenon	set / characteristics	to twinkle	to shine brightly
practicable	applicable/workable	toil	hard work
preserve	to protect	tossing	moving up and down
prone	tending to/incline to	trafficking	movement
quinine	a medicine to treat malaria	tremendous	huge
regulate	to control/manage	vales	valleys
renown	fame	vary	differ / change
safety foremost	safety first of all		
scattering	throwing / dropping		
simpleton	a person lacking common sense		
solitude	loneliness / being alone		
sorrow	traces of wrinkles		
sprightly	lively		
spurt	gush out/rush out		
straying	lost/wandering		

Teacher's Guide

Unit 1

- Conduct a pre-reading activity. Ask students what they know about Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (ﷺ). After that ask students to do reading of the text aloud, one by one and explain meanings of the difficult words. The teacher should ensure that the words are properly and correctly pronounced while reading. In the mean while the teacher must circulate among them to ensure that they are working properly and attentively.
- Help the students deduce meanings of the difficult words and use them in sentences.
- Tell the students the definition and some basic rules of writing a unified paragraph and then ask them to write the paragraph.
- Ask students to translate the given paragraph into Urdu.
- Revise the major types of nouns and ask students to do the given activity.
- Explain gerund and gerund phrases with help of the given examples. After that ask them to do the given activity.
- Explain type of sentences along with the examples, after that write a sentence on the board and ask students to change it into negative and interrogative sentences.
- Explain the expressions of expressing hopes and fears by using them in sentences. Then encourage students to read the given conversation in pairs. Then invite them to use these expressions in their own sentences and after that ask them to construct dialogue in pairs and perform in front of the class.

Unit 2

- First of all ask some warm up questions about modern inventions and discoveries.
- Tell the students to do the reading of first two paragraphs and ask them some questions about the same text to check their reading comprehension.

- After this tell them to do the reading of the whole unit and do the comprehension questions. You can also explain meanings of the difficult words.
- Encourage students to extract the main idea and supporting details of the given paragraph.
- Help students in finding correct spellings of the given words.
- Help them in finding the synonyms of the given words and use in sentences.
- Ask students to recall the rules of change of number of nouns and write the plural of the given nouns.
- Illustrate the use of adverbs learnt earlier with the help of the given examples and ask students to use adverbs in their own sentences.

Unit 3

- Encourage students to describe the given pictures and ask them what idea comes in mind after looking at the pictures.
- Tell them to do silent reading of the text and deduce meanings of the difficult words.
- After reading the text tell them to do the comprehension questions.
- Encourage them to recall the information given in the text and answer the question No 3.
- Do the given activity of alphabetizing the book titles, words and names.
- Ask them to write expository composition with the help of the transitional devices of comparison and contrast.
- Explain nouns that change meanings in the plural form with the help of examples and after that ask students to use the given words in their own sentences.
- Explain clauses and phrases by giving them different examples of clauses and phrases, after that ask them to identify clauses and phrases in the given activity.
- Explain main, subordinate and relatives clauses by writing examples on the board. After that encourage students to give examples of main, subordinate and relative clause.
- Get punctuation activity done.

- Tell them the expression for polite refusal and ask students to do the given activity in pairs.

Unit 4

- First of all ask some general questions about nature, then read the poem a loud.
- After reading the poem, explain the meanings of the difficult words, so that they could do the comprehension questions.
- Explain syllable division and stress pattern, so that students could pronounce the words properly.
- Explain figurative language (similes and metaphors) with the help of the given examples and ask them to give examples.
- Explain 'imagery' in poetry and its effect and impact on reader.
- Literary techniques such as personification, repetition and alliteration should be explained one by one by giving examples, so that they could comprehend them properly.
- Ask students to do the writing activity.

Unit 5

- Ask pre reading questions before reading of the unit. Explain meanings of the difficult words so that they could do the comprehension questions properly.
- Tell students to extract the main points of any paragraph and develop a mind map to summarize the text.
- Ask some relevant questions about the given picture and encourage them to describe it.
- Explain different parts of the formal letter and ask them to write a formal letter to city Mayer.
- Explain verbosity and avoiding verbosity by giving them examples and ask them to do the given activity.
- Do the given activity of regular and irregular verbs, as it is not a new phenomenon.
- Use the appropriate convention of interruption in your own sentences and then ask them to read the sentences showing conventions of interruption.

After that arrange a group discussion activity and ask students to use proper conventions of interruption in their discussion.

Unit 6

- Conduct a pre-reading activity to assess their previous knowledge about unity, faith and discipline.
- After reading and explaining the meanings of difficult words ask students to do skimming and scanning to find out the answers to the comprehension questions.
- Ask students to do the given activity of writing an application.
- Encourage students to translate the given paragraph into Urdu.
- Explain present and past participles with the help of the given examples and ask students to give their own examples. After that do the given activity.
- Explain order of adjectives with the help of the given chart and examples. After that encourage them to make sentences, following the correct order of adjectives in sentences.
- Explain and do the given punctuation activity with the help of the given pictures.

Unit 7

- Conduct a pre-reading activity by asking some questions about Handicrafts of Balochistan.
- Ask them to do the skimming of the text enabling them to do the comprehension questions.
- Encourage them to find out meanings of the difficult words and use them in sentences.
- Describe the given format of email by explaining different parts. After that ask students to analyze writing formal and informal emails with the help of the given chart. After that ask them to write formal and informal emails with the help of the given table.
- Explain infinitive and infinitive phrases with the help of the given examples. Encourage them to give examples. After that ask them to do the given activity.
- Explain the use of parenthesis and ask students to do the given activity.

- Divide the class into different groups and ask students to create and deliver class presentations with the help of the given guideline.

Unit 8

- Conduct pre-reading activity and ask some usual questions about kindness.
- Use scanning and skimming technique to find out the answers to the comprehension questions. Encourage them to find out meanings of the difficult words as well.
- Explain writing a personal narrative with the help of the given guideline and ask students to write a personal narrative.
- Explain and help students in analyzing the common roots, meanings and their examples with the help of the given chart.
- Ask students to recall the use of degrees of comparison of adverbs and read the given explanation with the help of examples. After that ask them to do the given activity.

Unit 9

- Conduct pre-reading activity and ask students to do silent reading of the text and after this, they can do the comprehension questions.
- Guide students in locating meanings of the given phrases and idioms.
- Explain writing 'persuasive essay' with the help of the given guideline and sample, then ask students to write a persuasive essay on getting education is essential for all.
- Explain use of semicolon and ask students to write sentences showing use of semicolon.
- Explain first and second conditional sentences with the help of the given examples and after that ask students to do the given activities of conditionals.
- Encourage students to participate in the given group discussion activity.

Unit 10

- Ask questions about providing first aid.
- After reading and explaining the unit, ask students to do the comprehension questions.

- Ask students to translate the given paragraph into Urdu.
- Encourage students to do the writing task of proof-reading and editing.
- Do the punctuation activity.
- Encourage students to recall the rules of changing the voice and ask them to do the given activity of active and passive voice.

Unit 11

- Ask students to go through the text. Meanings of the difficult words are to be explained. Ask them to do the comprehension questions.
- Ask students to infer and write the missing words in the given passage.
- Encourage them to write the précis of the passage.
- Ask students to do the punctuation and prepositions activities.
- Help students in recalling the rules of changing the narration and do the given activity of changing the narration.
- Practically tell students the etiquettes of interacting with people by using the required expressions and then arrange an activity so that students could use the proper expressions reflecting etiquettes.

Unit 12

- Read the story aloud so that they could understand it and do the comprehension questions.
- Encourage students to write a story based on their personal experience.
- Explain transitive and intransitive verbs with the help of examples and invite them to give examples.

Unit 13

- Conduct a pre-reading activity by asking questions related to importance of struggle in life. After that ask one student to recite the poem aloud. Explain meanings of the difficult words and ask students to do the comprehension questions.
- Explain third conditional sentences with the help of the given examples and encourage students to make third conditional sentences. After that do the given activity of conditionals.
- Tell them the expressions of asking and telling directions and ask them to do the given activity.