

13 UNIT

HOPE IS THE THING WITH FEATHERS (Poem)

Student Learning Outcomes

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

- use textual aids such as table of contents, glossary etc. to comprehend the text.
- paraphrase the stanza.
- examine and interpret transitional devices that show comparison, contrast, reason, concession, condition and emphasis.
- recognize and use dash (-) as a separator to indicate that a sentence has been broken off, or to indicate new direction of thought.

Pre-reading

- What is hope?
- Can we see it?
- What is the role of hope in one's life?

Hope is the thing with feathers
That **perches** in the soul,
And sings the tune without the words,
And never stops at all,

And sweetest in the **gale** is heard;
And sore must be the storm
That could **abash** the little bird
That kept so many warm.

I've heard it in the **chillest** land,
And on the strangest sea;
Yet, never, in **extremity**,
It asked a **crumb** of me.

(by: Emily Dickinson)

Reading and thinking skills:

Comprehension

Answer the following questions.

1. Where does the hope perch?
2. What symbolizes hope in this poem?
3. When does hope provide comfort?
4. What does hope demand in return?

Critical thinking

- i) What is your personal opinion about the poem? Discuss in groups.
- ii) How has the poetess compared hope with a bird? Discuss in pairs and share your answer with your class fellows.

Activities

1. Consult the glossary given at the end of your book and find out the meanings of the given words.

Words	Meanings
perches	_____
gale	_____
abash	_____
extremity	_____
crumb	_____

2. Check the table of contents and point out the serial number and page number of the poem in this book.

3. Read the poem and write all the words which represent hope.

First stanza:

Second stanza:

Third stanza:

Writing Skills

- Write down the summary of the poem.
- Paraphrase the following stanza.
Hope is the thing with feathers
That perches in the soul,
And sings the tune without the words,
And never stops at all,
- What is the main theme of the poem?

Grammar

Transitional devices that show contrast:

Words: but - however - in contrast -
on the other hand - otherwise

Examples:

- Saima secured an 'A' on her essay, but Shazia got a 'B'.
- We wanted to leave at 8:00. However Hamza arrived too late.
- Women usually enjoy shopping. In contrast, men often dislike it.

Transitional devices that show the reason:

Words: because - because of - caused by - due to - therefore

Examples:

- She did not attend the function because she was sick.
- He missed the train because of heavy rain.
- His failure was caused by laziness.

Transitional devices

Transitional devices link sentences and paragraphs together smoothly so that there are no abrupt jumps or breaks between ideas.

Transitional devices that show comparison:

Words: as - as if - like - similarly - in comparison

Examples:

- i) Bilal is as proud as king.
- ii) He gives orders as if he were my boss.
- iii) Like his father, Usman has an attractive personality.

Transitional devices that show concession:

Words: though - despite - despite the fact - of course - still

Examples:

- i) Though the book is difficult to read, it is very interesting.
- ii) Despite Ajmal's skill at tennis, he lost the mach.
- iii) Despite the fact that Ajmal is good at tennis, he lost the mach.

Transitional devices that show condition:

Words: if - unless - or

Examples:

- i) She will help him if he asks.
- ii) I will wait unless the rain stops.
- iii) You must work hard or you will fail in exams.

Transitional devices that show emphasis:

Words: in fact - actually - in particular - in general - in other words

Examples:

- i) The book store sells cards. In fact, they have the best cards around.
- ii) Bilal is actually the first person I have known who has been to Africa.
- iii) He was late to class again. In other words, he did not wake up on time.

Activity

Use the following transitional devices in your own sentences.

on the other hand, therefore, similarly, unless, in particular, otherwise, despite, in fact, because, but, or.

Punctuation

Dash (-): Dash is used as a separator, to indicate that a sentence has been broken off, or to indicate a new direction of thought.

Examples:

- 1- I wish you would—oh, never mind.
- 2- Because of computers, our world—and the way we describe it—has changed greatly.
- 3- He seemed very upset about—I never knew that.
- 4- Well, you see—I—I've—I'm just not sure.
- 5- He was a fine fellow—in his opinion.

Activity

Make sentences by using dash (-) in your sentences.

Oral Communication

Group discussion

- Form groups and discuss the given topic.
'Hope is the best guardian in this world.' Do you agree or not? Support your answer / opinion with logic and reasoning.

Revision (Unit 9-13)

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

1. If a player violates any rules, he is appreciated.
2. Taking part in sports benefits mind only.
3. The old man was a weak man.
4. The man having good character is always proud.
5. Hope is the name of a bird.

2. Change the narration of the following sentences.

- i) She said, "I have the latest computer."
- ii) The teacher said, "Keep quiet."
- iii) Ali said, "It is raining."
- iv) He said, "You are a good student."
- v) Mother said, "I am washing the dishes."
- vi) Abdullah said, "I want to be a responsible citizen."

3. Write the missing degrees of the following adjectives.

Positive	Comparative	Superlative
_____	taller	_____
_____	_____	hottest
confident	_____	_____
_____	more courageous	_____
large	_____	_____
_____	_____	_____
_____	better	_____
bad	_____	_____
_____	less	_____

4. Tick the correct meaning of given words.

- 1- Penalized:
(a) appreciated (b) encouraged (c) punished
- 2- Vanity:
(a) useless (b) pride (c) property
- 3- Instinct:
(a) a natural behaviour (b) quality
(c) habit
- 4- Downtrodden:
(a) broken into pieces (b) downwards
(c) oppressed
- 5- Depict:
(a) to explain (b) to show (c) to write

5. Change the following conditional sentences type-I into type-2 conditionals.

- 1- If he invites me, I will go to the party.
- 2- We all will eat if my mother cooks food.
- 3- If it rains, he will not go to the play ground.
- 4- She will get first position if she works hard.
- 5- If you practice, you will improve your writing.

6. Make words with the following prefixes and suffixes.

anti , less , ment , in , able , co

7. Form adjectives from the given nouns and use them in your sentences.

Nouns	Adjectives	Sentences
i) vigor		
ii) disaster		
iii) fruit		
iv) doubt		
v) health		

Glossary

Words	Meanings	Words	Meanings
abash	hit/destroy	conduct	disapproval
abundantly	plentifully / in great amount	conquest	behaviour
accompany	to go along with	consume	victory
acknowledge	admit	contribution	use up
addict	in the habit of drinking or taking drugs	courteous	share
appreciate	admire		showing respect for others
approaches	comes closer	creak	to make a long sharp sound
ascension	the act of going / moving up	credible	believable
asset	any portion of someone's property	criterion	a standard/ test by which individuals are compared or judged
atmosphere	surroundings/the gaseous surroundings envelope surrounding the earth	cruelties	atrocities
awareness	having knowledge	crumb	a small piece of food, especially of bread or cake, that has fallen off a longer piece.
behold	watch, see	cultivate	grow
benefactor	patron/ supporter	curious	eager to know
beneficial	useful	dedication	commitment
bent	to become curved	deeds	actions
boon	favour/gift	delude	deceive, cheat
capacity	the ability or power to contain	denotes	indicates
cease	to stop	depict	to show / reflect
chaos	disorder	determination	resolution / will power
chillest	coldest	detests	dislikes
circumstances	situation / position	disaster	destruction
clings	to hold very tightly	disciple	follower
clutches	grasp/possession	discontent	dissatisfaction
comfortable	giving relief / free from pain	disposal	the power to use something/someone
commitment	promise/agreement to do something in future	disgusting	causing dislike
companion	friend / person, you spend lot of time with him	distracted	to divert the attention
compel	to force	dominate	to have a control over
condemn	to express strong	downtrodden	oppressed/persecuted
		dreary	grievous, dark, cheerless
		dual	double/having two components
		dump	rubbish heap

Words	Meanings	Words	Meanings
earthen	made of mud or clay	hazardous	risky/dangerous
efficient	competent	horrifying	frightening
eliminate	finish / remove	ignore	refuse to take notice
embarrassed	ashamed	immediate	taking place without delay / at once
embarrassment	discomfort / shame		great / vast
emits	ejects	immense	essential
encourage	hearten	imperative	related to empire
endure	bear, tolerate	imperialistic	put into prison
enforcement	implementation	imprison	to teach by repeated instructions
engross	absorb / grip	inculcate	liberty/freedom
entertainment	recreation		lower
essence	spirit / nature	independence	a temporary rest house
exerted	put forth strength / hard work	inferior	a natural behaviour
		inn	essential
expedition	an organized journey for a specific purpose	instinct	very close relation
		integral	a feeling on the skin that causes to scratch
extensive	thorough	intimate	to rest or rely, for support or comfort
extremity	the furthest point	itch	areas
falter	stumble		danger / threat
fertility	the condition of being fertile	lean	wholly, entirely
			praise worthy
fierce	aggressive	localities	disorder
formulate	to form	menace	distress / unhappiness
fortune	luck/fate	merely	to decay or rot
flapped	moved loosely back and forth	meritorious	to give an account
		mess	careful to notice
gale	strong wind	misery	displease
gangs	group of bad people	mouldering	chance (luck)
garbage	useless material / matter	narrate	living things
		observant	take part
generosity	the trait of being willing to donate	offend	lovingly
		opportunity	mother or ancestor
glooming	dismal	organisms	name derived from the name of father
glory	great admiration	participate	punished
grievance	cause of complaint	passionately	(of a bird) to land and stay on a branch, etc.
guilty	responsible for a dishonest act	patronymic	show of working
			punishing
guiltless	sinless, innocent		
hampers	stops	penalized	
handicap	some thing that hinders	perch	
hardships	difficulties		
harmony	uniformity / agreement with action	performance	
		persecuting	

Words	Meanings	Words	Meanings
pilgrimage	a holy journey	stressed upon	to emphasize
pious	religious, virtuous	surpass	be better than others
preserve	to protect from harm or injury	swaying	a swinging motion
prestigious	reputable / distinguished	tedious	tiresome
progressive	going forward / thriving	tempt	to persuade
prominent	well known	thrill	to excite/excitement
prosperity	flourishing/well being	tickle	to touch / hit repeatedly
prickly heat	extreme heat	tyrant	villain/cruel
rehabilitation	resettlement	unaffrighted	not afraid of, fearless
repining	feeling discontent	unanimously	collectively
revelation	disclosing some thing	undesirable	unwanted
rivalry	the state of being rivals/opponents	unforeseen	unexpected
sacrifice	to give up some thing that is valuable to you in order to help the other	unhygienic	not promoting health or cleanliness
scorn	disregard	uplift	to raise something
scolded	harshly	upright	just, honest
severely	to rebuke / to use	vanity	false pride
shatters	harsh words	vaults	under ground rooms for personal security
shut	breaks something into pieces	victim	suffer
sighed	stop	victory	success
sober	respiration of air when grieved	vigor	strength, energy
solidarity	serious	vine	the climbing plant that produces grapes
spectator	a bond of unity	virtue	goodness
spilled	observer/ who observes an event	water ways	a body of water, such as river, channel or canal, that is navigable
	to spread out	weary	tired
		willingness	readiness
		wounded	injured
		wretched	miserable

Teacher's Guide

Teaching is a noble profession which requires great deal of commitment and high standard of morality. A teacher's role in shaping the lives of students cannot be ignored. The actions and thoughts of students reflect the training and guidance received by them from their teachers. Hence, the teacher must also be aware of his role and responsibilities.

In the present era, no one can deny the importance of the English language. Our students do need to use this language for communicating with others. In this regard, the role of the teachers is undeniable. Our teachers should encourage the students to speak English in their classes and they have to take the initiative by speaking to them in English.

Many teachers in Pakistan only rely on the textbook for teaching. This creates monotony and the students lose interest. Teaching becomes dull and boring. For better teaching - learning process, a teacher must consult other reference books and be well prepared before entering the class.

An effective teacher has to use different techniques to make his/her students understand by being innovative. Apart from the teaching guide line given below, a teacher can also design a variety of interactive activities to stimulate the interest of students and ensure their involvement in the learning process with the positive outcome of building up their knowledge rather than being passive learners.

Translation

Translation is a skill. Every language has its own rules and requirements. It is wrong to do word for word translation. It kills the very spirit and mood of the text.

Some tips for correct translation

- Read the text carefully and understand the main theme.
- Choose appropriate vocabulary, according to the text.
- Idioms and phrases are not literally translated.
- Translated text must have the same flow and coherence as the real text.
- Focus on the theme in order to convey the same sense.

Model Translation

"You must have seen drug addicts begging in the streets and roads in wretched condition. Quite often young people, grown frightfully thin with sunken eyes, lifeless eyes and torn clothes, are found extending their hands to passing

vehicles for money to have some puffs of powder filled cigarette. Sometimes these unfortunate people die on footpaths or in hospital surroundings, unattended or unwept."

آپ نے سڑکوں کے کنارے قابل رحم حالت میں نشے کے عادی افراد ضرور دیکھے ہوں گے۔ اکثر و بیشتر پٹھے پرانے کپڑوں میں ملبوس خوفناک حد تک لاغر اور پچکے گالوں والے یہ نوجوان جن کی آنکھوں میں زندگی کی کوئی رمت نہیں ہوتی ہر گز رتی گاڑی کے آگے ہاتھ پھیلاتے نظر آتے ہیں تاکہ ان پیسوں سے وہ پاؤڈر سے بھری سگریٹ کے چند کش لگا سکیں۔ کبھی یہ بد قسمت لوگ فٹ پاتھ یا ہسپتال کے ارد گرد ہی دم توڑ جاتے ہیں جہاں انہیں دیکھنے اور رونے والا کوئی نہیں ہوتا۔

Unit-1

- Conduct a pre reading activity. Ask students what they know about Hazrat Abu Bakr Siddique (ؓ). After that ask students to do the reading of the text aloud, one by one and explain the 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 reading properly and attentively.
- Help the students deduce the meanings of the difficult words.
- Ask them to use dictionary to find parts of speech of the given words.
- Ask students to compare both the given tenses.
- Revise some of the major rules of punctuation and ask the students to punctuate the given paragraph.
- Ask students to practise oral communication.
- Do the activity of proof reading.

Unit-2

- First of all ask some warm up questions about drugs and narcotics. (As given in the pre-reading of unit 2.)
- Ask the students to do the silent reading of first two paragraphs and then ask them some questions about the same text to check their reading comprehension.
- After this ask them to do the reading of the whole unit and do the comprehension questions. You can also explain the meanings of the difficult words.
- Help them in finding the synonyms and antonyms of the given words.
- Help students in inferring the missing words of a given paragraph.
- Define adverbs and explain their types with examples.

- Explain degrees of comparison with the help of examples.
- Explain adverbial phrases and clauses by giving them examples. Encourage them to make sentences.
- Explain paragraph writing with the help of the given paragraph and ask them to write a paragraph on the given topic.

Unit-3

- Ask students to describe the given picture.
- Explain the different types of pollution, their causes and effects on the living organisms.
- Ask them to do silent reading of the text and deduce meanings of the difficult words.
- After reading the text ask them to attempt answering the comprehension questions.
- Ask them to recall the information given in the text and solve question no 3.
- Explain simple, compound and complex sentences along with examples. After this ask them to do the given activities.
- Explain indefinite pronouns and ask them to use in their own sentences.
- Explain pronoun antecedent relationship with the help of examples.
- Explain outlining by giving them examples.
- Ask students to do dialogues in pairs.

Unit-4

- First of all ask some general questions about media.
- Define media and explain its types, role and importance in society.
- Explain positive and negative impact of media on our youth with particular emphasis on the positive role.
- Ask the students to read the unit. Explain the meanings of the difficult words, so that they could do the comprehension questions.
- Illustrate the use of dictionary by finding out the meaning and pronunciation of the difficult words.
- Explain adjective phrases and clauses with the help of examples.
- Tell students about card catalogue and illustrate its types. Then ask them to make different cards.

Unit-5 (Poem)

- Ask some usual questions about life and problems.
- Ask students to recite the poem with rhythm.
- Tell them the meanings of the difficult words.

- Ask them to tell you the main theme of the poem. You need to guide them in grasping the basic theme.
- Guide students how to fill in the given form.
- Help students in recognizing the words that vary according to their connotation.
- Do the pronunciation practice with the students.

Unit-6

- Conduct a pre-reading activity to assess their previous knowledge.
- Explain the importance of sympathy, love and taking care of others. Encourage them to ask questions, if they have any.
- Ask students to do skimming and scanning to find out the answers to the comprehension questions.
- Encourage them to deduce the meanings of the difficult words.
- Give a brief touch to abstract nouns. Ask them to do the questions based on abstract nouns.
- Give them practice in making adjectives from nouns and verbs.
- Explain anaphoric and cataphoric references.
- Practice present perfect tense..
- Ask them to use different relative pronouns in sentences.

Unit-7

- Conduct a pre-reading activity by asking some questions about patriotism.
- Define patriotism, its significance and highlight the role of patriots in the development of a country. The teacher should tell them about misdirected patriotism.
- Ask them to skim the text in order to answer the comprehension questions.
- Use prior knowledge of preposition and encourage student to do the given activity.
- Explain cataphoric and anaphoric references and help them in doing the given activity.
- Explain the first conditional sentences by giving them enough examples and then ask them to make their own sentences. Tell them to do the questions of conditional sentences given in the exercise.
- Explain the past perfect continuous tense by giving some examples.
- Tell them the correct use of "since" and "for" by using them in sentences. After that ask them to do the questions related to this structure.

Unit-8

- Ask the students to describe the given picture.
- Tell them about different professions and ask them what they would want to be. And why?
- Use scanning and skimming techniques to find out the answers to the comprehension questions. Encourage them to find out the meanings of the difficult words as well.
- Recall the previous knowledge of capitalization and ask them to do the given activity.
- Explain active and passive voice by giving different examples.
- Teach modal verbs to the students by using them in sentences. Ask them to use these verbs in their own sentences.
- Ask students to punctuate the given paragraph by recalling the rules of punctuation.

Unit-9

- Conduct a pre-reading activity by asking general questions about the importance of observing rules and regulations.
- Explain the importance of discipline at the collective and individual levels.
- Ask students to do silent reading of the text and use dictionary to find out the meanings of the difficult words. After this, they can do the comprehension questions.
- Explain the second conditional sentences by giving the students adequate examples and practice.
- Ask them to do the questions based on second conditional sentences, given in the exercise.
- Explain use of comma to separate non-defining relative clauses.

Unit 10

- Ask some questions about the importance of good character. Encourage the students to describe share the characteristics of an ideal and virtuous man.
- Ask the students to recite the poem and find out the meanings of the difficult words.
- Ask some questions about the main theme of the poem.
- Explain different types of adjectives with the help of examples.
- Explain the degrees of adjectives and ask your students to use them in their own sentences. You can ask one student to use the positive degree,

the next one to use comparative degree and third student to use superlative degree of an adjective.

- Define "summary" and "paraphrasing," and ask students to do the questions of writing summary of the poem and paraphrasing of the stanza given in exercise.

Unit- I I

- Conduct a pre-reading activity by asking students some questions about their favorite games and sports. Ask them why and where they play.
- Explain the importance of games in maintaining physical and mental health.
- Ask students to go through the text. Meanings of the difficult words are to be explained. Ask them to do the comprehension questions.
- Encourage the students to find out the meanings and grammatical status of the given words with the help of dictionary.
- Explain active and passive voice structures with examples. Ask students to do the question given in the exercise.
- Ask students to recall their previous knowledge of relative clauses and practice relative clauses, given in the exercise.
- Illustrate the use of gerund with the help of examples.
- Punctuation rules. Explain the rules for using hyphen (-) and ask students to punctuate the given sentences.

Unit I2

- Conduct a pre-reading activity.
- Tell students the importance of respect, cooperation and due place of old people in homes.
- Ask the students to go through the text and answer the comprehension questions.
- Explain the rules for using the articles. Tell them about indefinite and definite articles. First for 'a' and 'an', then definite article 'the'.
- Explain prefixes and suffixes by telling your students about their position (where to be added) then give them examples and ask them to do the related question given in the exercise.
- Help them in recognizing the use of hyphen.
- Ask them to translate the given paragraph into Urdu.

Unit 13

- First of all pre-reading questions. Then ask any one of the students to recite the poem aloud.
- Help students in questing the meaning of the difficult words and ask question about the main theme of the poem.
- Ask students to do comprehension questions.
- Explain transitional devices with the help of examples. Then ask them to use these transitional devices in their sentences.
- Explain the use of dash (-) with the help of examples and ask students to make sentences by using dash (-) in them.
- Guide the students to answer the questions in writing activity.
- Use summary skills to locate the particular information from the book.
- Divide the class into different groups and ask them to discuss the given topic.

The teacher should always focus on an effective teaching-learning process by ensuring the active participation of all the students. They should be motivated to recall their previous knowledge, learn the new information and make evaluations, where-ever needed. Then teacher will be able to achieve the desired objectives, which is the ultimate goal in teaching.