

Try Again

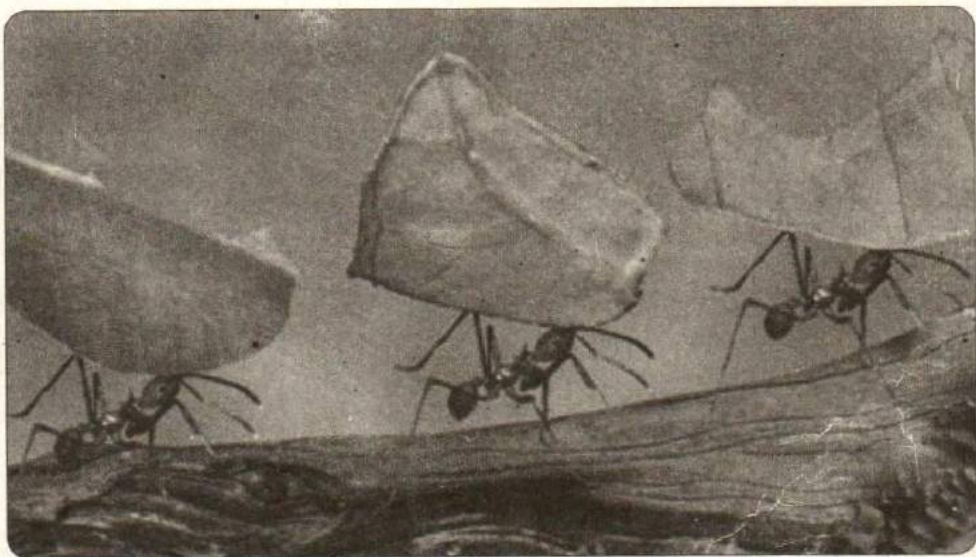
Learning Outcomes

After completing this unit students will:

- locate synonyms in a thesaurus
- illustrate the use of degrees of adjectives and order of adjectives
- illustrate the use of future indefinite tense
- state the main idea of the poem
- paraphrase and summarize the poem

Pre-reading

- ◆ Have you read the story "King Bruce and the Spider"?
- ◆ What lesson did the king learn from the spider?
- ◆ Why is trying again important in life?



For the Teacher:

- Use pre-reading activity to help students predict the theme of the poem from the title, picture and by using their prior knowledge.

- (1) 'Tis a lesson you should heed--

Try again;

If at first you don't succeed,

Try again.

Then your courage should appear;

For if you will persevere,

You will conquer, never fear,

Try again.

What does the word 'persevere' mean?

- (2) Once or twice though you should fail,

If you would at last prevail,

Try again.

If we strive, 'tis no disgrace

Though we did not win the race--

What should you do in that case?

Try again.

"If we strive, it is no disgrace," explain this sentence.

- (3) If you find your task is hard.

Try again;

Time will bring you your reward,

Try again;

All that other folk can do,

Why with patience should not you?

Only keep this rule in view,

Try again.

Why is the poet repeating the sentence 'try again'?

W.E. Hickson



For the Teacher:

More while-reading questions maybe generated to involve students actively in the analysis of the poem. Ask them to orally give theme of the poem, their personal response about it and also paraphrase/summarize it.

THEME

The message of the poem is universal. The poet says that when the world says, "Give up," Hope whispers, "Try it one more time." The road to success is dotted with many tempting parking places. So you should keep up trying again and again to cross this road.

VOCABULARY**A. Write meanings of the following words.**

heed, persevere, strive, cease, patience

B. Find synonyms of the following words.

courage, conquer, disgrace, hard, reward

READING COMPREHENSION**A. Answer the following questions.**

1. What is the lesson taught in the first stanza?
2. What can we learn from failure?
3. How is failure not a disgrace?
4. How many times should we try and why?
5. What should we do if we find our task hard?
6. Give an example of struggle from your life?

Simile

A figure of speech in which two apparently unlike things are explicitly compared, usually in a phrase introduced by *like* or *as*.

Examples:

He is **as fast as** a horse.


It is cold **like** ice.

**For the Teacher:**

- Ask students to use thesaurus to locate synonyms of words.

- B. Select the choice that explains the meaning of the simile as it is used in the sentences.

<p>1. On the cold winter day, under the covers, I kept as snug as a bug in a rug.</p> <p>The simile as snug as a bug in a rug means:</p> <p>(A) There were bugs in my bed. (B) I was cozy in my bed. (C) I was too cold to stay in bed.</p>	<p>2. The new teacher was as sweet as apple pie.</p> <p>The simile as sweet as apple pie means:</p> <p>(A) The new teacher was nice. (B) The new teacher was big by eating too much pie. (C) The new teacher was rude.</p>
<p>3. Their leader was as wise as an owl.</p> <p>The simile as wise as an owl means:</p> <p>(A) The leader thought he could fly. (B) The leader could talk to the owls. (C) The leader knew a lot of things.</p>	<p>4. The shopping center was like a three-ring circus the day before Eid.</p> <p>The simile like a three-ring circus means:</p> <p>(A) The shopping center was quiet. (B) The shopping center was big. (C) The shopping center was really busy.</p>
<p>5. Danish threw such a temper outburst over such a tiny thing; he was acting like a baby.</p> <p>The simile like a baby means:</p> <p>(A) Danish was mature. (B) Danish was acting childish. (C) Danish was babysitting.</p>	<p>6. Mohsin was as explosive as a volcano when he found out his bike had been stolen.</p> <p>The simile as explosive as a volcano means:</p> <p>(A) Mohsin was happy. (B) Mohsin was angry. (C) Mohsin was calm.</p>

 **For the Teacher:**

- Help students recognize the use of figurative language e.g. simile. Encourage them to use similes in their own speech and writing.

C. Fill in the blanks to make similes. Use these similes in sentences.

1. _____ as a turtle	2. as quiet as _____
3. as black _____	4. as tall as _____
5. _____ as a lemon	6. _____ as honey

Alliteration

The repetition of the same sounds or of the same kinds of sounds at the beginning of words or in stressed syllables.

Example:

"She sells seashells by the seashore."

GRAMMAR

Personal Pronouns

	Subject Pronouns		Object Pronouns		Possessive Pronouns	
	Singular	Plural	Singular	Plural	Singular	Plural
First Person	I	we	me	us	my, mine	our, ours
Second Person	you	you	you	you	your, yours	your, yours
Third Person	he, she, it	they	him, her, it	them	his, her, its	its, their, theirs

For the Teacher:

Reading Comprehension D: Help students recognize 'the literary technique 'alliteration' in the poem. Encourage them to find more examples of alliteration.

Grammar: Recall students' previous knowledge of personal pronouns.

A. Fill in the blanks with correct pronouns.

1. There is no need to shout. I can hear you.
2. You and I work well together. _____ are a good team.
3. We have got a bit of a problem. Could _____ help _____, please?
4. A: This is a good photo, isn't _____? Is Samina in _____?
B: Yes, that's _____, look _____ is next to Fahad.
5. A: Who did this mowing?
B: _____. I did _____ this morning.
6. A: Is this Ahmad's bag?
B: No, _____ didn't bring one. It can't belong to _____.
7. A: I'm looking for my shoes. Have _____ seen _____?
B: Yes, _____ are here.

B. Select a personal pronoun that agrees with the subject of each sentence.

Example: The group has ___ meeting here. (its)

1. Anyone can get _____ name in the news.
2. None of the cheques were cashed; _____ finally expired.
3. My mother and her sister took _____ vacation together.
4. All are welcome: _____ just need to call for directions to the party.

**For the Teacher:**

- Help students illustrate use of pronoun antecedent agreement in sentences.

5. Venus and Mars have _____ orbits nearer to Earth than to any other planets.
6. The band starts _____ tour tomorrow night.
7. Any of the candidates could win; _____ are very much alike.
8. Everybody has _____ own dreams and goals.

Degrees of Adjectives

Positive	Comparative	Superlative
hard	harder	hardest
interesting	more interesting	the most interesting

C. Complete the sentences by supplying the correct degrees of adjectives.

1. My family and I went to visit Murree last summer. Of all the summers I have had, I would say this was the _____ (good) summer ever!
2. In Murree, we enjoyed the horse ride. I rode a horse that ran _____ (fast) and _____ (fast) on the hills.
3. We also climbed a tree and when I reached the highest branch, I was _____ (tired) than my sister.
4. I bought a jacket which was quite _____ (expensive) and my sister chose a sweater because she found it much _____ (cheap) to buy.
5. After our trip, I feel I am the _____ (lucky) boy on earth!



For the Teacher:

- Revise rules to make comparative and superlative degrees of adjectives.

Order of adjectives

Where a number of adjectives are used together, the order depends on the function of the adjectives.

The usual order is:

1	2	3	4	5	6	7
value/ opinion	size	age/ temperature	shape	colour	origin	material

D. Arrange the adjectives following the correct order.

- We saw (gray, huge, a) _____ whale in the sea.
- Babar uses the (blue, medium, rubber) _____ ball for basketball practice.
- Mehreen brought (few, a, chocolate, dark, triangular) _____ bars to the birthday party.
- The pyramids of Egypt are made out of (rock, enormous, rectangular) _____ boulders.
- Shahid can eat (thin-crust, square, five) _____ pizza slices.

Adjective Phrase

An Adjective Phrase is a group of words that functions like an Adjective.

Examples:

- The **black** umbrella is mine.
- The umbrella **with a broken handle** is mine.

In example (a) the adjective **black**, describes the umbrella. In example (b) the adjective phrase **with a broken handle**, describes the umbrella. It does the work of an adjective.

For the Teacher:

- Ask students to follow appropriate order of adjectives in case of using more than one adjectives in a sentence.

E. Pick out the adjective phrase in each sentence.

1. He bore a banner with a strange device.
2. The principal of this school is on leave.
3. The decision of the judges is final.
4. The tops of the mountains were covered with snow.
5. The runner in the rear did not qualify.

Future Indefinite Tense**F. Put in 'will' or 'be going to' in these sentences.**

1. A: We don't have any bread.
B: I know. I _____ get some from the shop.
2. A: We don't have any bread.
B: Really? I _____ get some from the shop then.
3. A: Why do you need to borrow my suitcase?
B: I _____ visit my mother in Multan next month.
4. A: I'm really cold.
B: I _____ turn the heater on.
5. A: Are you going to Jamshed's wedding tonight?
B: Yes. Are you going too? I _____ give you a lift.
6. A: Are you busy today? Would you like to have coffee?
B: Sorry. I _____ go to the library. I've been planning to study all day.
7. A: Why are you carrying a hammer?
B: I _____ put up some pictures.

For the Teacher:

- Recapitulate students' previous knowledge of future indefinite tense. Help them differentiate between use of 'will' and 'going to'. When we talk about future plans/predictions in general we use 'will'. When we talk about prior plans, strong intentions or fixed arrangements we use "going to".

ORAL COMMUNICATION SKILLS

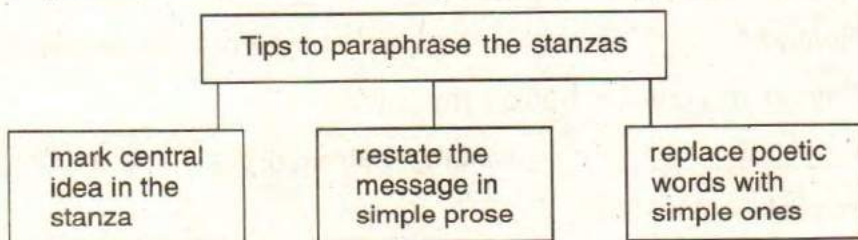
Useful expressions to show anger

- *I've just had enough!*
- *That's going a bit too far!*
- *Are you being funny?*
- *Who do you think you are?*

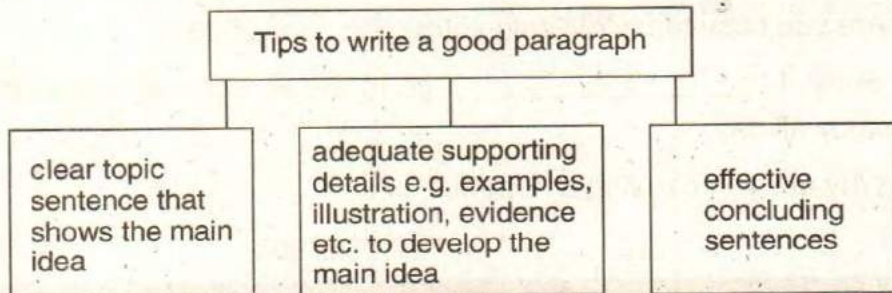
Situation: Suppose an argument has occurred between you and your friend. How will you express your anger?

WRITING SKILLS

- A. Explain the main idea of the poem.
 B. Paraphrase the stanzas of the poem.



- C. Write a summary of the poem "Try Again".
 D. Write a paragraph on "Hardwork is the Key to Success".
 (100-150 words)



For the Teacher:

- Recap students' knowledge of process of paragraph writing that every paragraph has a topic sentence followed by supporting details and it ends with a concluding sentence.