

Peace

Learning Outcomes

After completing this unit students will:

- recognize imagery used in the poem
- illustrate the kinds of pronouns
- make and use present and past participles
- illustrate the use of gerund phrases, infinitive phrases and prepositional phrases
- paraphrase and summarize the poem
- write an account of a natural disaster

Pre-reading

- ◆ What is the concept of 'peace' in your mind?
- ◆ Sometimes a natural phenomenon can also be destructive, how?
- ◆ Give some examples of natural disasters.



For the Teacher:

Use pre-reading activity to help students predict the theme of the poem from the title, picture and by asking questions.

The wind is now
a roaring, smashing
monster of destruction,
raking all man's work
from the valleys,
from the vales,
and sends them spinning,
broken flying -

Why is wind compared to a monster of destruction?

But all of that is
not its core,
its center is in truth
eternal stillness
bright blue skies
and all you hear
are gentle whispers
far away
and unimportant.

Explain "its center is in truth".

Dr. Hartmann

THEME

Nature teaches us lessons through wind, water, mountains and light. Wind in the form of storm smashes every thing. In its rage it destroys trees, fields and buildings. But when the wind is gentle and cool it gives lives to buds, birds and humans. We have to experience storms to enjoy peace.

For the Teacher:

More while-reading questions may be 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 paraphrase/summarize it.

VOCABULARY

- A. Pick out words from the poem which mean the same as the following.**
- (a) extremely noisy
 - (b) to be broken violently and noisily into pieces
 - (c) to make something level by using a rake
 - (d) to make something turn rapidly round and round a central point
 - (e) lasting or existing forever
 - (f) to speak or say something quietly, using only one's breath so that only the people closest to one can hear
- B. Give synonyms for each of the following words.**
roaring smashing spinning stillness core
- C. Which word in each pair below has the more positive connotation to you? Circle your answer.**
- ◆ thrifty – penny-pinching
 - ◆ pushy – aggressive
 - ◆ politician – statesman
 - ◆ chef – cook
 - ◆ slender – skinny
- D. Choose the appropriate connotations.**
1. Which would you rather be called?
a) thrifty b) cheap
 2. Which is more serious?
a) problem b) disaster
 3. Which is more polite?
a) sip a drink b) gulp it

4. Which would you be if you hadn't eaten for several days?
a) hungry b) starving
5. Which would you be after a walk in the mud?
a) filthy b) dirty

E. Explain the following idioms and find their Urdu equivalents.

1. It is of no use crying over spilt milk.
2. Do not put off till tomorrow what you can do today.
3. Out of the frying pan into the fire.
4. Out of sight, out of mind.
5. As you sow, so shall you reap.

READING COMPREHENSION

A. Answer the following questions.

1. How is wind described in the first stanza?
2. With what wind is compared in the first stanza?
3. What is wind doing to all man's work?
4. How does the scene look like when wind is still?
5. What comparison is made in the second stanza?

Imagery

The use of vivid or figurative language to represent objects, actions, or ideas. In other words imagery is a picture created by the mind.

Types of Imagery:

There are five types of imagery, each corresponding to one of our senses: visual (sight), auditory (sound), tactile (touch), olfactory (smell), gustatory (taste).

For the Teacher:

- Help students understand that idioms do not translate literally from one language to another.

B. Which imagery has the poet used in this poem? Give examples.

GRAMMAR

Kinds of Pronouns

Identify demonstrative, reflexive and interrogative pronouns in the following sentences.

1. Hand me that hammer.
2. I saw myself in the mirror.
3. Who is there?
4. He himself will be our new friend.
5. Is this your teacher's book?
6. Which is your pen?

Present and Past Participles used as Adjectives

Example:

I was amused by the way she acted in the play.


Do you find this type of humor amusing?

For the Teacher:

Grammar A: Help students illustrate use of pronouns learnt earlier. Encourage them to find more examples of these pronouns.

B. Choose appropriate participles.

1. (a) The movie was really _____ (*interested/interesting*)!
(b) I thought it was a good lecture, but I wasn't very _____
(*interested/interesting*) in the topic.
2. (a) Our town is so _____ (*bored/boring*)! There is nothing to do here.
(b) Are you already _____ (*bored/boring*) with that game?
3. (a) Have you heard her laugh? It's so _____ (*annoyed/annoying*).
(b) I'm really _____ (*annoyed/annoying*) with one of my co-workers.
4. (a) The city was _____ (*damaged/damaging*) during the storm.
(b) The information was quite _____ (*damaged/damaging*)
to his reputation.
5. (a) This treatment is really great. It makes me feel so _____
(*relaxed/relaxing*).
(b) I didn't like that movie. I thought it was too _____
(*depressed/depressing*).

**For the Teacher:**

Grammar B: Help students make and use present and past participles. Past participles “_ed” are used to describe how people feel while present participles “_ing” are used to describe something that causes the feelings.

Gerund Phrase

The gerund phrase includes the **gerund** and the **object of the gerund** or any modifiers related to the gerund.

In the following example, the gerund is **bold** and the gerund phrase is underlined.

The student gathered signatures for **increasing** the hours of the library.

Infinitive Phrase

The infinitive phrase includes the **infinitive** and the **object of the infinitive** or any modifiers related to the infinitive.

In the following example, the infinitive is **bold** and the infinitive phrase is underlined.

Every cricket team has a captain **to direct** the other players.

Prepositional Phrase

The prepositional phrase includes the **preposition** and the **object of the preposition** or any modifiers related to the preposition.

In the following example, the preposition is **bold** and the prepositional phrase is underlined.

Samra could hear her sister snoring **across** the room.

C. Identify gerund phrases, infinitive phrases and prepositional phrases in the following sentences.

1. Maria fell over the cat.

- a. infinitive phrase b. gerund phrase c. prepositional phrase

2. The strikers held a meeting to discuss the terms of employers.

- a. infinitive phrase b. gerund phrase c. prepositional phrase

3. After learning the parts of speech, the class began studying punctuation.

- a. infinitive phrase b. gerund phrase c. prepositional

4. Will someone be here soon to open the door?

- a. infinitive phrase b. gerund phrase c. prepositional phrase

5. Talha visited Turkey while studying the history of Turkish art.

- a. infinitive phrase b. gerund phrase c. prepositional phrase

6. Before putting too much effort into the project, you should get some guidance from your boss.

- a. infinitive phrase b. gerund phrase c. prepositional phrase

7. Does the captain want us to lower the sails before we enter the harbor?

- a. infinitive phrase b. gerund phrase c. prepositional phrase

ORAL COMMUNICATION SKILLS

A. Stress patterns - use of weak forms, stress placement and timing

First, You need to understand which words are generally stressed and which are not stressed.

Content Words	Function Words
<p>Basically, stress words are considered content words.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Nouns e.g. kitchen, Ali • (most) verbs e.g. visit, construct • Adjectives e.g. beautiful, interesting • Adverbs e.g. often, carefully 	<p>Non-stressed words are considered function words.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Determiners e.g. the, a, some, a few • Auxiliary verbs e.g. don't, am, can, were • Prepositions e.g. before, next to, opposite • Conjunctions e.g. but, while, as • Pronouns e.g. they, she, us

The same sentence can take on different meanings depending on where the speaker chooses to place the primary stress.

Example: "I'm not going".

1. "I'm not going": meaning [1] = Not "ME", but perhaps "YOU", "SHE" or "HE".
2. "I'm **not** going": meaning [2] = I reFUSE to go.
3. "I'm not **going**": meaning [3] = I'm not GOing... I'm COMing BACK!



For the Teacher:

Oral A: Explain to students turn-taking as it means giving the floor to another person or taking your turn in a conversation: rise and fall are used as a signal for when to speak and when not. Remain at a high pitch if you want to continue talking. A fall shows completion. Encourage them to use appropriate stress and intonation in reading a text and in their speech.

B. Make pairs and practise the following dialogue following appropriate stress and intonation.

A: *Will you look at this form?*

B: *Are you having problems with it?*

A: *I don't understand some things.*

B: *Let me help you.*

A: *What does "MM/DD/YY" mean?*

B: *That means Month/Day/Year. Use numbers.*

A: *I don't understand.*

B: *For example, if your birth date is January 12, 1987, write 01/12/87.*

A: *Oh! That's simple enough. Thank you.*

WRITING SKILLS

- A. What is the central idea of this poem?
- B. Paraphrase the stanzas of the poem.
- C. Write a summary of the poem "Peace".
- D. Write an account of a natural disaster in 170 to 200 words.



For the Teacher:

Oral B: Guide students to first highlight the words which will be stressed.

Review 2

A. Choose the correct option.

- 'But the point here is that it is not that convenient.' The underlined word means:
a. easy b. good c. difficult
- 'Though both of these mediums cover the news effectively, there are distinct differences in the way they do it.' The underlined word means:
a. perplexing b. minor c. clear
- 'I am prepared to excel and make it much further in the years to come with my college education.' The underlined word means:
a. high b. to do extremely well
c. exalted
- 'The last couple of years have been a long bumpy ride for me, as they have for everyone of my age'. The underlined phrase means:
a. easy time b. hard and challenging time
c. leisure time
- 'Everyone had a _____ on his or her face on the way home.' Which connotation is more positive?
a. grin b. smile c. smirk
- The synonym of "lovely" is _____.
a. unattractive b. beautiful c. ugly

7. The synonym of "culprit" is _____.
a. innocent b. offender c. honest
8. The antonym of "abandon" is _____.
a. support b. discard c. desert
9. The antonym of "bright" is _____.
a. dark b. brilliant c. clear
10. 'Someone ate my cookies.' The underlined word is a/an _____.
a. personal pronoun b. relative pronoun
c. indefinite pronoun
11. 'The watchman blew his whistle.' The underlined word is a/an _____.
a. intransitive verb b. transitive verb c. regular verb
12. 'I am afraid I cannot afford to spend too much money.' The underlined part of the sentence is a/an _____.
a. gerund b. participle c. infinitive
13. 'Who is the man at the door?' The underlined word is a/ an _____.
a. indefinite pronoun b. interrogative pronoun
c. relative pronoun
14. 'A clever trick was played successfully by the cat.' The underlined word is an adverb of _____.
a. manner b. place c. time

15. 'Our practice usually starts at six o'clock.' The underlined word is an adverb of _____ .
- a. degree b. manner c. frequency
16. If he offers me a job I _____ it.
- a. will accept b. would accept
c. would have accepted
17. Yesterday at 5 o'clock, I _____ apples.
- a. was eating b. ate c. had eaten
18. By the time we got to the cinema the film _____, so we missed the first five minutes.
- a. had started b. have started c. started
19. 'Flying above the lake at this time of night seems a little dangerous.' The underlined phrase is a/an _____ .
- a. infinitive phrase b. gerund phrase
c. prepositional phrase
20. 'They invited us to their home yesterday.' What tense is it?
- a. past indefinite b. past perfect
c. past perfect continuous
21. 'A new computer was bought by them.' Choose the correct active voice.
- a. They buy a new computer.
b. They bought a new computer.
c. They have bought a new computer.

B. Answer the following questions.

1. How can we raise the status of our country in the world?
2. What will be the effect of sunshine over rain drops?
3. What role can media play in bringing harmony in society?
4. Co-curricular activities prepare students for future. How?

C. Read the letter to the editor and answer the questions given below.**Suggestions to deal with Monsoon Season**

I refer to the letter 'Moon-
soon and disaster management'.
(July 15) I suggest the following
precautionary measures to be
adopted before the onset of
monsoon.

Disaster management teams
must visit all villages to educate
the population living in rural
areas for compliance of standing
operation procedures (SOPs) to
avert any human and livestock
loss in case of floods.

Disaster management must
ensure that affected people's
belongings left behind when
they abandoned their homes
must be protected from any theft
etc. as was experienced in the
floods of 2010 and 2011
respectively.

Adequate arrangements on
evacuation of people and
livestock must be ensured.
Sufficient numbers of boats
must also be made available on
short notice either by federal or
provincial governments.

Sufficient number of water
pumps must be made available
to drain out water in populated
areas.

Provincial irrigation
departments must be made
responsible to ensure
strengthening of dykes/
embankments.

Disaster management
authorities must ensure the
availability of tents on short
notice so that the affected people
can be provided shelter without
waiting in the open.

Security arrangements must
be put in place to ensure that
food supplies to the affected
people can be ensured as
incidents of looting took place in
the past.

No political point-scoring
be allowed by law-enforcement
agencies as there must be one
distributing body for food and
other essential items.

Civic bodies must ask
sanitation departments to clean
all nullahs in populated areas so
that a smooth flow of rainy
water can be ensured.

Medical teams must also
report to the affected areas with
adequate supplies of medicines
on short notice.

Questions

1. What is the main idea of the letter?
2. What is the writer's opinion on the issue ?
3. What points does the writer make to support his opinion?
4. What suggestions does the writer give to cope up with the issue?
5. Do you agree with the writer? Give reasons.
6. Write a précis of the passage.

D. Write an application on any ONE of the following.

1. Asking principal to remit your fine
2. Asking principal to arrange a trip to a historical place/ study tour

E. Write a comparative essay on any ONE of the following.

1. Outdoor Activities and Playing Video Games
2. Text Messaging to Personal Conversation

F. Paraphrase the following stanza.

I hear leaves drinking rain;

I hear rich leaves on top

Giving the poor beneath

Drop after drop;

'Tis a sweet noise to hear

These green leaves drinking near.

G. Write a summary of the poem "Peace".