

UNIT 4

SOFT SKILLS



NOTHING IS IMPOSSIBLE-THE CONSTRUCTION OF SPECTACULAR BROOKLYN BRIDGE

After completing this lesson, students will be able to:

- ask and answer questions of personal relevance, information and a variety of communicative purposes
- determine an author's point of view or purpose in a text
- analyze how the author distinguishes his or her position from that of others
- write a dialogue between multiple people, giving narration/ background in brackets, using conventions of the director's relationship between the addresser and addressee
- use summary skills to write an objective summary of the given text
- demonstrate knowledge and application of parts of speech in oral and written communication

Main Theme: SOFT SKILLS

Sub Theme: TEAM WORK

Pre-Reading Questions

- Look at the title of the Unit and predict about the content of the lesson.
- How can we live peacefully in the society?

NOTHING IS IMPOSSIBLE-THE CONSTRUCTION OF SPECTACULAR BROOKLYN BRIDGE

The Brooklyn Bridge is one of the oldest suspension bridges in the United States. It connects the New York City boroughs of Manhattan and Brooklyn by spanning the East River. It was the longest suspension bridge in the world from its opening until 1903, and the first ever steel-wire suspension bridge. Since its opening, it has become an iconic part of the New York skyline. It was designated a National Historic Landmark in 1964.

It all started with a wild, crazy, strange looking, strictly speaking prima facie a mad dream of a creative engineer named **John Roebling**, who was inspired by an idea to build a spectacular bridge connecting New York with the Long Island. However, bridge building experts throughout the world thought that this was an impossible feat and told Roebling to forget the idea. It just could not be done. It was not practical. It had never been done before.

In a sense, John Roebling heard all those age old criticisms that many of us frequently encounter in our life or career when we try to accomplish something different that appears to be challenging to others. But, Roebling could not ignore the vision he had in his mind of this bridge. He thought about it all the time and he knew deep in his heart that it could be done. He just had to share the dream with someone else. After much discussion and persuasion, he managed to convince his son **Washington**, an upcoming engineer, that the bridge in fact could be built.



What do you know about "The Brooklyn Bridge?"

Working together for the first time, this homely team of father and son developed concepts of how it could be accomplished and how the obstacles could be overcome. With great excitement and inspiration, and the headiness of a wild challenge before them, they hired their crew and began to build their dream bridge.

Construction began on January 3, 1870. The project started well, but when it was only a few months underway a tragic accident on the site appeared to have shattered the dream. John Roebling's foot slipped into a group of pylons from the shake of an incoming ferry. This badly crushed his toes, causing those toes to be amputated, leaving him incapacitated; he later died of an infection related to his injury and leaving his son, Washington Roebling, in charge of the bridge. The actual construction started under the younger Roebling. Not long after taking charge of the bridge, Washington Roebling suffered a paralyzing injury as well, the result of decompression sickness. This condition plagued many of the underwater workers, in different capacities, as the condition was relatively unknown at the time and in fact was first called "caisson disease" by the project physician Dr. Andrew Smith. So, Washington was left with a certain amount of brain damage, which resulted in him not being able to walk or talk or even move.

That's it!!! The critics were only waiting for such thing to happen. They all started...

"We told them so."

"Crazy men and their crazy dreams."

"It's foolish to chase wild visions."

Everyone had a negative comment to make and felt that the project should be scrapped since the Roeblings were the only ones who knew how the bridge could be built. In spite of his handicap situation, Washington was never discouraged and still had a burning desire to complete the bridge and his mind was still as sharp as ever. He tried to inspire and pass on his enthusiasm to some of his friends, but they were too daunted by the task.

Mr. Washington was on his bed in his hospital room, with the sunlight streaming through the windows, a gentle breeze blew the flimsy white curtains apart and he was able to see the sky and the tops of the trees outside for just a moment. It seemed that there was a message for him not to give up. Suddenly an idea hit him. All he could do was move one finger and he decided to make the best use of it. It was just similar to visualizing a silver line in the midst of dark clouds.

And imagine whom he thought of as a possible helping hand! She was none other than his better half - **Emily Warren Roebling** who was determined to stand by her husband in all

While Reading Questions



- Do you agree that man is not made for defeat? If yes, then why?

While Reading Questions



- What was the motivation behind this project?

circumstances. Then, it was this lady's devotion, unquestioned loyalty that made the entire herculean task a more manageable.

The Brooklyn Bridge might not have been built had it not been for the assistance of Emily Warren Roebling, who provided the critical written link between her husband, Washington Roebling (the Chief Engineer), and engineers on-site. Under her husband's guidance, Emily had studied higher mathematics, the calculations of catenary curves, the strengths of materials, bridge specifications, and the intricacies of cable construction. She spent the next 11 years assisting Washington Roebling in the supervision of the bridge construction.

By moving his finger, Washington started exchanging with his wife and slowly developed a code of communication with his wife. He touched his wife's arm with that finger, indicating to her that he wanted her to call the engineers again. Then he used the same method of tapping her arm to tell the engineers what to do. It seemed foolish but the project was under way again.

While Reading Questions

- What was the mode of communication that Washington developed?

For 13 years Washington tapped out his instructions with his finger on his wife's arm, until the bridge was finally completed. The Brooklyn Bridge was opened for use on May 24, 1883. The names of John Roebling, Washington Roebling, and Emily Warren Roebling are inscribed on the structure as its builders.

Today the spectacular Brooklyn Bridge stands in all its glory as a tribute to the triumph of one man's indomitable spirit and his determination not to be defeated by circumstances.

MORAL: We must understand that *"Success always has many fathers, while failure is orphan."* In such situation, you must remember that there are always two hands ready to help you, and those are your own hands. So, a strong belief in one's own faculties keeps one focused, not allowing one to lose one's sight, and thereby coping with adverse situations. The Brooklyn Bridge also shows us that dreams that seem impossible can be realized with determination and persistence, no matter what the odds are. It is also a tribute to the engineers and their team work, and to their faith in a man who was considered mad by half the world.



Post-Reading Questions

- 9 "It is literally true that you can succeed best and quickest by helping others to succeed." Have you ever faced such a situation where you have to lead others?



Glossary

Words	Pronunciations	Meanings
borough	/ˈbʌrə/	a town or part of a city that has its own local government
spectacular	/spekˈtækjələ(r)/	very impressive
iconic	/aɪˈkɒnɪk/	being a famous person or thing that people admire and see as a symbol of a particular idea, way of life, etc.
prima facie	/ˌprɪmā ˈfetʃi/	based on what at first seems to be true, although it may be proved false later
feat	/fi:t/	an action or a piece of work that needs skill, strength or courage
caisson disease	/kəˈsu:n/ /dɪˈzi:z/	acute decompression syndrome (Caisson's disease) is an acute neurological emergency in divers. It is caused due to release of nitrogen gas bubbles that impinge the blood vessels of the spinal cord and brain and result in severe neuro-deficit.
plague	/pleɪg/	plague somebody/something (with something) to cause pain or trouble to somebody/something over a period of time
amputated	/ˈæmpjuteɪt/	to cut off somebody's arm, leg, finger or toe in a medical operation
decompression	/ˌdi:kəmˈpreʃn/	a reduction in air pressure; the act of reducing the pressure of the air
pylon	/ˈpaɪlən/	a tall metal structure that is used for carrying electricity wires high above the ground
persuasion	/pəˈsweɪʒn/	the act of persuading or convincing somebody to do something or to believe something
daunt	/daʊnt/	to make somebody feel nervous and less confident about doing something
tapping	/tæp/	to hit somebody/something quickly and lightly
triumph	/ˈtraɪʌmf/	a great success, achievement or victory
inscribe	/ɪnˈskraɪb/	to write or cut words, your name, etc. onto something
coping with	/ˈkɒpɪŋ wɪð/	to deal with something difficult



Reading and Critical Thinking

Answer the following questions.

- Q 1. What was the dream of John Roebling?
- Q 2. What had happened when the project was underway?
- Q 3. Why did the people criticize the Roeblings?
- Q 4. Which disease attacked the underwater workers and what were its symptoms?
- Q 5. How did Mr. Washington communicate after the tragic accident?
- Q 6. Who was Emily Warren Roebling and what role did she play in the execution of the project?
- Q 7. "When there is a will there is a way", explain in the light of the given lesson?

FINDING THE MAIN IDEA

Paragraph: A group of sentences organized around a topic, a main idea about the topic, and details that support the main idea.

Topic: The overall subject of a paragraph.

Main Idea: A statement that tells the author's point about the topic. The main idea provides the message of a given paragraph or the argument that is being made about the topic.

Details: The specific information about the main idea or support for the main idea.

Main Idea = Topic + Author's Point about the Topic

How to Find the Topic

Ask yourself the question:

What or who is this paragraph about?

How to Find the Main Idea

Ask yourself the question:

What is the overall message or argument being made by the author about the topic of this paragraph?

How to Find Supporting Details

Turn the main idea into a question by asking *who*, *what*, *when*, *where*, *why*, or *how*? The answer will give a set of details.

Hints

- Boldfaced headings or titles may contain the topic and/or main idea
- First and last sentences in the paragraph are usually helpful
- Look for repeating words, these often indicate the topic

Remember

Topics, main ideas, and supporting details work together. The main idea tells the author's point about the topic, and the details offer support for the main idea.

Activity

A. Read the passage below to see if you can pick out the main idea.

"To many parents, the infant's crying may be mainly an irritation, especially if it continues for long periods. But crying serves important functions for the child as well as for the parents. For the child, crying helps improve lung capacity and the respiratory system. Perhaps more important, the cry serves as a signal of distress. When babies cry, they indicate that they are hungry or in pain, and this is important information for parents."

Use the hints below to determine the correct main idea of this paragraph.

After reading a paragraph ask, "What point is the author making in this passage?"

Ask the following questions:

- Who - Does this passage discuss a person or group of people?
- When - Does the information contain a reference to time?
- Where - Does the text name a place?
- Why - Do you find a reason or explanation for something that happened?
- How - Does this information indicate a method or a theory?

B. Read the passages and answer the questions.

Fire ants are painful and destructive pests. The fire ant earned its name because of its venom. The insect uses a wasp-like stinger to inject the venom, which causes a painful burning sensation and leaves tiny, itching pustules. The ants will swarm over anyone or

anything that disturbs their nests. In addition to causing pain, fire ants damage many crops by eating the plants and by protecting other insects that damage crops. Fire ants are attracted to soybeans, eggplant, corn, okra, strawberries, and potatoes.

1. What is the topic of the passage?

- | | |
|--------------|------------|
| a. Ant bites | c. Farming |
| b. Fire ants | d. Pests |

2. What does the author want you to know about the topic?

- Fire ants have a wasp-like stinger.
- Fire ants swarm.
- Fire ants are pests to farmers.
- Fire ants are painful and pesky.

3. Which sentence contains the main idea?

- | | |
|------|------|
| a. 1 | c. 4 |
| b. 2 | d. 5 |



Oral Communication

Pair Work

- Work in pairs and choose a celebrity they both know, come up with interview questions, and act out a real-life interview in front of the class.

Group Activity

- Work in groups and trace out the issues highlighted by identifying the *setup*, *confrontation* and *resolution* in the three act play "Love Thy Neighbour" by Jimmy Keary.

Teacher's Point



Guide your students to ask and answer questions of personal relevance, information and a variety of communicative purposes in pairs or in group.



Vocabulary and Grammar

The Parts of Speech, understanding of the classification of words, is of utmost importance before one moves towards the sentence structure and advanced syntax of English both in written and oral communication.

Every name is called a **Noun**,
 As field and fountain, street and town;
 In place of the noun the **Pronoun** stands
 As he and she can clap their hands;
 The **Adjective** describes a thing,
 As magic wand and shiny ring;
 The **Verb** means action, something done-
 To read, to write, to jump to run;
 How things are done, the **Adverbs** tell,
 As quickly, slowly, badly, well;
 The **Preposition** shows relation,
 As in the street, or at the station;
Conjunctions join, in many ways,
 Sentences, words, or phrase and phrase;
 !!!The **Interjection** cries out, 'Hark!
 I need an exclamation mark'
 There is one more to be kept among winners
 We know them as **Article Determiners**

Activity

- a. Read the above poem carefully and make a list of words in **BOLD** with definition.
- b. Identify the part of speech of the **highlighted** word in each of the following sentences as Verb ,Noun ,Pronoun, Adjective, Adverb, Preposition, Conjunction, Interjection
 1. He runs **fast**.
 2. The geese **indolently** waddled across the intersection.
 3. **Yikes!** I'm late for class.
 4. Bruno's **shabby** thesaurus tumbled out of the book bag when the bus suddenly pulled out into traffic.
 5. Mr. Frederick angrily **stamped** out the fire that the local hooligans had started on his verandah.
 6. He is a fast runner.
 7. Later that summer, she asked herself, "What was I thinking of?"
 8. She thought that the twenty zucchini plants **would not be** enough so she planted another ten.
 9. **Although** she gave hundreds of zucchini away, the enormous mound left over frightened her.
 10. Everywhere she went, **she** talked about the prolific veggies.



Writing

Suppose you are the team leader, write a dialogue having five members in your group, planning for **Clean and Green Pakistan Project**. (Hints: Place your characters clearly within your conversation, create unique voice for every character, give characters' opposing views)



Reading and Critical Thinking

A. ANSWER THE FOLLOWING QUESTIONS.

- i. "The life of Hazrat Muhammad Rasulullah (ﷺ) is a beacon of light for the whole humanity", comment?
- ii. What was the impact of the lenient behavior of Hazrat Muhammad Rasulullah (ﷺ) on the non-believers?
- iii. How can a woman turn out to be a successful financial supporter of her family?
- iv. What skills are required for a successful business?
- v. How has media revolutionized the digital globalization?
- vi. What are the major focuses of cultural globalization?
- vii. *"Success always has many fathers, while failure is orphan."* Explain in the light of the chapter "The Construction of Spectacular Brooklyn Bridge."
- viii. What skills did Emily Warren Roebling acquire for the construction of the Brooklyn Bridge?

B. Directions: Read each passage and ask yourself, "What is the author doing in this paragraph?" Write your answer in the summary box and then think of an appropriate title for the passage based on the main idea of the passage.

1. A penny for your thoughts? If it's a 1943 copper penny, it could be worth as much as fifty thousand dollars. In 1943, most pennies were made out of steel since copper was needed for World War II, so the 1943 copper penny is ultra-rare. Another rarity is the 1955 double die penny. These pennies were mistakenly double stamped, so they have overlapping dates and letters. If it's uncirculated, it'd easily fetch \$25,000 at an auction. Now that's a pretty penny.

Summarize this paragraph in one sentence. Be specific and clearly explain the main idea.

An appropriate title: _____

2. When one hears the term "reality" applied to a show, one might expect that the events portrayed occurred naturally or, at the least, were not scripted. This is not always the case. Many reality shows occur in unreal environments, like rented mansions occupied by film crews. Such living environments do not reflect what most

people understand to be "reality." Worse, there have been accusations that events not captured on film were later restaged by producers. Worse still, some involved in the production of "reality" television claim that the participants were urged to act out story lines premeditated by producers. With such accusations floating around, it's no wonder many people take reality TV to be about as real as the sitcom.

Summarize this paragraph in one sentence. Be specific and clearly explain the main idea.

An appropriate title: _____

- C. **Directions:** Read the story "When Gertrude Grew Great" and trace out the elements of the story appended at the end of the story.

Gertrude was just an average kid with an average life. She lived in an average sized house in an average neighborhood in a totally typical town. At home, she helped out just enough to slide by. At school, she did just enough homework to stay out of trouble. She had straight 'C's in all of her classes.

One day Gertrude's teacher, Mr. Mister, stopped her after class. "Gertrude," he said, "I know that you can do better. I've seen the work you do in class, and some of it is amazing... way better than 'C' work." Gertrude knew that there were moments when she did try a little harder than what everyone expected, like when she put extra elbow grease into some of the dishes to make them *really* sparkle; or, when she took extra time with her handwriting on a few problems of her homework to make it look fancy. But she just didn't have confidence in herself. She didn't really believe that she could change; in fact, she was scared by the thought of having the power to become whatever she wanted. She had done just enough to get by for so long that being mediocre was her lifestyle. She stopped listening to Mr. Mister about half way through and just nodded her head until he stopped. Then, she walked out at an average pace.

That night, Gertrude had a dream. It was ten years into the future and she was still living with her mom in her average neighborhood. She could not find an average job, because even the average jobs were filled by above-average workers: people who did more than what was expected of them. Gertrude loved her mom, but she wanted more for herself. She wanted her own place, her own life. A voice spoke in the dream: "The present is nothing more than the outcome of the choices made in the past. The future will only be the results of the choices we make today." Gertrude began crying average

sized tears, because she knew that she helped shape the world in which she lived, and the choices she made produced the options she had. She woke up with her pillow wet.

Gertrude was relieved to be back in middle school. She took a little more care in getting herself ready that morning, and she looked better than normal. She tried harder in school, and she felt smarter than usual. She helped more around the house, and she felt better than typical. Soon the pattern of success replaced the pattern of mediocrity, and Gertrude became great at everything. Sure, there were still lots of things that Gertrude struggled with, but just trying her best made her feel better when she didn't succeed, and Gertrude even became great at failing by learning from her mistakes.

Ten years later, Gertrude lived in an average sized house in an average neighborhood in a totally typical town. She was just the average adult, working much harder than average to earn an average living. But her happiness was above average, because her life was hers. She still visited with her mom quite a bit. But when she was done, she was happy to go to her own house. Gertrude was living the great life.

1. Author's Purpose: entertain

inform

persuade

Why did the author write this?

2. Genre: _____

Subgenre: _____

Ex: Nonfiction, fiction, or folklore

Ex: Autobiography, science fiction, fable, informational writing, etc.

3. Narrator's Point of View:

1st-person, 2nd-person, 3rd-person objective, 3rd-person limited, or 3rd-person omniscient

4. Summarize the text:

Five key events from beginning, middle, & end.



Review

5. Exposition

A. Setting: _____

When and where does the story take place?

B. Conflict: _____

Describe the conflict in the story.

6. Rising Action: List some events that occur before the climax.

1. _____

2. _____

3. _____

7. Climax:

The turning point

8. Falling Action: List some events that occur after the climax.

1. _____

2. _____

9. Resolution:

When the conflict is solved



Oral Communication

Work in groups and jot down important tips for personality development and display these tips on charts in the classroom.



Vocabulary and Grammar

- A. Read each sentence. Identify the best fitting word for the sentence based on the connotation of each word.
- Everyone in the office respects Maria because of her kind but _____ attitude.
a. Assertive b. Bossy c. Demanding
 - "Well," said Curtis with an embarrassed smile, "I'm looking for _____ car."
a. a cut rate b. a cheaper c. a more economical
 - "Here's a scholarship that you might qualify for," said Ahmed's advisor. "It's for people who are _____."
a. underprivileged b. Poor c. Poverty-stricken
 - Fahad annoys his friends because he's so _____ when it comes to money.
a. Economical b. Thrifty c. Stingy
 - We're worried about Asma; she's lost so much weight that she looks _____.
a. Trim b. Boney c. Slender
 - "I'm afraid," said Luke's guidance counselor carefully, "that you might find advanced calculus a little too _____".
a. Challenging b. Confusing c. Difficult
 - "And this particular neighborhood," said the realtor to the young married couple, "will suit families who are _____".
a. Rich b. Loaded c. Well to do
 - Ahmed's doctor said, "I recommend a low-fat, low-carbohydrate diet because you are becoming _____".
a. Fat b. Large c. Overweight



Review

9. What makes Jewel so difficult to understand is that she is rather _____.
 a. Withdrawn b. Shy c. Closeted
10. We were all so sorry to hear that you had been _____ from the plant.
 a. Canned b. Let go c. Fired

B. Match the idiom with its meaning.

S.#	IDIOM	MEANING
1.	a fish out of water	a) reveal a secret
2.	a whale of time	b) useless exercise
3.	let the cat out of the bag	c) a very good time
4.	hold your horses	d) feel uneasy or uncomfortable
5.	wild goose chase	e) wait a bit
6.	let sleeping dogs lie	f) extremely angry
7.	the lion's share	g) leave things as they are
8.	mad as a hornet	h) the largest share or part



Writing

- Q 1. Write a paragraph on the "Benefits of Extracurricular Activities".
- Q 2. Write the book review report of "Charlie and the Chocolate Factory" by Roald Dahl.
- Q 3. Write an autobiography of the Earth keeping in view the climate change. (you can start like; *I am Earth, a celestial being floating in the vastness of space. I was born from a cloud of gas and dust, formed by the gravitational pull of the sun and its surrounding matter. Now a days I am quite polluted and have been suffering from climate change.....*).

Teacher's Point



The teacher will guide the students about the basic steps involved in various types of academic writings like paragraph, book reviews and autobiography.