

THANK YOU, MA'AM

(by Langston Hughes)

Text type: Short Story
Theme: Literature and Poetry
Subthemes: Human Relationships

In this unit the students will be able to

- Read, view and analyse a variety of reading grade-appropriate and high-interest books and texts from print and non-print sources:
- Read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts.
- Ask and answer higher-order questions to guide/assess reading
- 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
- Apply skimming and scanning strategies for relevant information and main points in texts to identify the writer's purpose, and intended audience.
- 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)
- Distinguish between the connotative and denotative meanings of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts.
- Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity. (Adverbs, Gerunds, infinitives)
- Identify and use adverbial phrases in reading and writing tasks.
- Use all types of tenses correctly in speech and writing.
- Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Apply the techniques of writing the first draft with sufficient details; proofreading and editing details to suit the purpose and audience.

Pre-Reading

- What would you do if someone tries to snatch something away from you?
- Why do you think people try to take things that do not belong to them?

Thank You, Ma'am (by Langston Hughes)

She was a large woman with a large purse that had everything in it but hammer and nails. It had a long strap, and she carried it slung across her shoulder. It was about eleven o'clock at night, and she was walking alone, when a boy ran up behind her and tried to snatch her purse. The strap broke with the single tug the boy gave it from behind. But the boy's weight and the weight of the purse combined caused him to lose his balance so, instead of taking off full blast as he had hoped, the boy fell on his back on the sidewalk, and his legs flew up. The large woman simply turned around and kicked him right square in his blue-jeaned sitter. Then she reached down, picked the boy up by his shirt front, and shook him until his teeth rattled.



After that the woman said, "Pick up my pocketbook, boy, and give it here." She still held him. But she bent down enough to permit him to stoop and pick up her purse. Then she said, "Now ain't you ashamed of yourself?"

Firmly gripped by his shirt front, the boy said, "Yes'm."

The woman said, "What did you want to do it for?"

The boy said, "I didn't aim to."

She said, "You a lie!"

By that time two or three people passed, stopped, turned to look, and some stood watching.

"If I turn you loose, will you run?" asked the woman.

"Yes'm," said the boy.

"Then I won't turn you loose," said the woman. She did not release him. "I'm very sorry, lady, I'm sorry," whispered the boy.

"Um-hum! And your face is dirty. I got a great mind to wash your face for you. Ain't you got nobody home to tell you to wash your face?"

"No'ma'am," said the boy.

"Then it will get washed this evening," said the large woman starting up the street, dragging the frightened boy behind her.

He looked as if he were fourteen or fifteen, frail and willow-wild, in tennis shoes and blue jeans.

The woman said, "You ought to be my son. I would teach you right from wrong. Least I can do right now is to wash your face. Are you hungry?"

While-reading

What does the large woman do immediately after the boy tries to snatch her purse, and how does she handle the situation?

"No'm," said the being dragged boy. "I just want you to turn me loose."

"Was I bothering you when I turned that corner?" asked the woman.

"No'm."

"But you put yourself in contact with me," said the woman. "If you think that that contact is not going to last awhile, you got another thought coming. When I get through with you, sir, you are going to remember Mrs. Luella Bates Washington Jones."

Sweat popped out on the boy's face and he began to struggle. Mrs. Jones stopped, jerked him around in front of her, put a half-nelson about his neck, and continued to drag him up the street.

When she got to her door, she dragged the boy inside, down a hall, and into a large kitchenette furnished room at the rear of the house. She switched on the light and left the door open. The boy could hear other roomers laughing and talking in the large house. Some of their doors were open, too, so he knew he and the woman were not alone. The woman still had him by the neck in the middle of her room.

She said, "What is your name?"

"Roger," answered the boy.

"Then, Roger, you go to that sink and wash your face," said the woman, whereupon she turned him loose—at last. Roger looked at the door—looked at the woman—looked at the door—and went to the sink.

Let the water run until it gets warm," she said. "Here's a clean towel."

"You gonna take me to jail?" asked the boy, bending over the sink.

"Not with that face, I would not take you nowhere," said the woman. "Here I am trying to get home to cook me a bite to eat and you snatch my pocketbook! Maybe, you ain't been to your supper either, late as it be. Have you?"

"There's nobody home at my house," said the boy.

"Then we'll eat," said the woman, "I believe you're hungry—or been hungry—to try to snatch my pocketbook."

"I wanted a pair of blue suede shoes," said the boy.

"Well, you didn't have to snatch my pocketbook to get some suede shoes," said Mrs. Luella Bates Washington Jones. "You could've asked me."

"M'am?"

The water dripping from his face, the boy looked at her. There was a long pause. A very long pause. After he had dried his face and not knowing what else to do dried it again, the boy turned around, wondering what next. The door was open. He could make a dash for it down the hall. He could run, run, run, run, run!

The woman was sitting on the day-bed. After a while she said, "I were young once and I wanted things I could not get."

There was another long pause. The boy's mouth opened. Then he frowned, but not knowing he frowned.

The woman said, "Um-hum! You thought I was going to say but, didn't you? You thought I was going to say, but I didn't snatch people's pocketbooks. Well, I wasn't going to say that." Pause.

Silence. "I have done things, too, which I would not tell you, son—neither tell God, if he didn't already know. So you set down while I fix us something to eat. You might run that comb through your hair so you will look presentable."

In another corner of the room behind a screen was a gas plate and an icebox. Mrs. Jones got up and went behind the screen. The woman did not watch the boy to see if he was going to run now, nor did she watch her purse which she left behind her on the day-bed. But the boy took care to sit on the far side of the room where he thought she

could easily see him out of the corner of her eye, if she wanted to. He did not trust the woman not to trust him. And he did not want to be mistrusted now.

"Do you need somebody to go to the store," asked the boy, "maybe to get some milk or something?"

"Don't believe I do," said the woman, "unless you just want sweet milk yourself. I was going to make cocoa out of this canned milk I got here."

"That will be fine," said the boy.

She heated some lima beans she had in the icebox, made the cocoa, and set the table.

The woman did not ask the boy anything about where he lived, or his folks, or anything else that would embarrass him. Instead, as they ate, she told him about her job in a hotel beauty-shop that stayed open late, what the work was like, and how all kinds of women came in and out, blondes, red-heads, and Spanish. Then she cut him a half of her ten-cent cake.

"Eat some more, son," she said.

When they were finished eating she got up and said, "Now, here, take this ten dollars and buy yourself some blue suede shoes. And next time, do not make the mistake of latching onto my pocketbook nor nobody else's—because shoes come by devilish ways will burn your feet. I got to get my rest now. But I wish you would behave yourself, son, from here on in."

She led him down the hall to the front door and opened it. "Good-night! Behave yourself, boy!" she said, looking out into the street.

The boy wanted to say something else other than "Thank you, m'am" to Mrs. Luella Bates Washington Jones, but he couldn't do so as he turned at the barren stoop and looked back at the large woman in the door. He barely managed to say "Thank you" before she shut the door. And he never saw her again.

While-reading

Do you think the woman's approach toward the boy will lead to a positive change in his behaviour? Why or why not?

Post-reading

- If you were in the boy's place, how would you react to Mrs. Jones' actions? How might this incident influence your future choices?

Langston Hughes (1901-1967), a key figure of the Harlem Renaissance in the 1920s, was a versatile writer known for his poetry, novels, short stories, essays, and plays. He aimed to authentically depict the experiences of working-class Black Americans, away from idealized portrayals or harmful stereotypes.



The main message in Langston Hughes' short story "*Thank You, Ma'am*" is the power of kindness, compassion, and second chances in influencing a person's life. Through the interaction between Mrs. Luella Bates Washington Jones and the young boy, Roger, Hughes emphasizes that understanding and empathy can be more transformative than punishment. Mrs. Jones chooses to care for Roger and teach him a lesson about trust and respect, demonstrating that positive reinforcement and human connection can lead to personal growth and moral reflection.

African American English, also known as **AAVE** or **Black English**, reflects the rich linguistic heritage and cultural identity of African American communities in the United States. It includes unique grammar, such as habitual "be" (e.g., "She be singing"), double negatives for emphasis ("I don't know nothing"), and simplification of verb endings ("He walkin"). Vocabulary may differ, with terms like "yo" for "your" or "ain't" for "isn't." Pronunciation can vary, like dropping final consonants ("goin") or vowel shifts ("ax" instead of "ask"). Additionally, AAVE often embraces creative language use, like slang.

1. Glossary

Given below are the difficult words from the unit. Look at their meanings and use these words in your own sentences.

Words	Meanings
sling	to throw or fling something forcefully.
tug	to pull or drag with force.
sitter	a person or thing that is sitting.
frowned	to contract the brow, indicating displeasure or deep thought.
presentable	fit to be seen by others; looking neat and tidy.
mistrusted	to regard with suspicion or lack of confidence.
embarrass	to cause someone to feel awkward, self-conscious, or ashamed.
barren	unproductive; not producing results or fruit.
anticipate	to expect or foresee something happening.
consequences	the results or effects of an action or situation.

2. Reading and Critical Thinking Skills

A. Read the unit carefully and answer the following questions.

- What did the large woman have in her purse, and what was missing from it?
- How did the boy try to snatch the woman's purse, and what happened as a result?

- iii. Describe the woman's reaction when the boy tried to snatch her purse.
- iv. Why did the boy want the woman to turn him loose?
- v. What reason did the boy give for trying to snatch the woman's purse, and how did the woman respond?
- vi. What did the woman offer the boy after bringing him into her home?
- vii. How did the woman's attitude change towards the boy by the end of the story?
- viii. Have you ever received kindness or understanding from someone when you least expected it? How did it affect your behavior or perspective afterward?

Elements of a story:



Every story must have these five essential elements: the plot, setting, characters, point of view, theme and conflict. Whether we know it or not, we automatically incorporate all of these components while we are narrating a story to our family or our best friends. It's what gives the narrative its flow, generates suspense, and excites the audience.

Let's look at a famous fairy tale; Cinderella and see how these elements are used in that story:

Characters: the mouthpiece of the writer

Cinderella: The protagonist, a kind and mistreated young woman.

Evil Stepmother and Stepsisters: Antagonists who mistreat Cinderella.

Fairy Godmother: A magical character who helps Cinderella.

Prince Charming: The royal figure who falls in love with Cinderella.

Setting: Time and place where the story unfolds

The story is set in a medieval-like kingdom with a grand palace and Cinderella's humble home.



Plot: Sequence of events that make up the story

Cinderella faces hardship but is magically transformed for the royal ball.

A key event is her meeting with Prince Charming and the subsequent search for her using the lost glass slipper.

The story concludes with Cinderella marrying the prince.

Conflict: Central struggle or problem faced by characters

Conflict is the main disagreement or fight. The conflict in Cinderella revolves around her mistreatment by her stepmother and stepsisters, creating a stark contrast between her oppressive home life and her dream of attending the royal ball.

Theme: Central idea or message conveyed by the story

Themes include the triumph of goodness over adversity, the transformative power of love, and the idea that kindness is rewarded.

Tone: Author's attitude towards the subject or audience

The tone is often magical and whimsical, emphasizing the fairy tale nature of the story. It becomes hopeful and uplifting as Cinderella's fortunes change.

Point of View: Perspective from which the story is narrated

Typically told from a third-person omniscient perspective, allowing insight into the thoughts and feelings of multiple characters, especially Cinderella. This perspective enhances the fairy tale's magical elements and emotional depth.



B: Now read the story "Thank you ma'am" again. Identify and write the elements of the story in the given table.

Setting	
Plot	
Characters	
Point of view	
Theme	
Conflict	

3. Vocabulary and Grammar

A. Connotations vs Denotations:

Connotations and denotations are two aspects of word meanings that play a crucial role in understanding language. They represent different layers of meaning associated with words.

Denotations:

Denotation refers to the literal or dictionary definition of a word, its primary and explicit meaning.

Example: The denotation of the word "snake" is *a long, legless reptile*.

Connotations:

Connotation refers to the emotional, cultural, or social associations and secondary meanings that a word carries beyond its literal or dictionary definition.

Example: The word "snake" may have connotations of *deceit or danger*, as snakes are often used metaphorically to represent these qualities in various cultures.

More Examples:

Home vs house

Denotation: A place where one lives; a residence.

Connotation: Warmth, comfort, security, and emotional attachment. Saying "I'm going home" may evoke positive feelings beyond the literal meaning. "House" might lack the emotional warmth associated with the connotation of "home."

Slim vs. Skinny:

Denotation: Both words may refer to a person who is thin.

Connotation: "Slim" may have a more positive connotation, suggesting a healthy and attractive thinness. On the other hand, "skinny" may carry a more negative connotation, implying a lack of health or an unattractive thinness.

Youthful vs Immature

Denotation: Having the characteristics of youth; young in appearance, lacking experience

Connotation: Energetic, fresh, vibrant. Describing someone as "youthful" often carries a positive and lively connotation. "Immature" carries a negative connotation, suggesting a lack of maturity and experience.

B: Give the denotative and connotative meanings of the following pair of words and use them in your own sentences:

Thrifty vs. Cheap

Determined vs. Stubborn

Wise vs. Cunning

Frugal vs. Stingy

Confident vs. Arrogant

C. Adverbs:

Let's revise adverbs that we have learnt in earlier grades.

Adverbs are words that modify or describe verbs, adjectives, or other adverbs in a sentence. They provide additional information about how, when, where, or to what degree an action is performed.

Examples:

- Sadia walked **gracefully** to receive her award.
- We will meet you **soon** at the park for our morning walk.
- The children played **outside** in the garden.
- Tehmina goes to the gym **regularly** to stay fit.
- The weather turned **very** cold, catching everyone off guard.

Types of adverbs:

All adverbs do not end with -ly. That is only one type of adverbs (adverb of manner). Let's look at different types of adverbs:

Adverbs and Types

Adverb Definition:

An adverb is a word that changes or talks about a verb, an adjective, or another adverb. It tells us more about how, when, where, or how much something happens or exists.

Adverb of Place

They help you talk about where things are.
Behind, Here, Above

Adverb of Time

They help you know what time it is.
Now, Soon, Often

Adverb of Manner

They show how something is done.
Well, Badly, Loudly

Adverb of Frequency

They help you say how many times something happens.
Always, Often, Sometimes

Adverb of Degree

They help you say how much something happens.
Very, Too, Quite

Adverb of Reason

These adverbs help us understand the reasons.
So, Thus, Hence

Examples:

Adverb of Manner:

He spoke **confidently** during the business presentation.

Adverb of Time:

They will arrive **early** for the movie at the cinema.

Adverb of Place:

The cat slept **underneath** the cozy blanket.

Place: (Where the action took place)

Example: They found the treasure **in the ancient cave**.

Adverbial Phrase: **in the ancient cave**

Frequency: (How often the action takes place)

Example: They meet twice a month.

Adverbial Phrase: **twice a month**

Degree: (To which extent)

Example: She was somewhat disappointed.

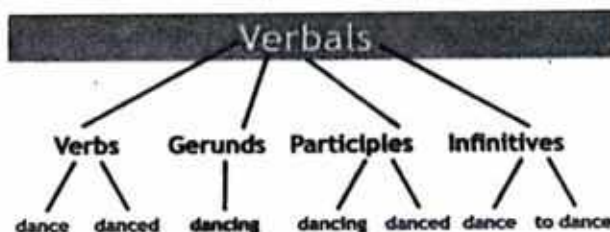
Adverbial Phrase: **somewhat disappointed**

E: Read the following sentences and identify the adverbial phrases. Consider the questions they answer (how, when, where, etc.) and the role they play in modifying the verbs, adjectives, or adverbs.

- i. She completed the puzzle with great concentration.
- ii. We will meet at the park after sunset.
- iii. The students gathered in the library to study for their exams.
- iv. He exercises at the gym three times a week.
- v. The temperature dropped quite suddenly in the evening.
- vi. They danced with incredible grace at the party.
- vii. The train departed at midnight.
- viii. She visits her grandparents every summer.
- ix. He spoke with a surprisingly loud voice during the presentation.
- x. The mountain climbers reached the summit with considerable difficulty.

F. Verbals:

Verbals are verbs that appear as nouns, adjectives, and adverbs. Three types of verbals: gerunds, participles, and infinitives function as other parts of speech. The function of gerunds are as nouns and they end in -ing.



Gerunds

Gerunds are verb forms that function as nouns, ending in "-ing." They represent actions or activities and can serve various roles in a sentence.

Examples:

Swimming is my favorite summer activity.

In this sentence, "swimming" is a gerund functioning as the subject.

I enjoy **reading** novels in my free time.

Here, "reading" acts as the direct object of the verb "enjoy."

Adverb of Frequency:

She checks her email **every morning** for important updates.

Adverb of Degree:

The temperature dropped **too** low after the sun set.

Order of Adverbs in a sentence:

When there is more than one adverb in a sentence describing a verb, they usually go in this order:

manner, place (location), frequency, time, reason/purpose.

It is uncommon to use all five types of adverbs to modify the same word.

Examples:

Subject	verbs	Adv. Manner	Adv. Place	Adv. frequency	Adv. Time
Khalid	swims	enthusiastically	in his pool	daily	before dusk.
Dad	walked	impatiently	to the garage		before work.
Jahangir	sleeps	happily			after lunch.

Q: Read the following sentences and identify the adverbs. Also mention the type of adverb.

- Javeria confidently answered all the questions during the interview. She speaks English fluently and practices attentively every day at the language institute.
- Laila quickly completed her homework before heading to the library. She studies diligently and always finishes her assignments on time to relax.
- Murtasim patiently waited for his friends at the cafe. He usually meets them on Fridays after work for a relaxing evening.

D. Adverb phrase

An adverbial phrase is a group of words that functions as an adverb, providing additional information about the manner, time, place, frequency, or degree of an action or the circumstances surrounding it. Adverbial phrases often answer questions such as how, when, where, why, or to what extent.

Adverbial phrases are typically formed by **groups of words that act together to modify a verb**, an adjective, or another adverb. They can be single words or longer phrases.

Usage with Examples:

Manner: (How the action was done)

Example: He completed the task with **great precision**.

Adverbial Phrase: with great precision

Time: (When the action took place)

Example: She will arrive **after the meeting**.

Adverbial Phrase: after the meeting

G: Read the passage and identify the gerunds.

Life on a Farm

The life on a farm is full of interesting activities. Reading by the barn, swimming in the pond, hiking through small hills, horse riding at sunset, farming from dawn till dusk, and cattle rearing with care are some of them. Each task woven into the rhythm of farm life, making every day an adventure under the wide sky.

Infinitives

Infinitives are the base form of a verb, usually preceded by "to." They function as nouns, adjectives, or adverbs in a sentence.

Examples:

- I like **to read** before bedtime. (Noun: Direct object)
- She has the determination **to succeed**. (Noun: Predicate)
- The decision **to leave** was difficult. (Noun: Subject)
- He is eager **to learn** new skills. (Adjective modifying "eager")
- We have a plan **to explore** the city. (Adjective modifying "plan")

Why do we use infinitives:

Infinitives are used to express purpose, intention, or desire. They often follow certain verbs (e.g., want, need, like) or function as the subject, object, or complement of a sentence.

H. Identify and underline the infinitive in each sentence.

- i. We decided to visit the museum next weekend.
- ii. Aqsa's goal is to complete the marathon in a record time.
- iii. I would like to learn a new language before I turn 30.
- iv. The best time to plant a tree is now.
- v. Our plan is to travel to Makkah next summer.
- vi. I need to finish my homework before dinner.
- vii. Hasan hopes to become a successful entrepreneur.
- viii. It is essential to exercise regularly for good health.
- ix. The purpose of the meeting is to discuss upcoming projects.
- x. Atiqah promised to help the community center with fund raising.

4. Oral Communication Skills

Sister Zeph is an activist from Gujranwala, Pakistan. She primarily supports girls' education and women empowerment. Her journey began in 1997 when she was 13 years old and her teacher beat her in front of class. That is when she promised herself that *she will never go to a school again and* instead started her own school in her courtyard. Sister Zeph went door to door to ask families to send their daughters to her school. Over the years she has been responsible for the education of

hundreds of young girls and has empowered many women through formal education and skills trainings. In 2015, Sister Zeph's organization became a registered school. By 2016, her organization had taught over 500 girls and empowered 100 more. As of 2023, Sister Zeph's school provides free education to 200 students, from kindergarten through tenth grade. In 2023, Sister Zeph won the \$1 million Global Teacher Prize in honor of her achievements. She stated she would use the prize money to build a better school building



Activity

Discussion in groups:

After reading the above shining example of a Pakistani woman trying to help out of school children who are too poor to go to school, think of different women leaders, entrepreneurs, medical personnel, media persons (Pakistani and international) who have created a name for themselves in helping the poor and underprivileged people. Some of the more famous names are:

Political Leaders:

- Jacinda Ardern (New Zealand)
- Angela Merkel (Germany)
- Benazir Bhutto (Pakistan)
- Malala Yousafzai (Pakistan)

Scientists:

- Marie Curie (Poland/France)
- Rosalind Franklin (UK)
- Dr. Nergis Mavalvala (Pakistan/USA)
- Asma Zaheer (Pakistan)

Entrepreneurs:

- Oprah Winfrey (USA)
- Folorunsho Alakija (Nigeria)
- Jehan Ara (Pakistan)

Select any one personality and gather information about her. Discuss in groups. You can use the following links for more information:

<https://pakistanourtravel.com/2020/10/09/20-powerful-business-ladies-of-pakistan/>

<https://pakistanourtravel.com/2020/10/09/20-powerful-business-ladies-of-pakistan/>

<https://gulfnews.com/world/asia/pakistan/womens-day-10-pakistani-women-inspiring-the-country-1.77696239>

5. Writing Skills

- A. Choose one character (either the boy or Mrs. Jones) and write a detailed character analysis. Explore their motivations, actions, and the impact of their encounter on each other. Look at the format below for ideas.

Character Sketch

What does the character look like?

What qualities (good or bad) does the character have?



What does the character do?

What impact does he/she have on the story?

B. Argumentative Essay: The Power of Kindness

Mrs. Jones chooses to treat Roger with kindness instead of punishment. Do you think kindness is more effective than punishment in changing a person's behaviour? Write an argumentative essay supporting your opinion.

Teacher's Point

- Engage students in discussion using conversation prompts to involve more students.
- Encourage students to share personal opinions and experiences.
- Recapitulate the previously learnt types of adverbs in previous grades
- Select and use a variety of pre-writing strategies such as brainstorming, mind mapping.
- Explain the elements of story using different famous fables and stories familiar to students.
- Help students to plan, draft and revise writing to ensure that it is focused, purposeful and reflects insight into the writing situation. It has an organizational pattern that reflects a clear overall progression of ideas through proper use of signal and reference words. It uses writing strategies as are appropriate to the purpose of writing. It has varied sentence structure and length and has a good command of language with precision of expression

Review 1

Q No 1: Choose the correct option:

- i. The courage of the firefighter saved many lives. The underlined word is a/an noun:
A) Concrete B) Abstract C) Collective D) Material
- ii. Select the correct pair of concrete and abstract nouns from the options below.
A) Cat - Freedom B) Apple - Tasty C) Desk - Happy D) Chair - Sit
- iii. Identify the noun phrase in the following sentence.
The quick brown fox jumps over the lazy dog.
A) The quick brown fox B) Jumps over
C) The lazy dog D) Over the lazy dog
- iv. Choose the correct synonym for the word "happy".
A) Sad B) Joyful C) Angry D) Tired
- v. Choose the correct antonym for the word "ancient".
A) Modern B) Old C) Historical D) Traditional
- vi. Choose the correct sentence using past indefinite tense.
A) She was cooking dinner when I arrived.
B) She cooked dinner when I arrived.
C) She cooks dinner when I arrived.
D) She is cooking dinner when I arrived.
- vii. I listened to the music you recommended. The underlined word is a/an noun:
A) Abstract B) Collective C) Concrete D) Countable

Q. No 2: Read the given passage and answer the questions given at the end:

The James Webb Space Telescope (JWST) is an amazing observatory launched by NASA to explore the universe in great detail. With its advanced technology, JWST will change how we understand space, from how stars and planets form to the possibility of life on other planets. The telescope has a large mirror and very sensitive tools that can see faint infrared light from faraway galaxies. Unlike the older Hubble Space Telescope, JWST can look through cosmic dust clouds, giving us a clearer view of hidden parts of space. This powerful telescope is a team effort by NASA, the European Space Agency (ESA), and the Canadian Space Agency (CSA). By discovering new secrets about the universe, JWST aims to inspire future scientists and expand our knowledge of space.

1. What is the main goal of the James Webb Space Telescope (JWST)?
2. What makes JWST different from the Hubble Space Telescope?
3. What kind of light can JWST detect to explore faraway galaxies?
4. Which organizations worked together to build JWST?

5. How might JWST affect future scientists?
6. Identify the topic sentence of the paragraph.
7. List the supporting details provided in the passage.
8. Write a short summary of the passage.

Q. No 3: Read the following sentences and underline the adverb phrases. Circle the adjective phrases.

1. The car with the broken headlight needs to be repaired.
2. She arrived earlier than expected.
3. The book on the top shelf is very old.
4. He runs with remarkable speed.
5. The painting by the famous artist was sold for a million dollars.
6. They traveled to the mountains last summer.
7. The girl in the blue dress is my sister.
8. He finished the test in a hurry.

Q. No 4: Choose the correct modal (should, must, can, may) to fill in the blanks.

1. You ____ finish your homework before going out to play.
2. ____ I borrow your book for a day?
3. He ____ swim very well.
4. We ____ visit the museum this weekend if we have time.
5. You ____ see a doctor if you're feeling unwell.
6. Students ____ submit their assignments by Friday.
7. You ____ use your phone during the exam.
8. ____ you help me with my project?

Q. No 5: Identify and correct the mistakes in the use of infinitives and gerunds in the following sentences.

1. She enjoys to read books.
2. He wants becoming a pilot.
3. They practiced to play the guitar.
4. I decided going to the gym.
5. We need finishing the project by tomorrow.

Q. No 6: Write an essay of 150-200 words on the following topic:

"The Importance of Discipline in Student Life"