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UNIT

The Value of Time

Learning Outcomes:

By the end of this unit, the students will be able to:

- engage in extended discussions.
- examine how an author develops and contrasts the points of view of different characters or narrators in a text.
- 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)
- analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- apply editing and proofreading skills to a wide range of texts and contexts.
- apply the techniques of writing the first draft with sufficient details, proofreading and editing to suit the purpose and audience.
- write and critique (self/peer checking) the final draft after editing and proofreading. Ensure that the topic sentence of each paragraph contains the main idea of the essay/piece of writing and also that each paragraph develops the idea of its topic sentence. Use the technique of hook, and lead-in sentences to develop the flow of thought.

Pre-reading:

- **Brainstorm and list your daily activities and estimate the time spent on each.**

Daily Routine	Daily Activities	Time
Morning Routine	• Waking up and getting ready	• <u>30 minutes</u>
	• Eating breakfast	• <u>20 minutes</u>
	• _____	• _____
	• _____	• _____
School	• Attending classes	• _____
	• Lunch break	• _____
	• _____	• _____
	• _____	• _____

After School

- Lunch
- Homework
- Extracurricular activities (e.g., sports practice)
- Free time (e.g., watching TV, playing video games)
- Dinner
- _____
- _____

- _____
- _____
- _____
- _____
- _____
- _____

Evening Routine

- Family time
- Reading or before sleeping activities
- Getting ready for bed
- Sleeping time
- _____
- _____

- _____
- _____
- _____
- _____
- _____
- _____

Questions:

- Looking at your list, do you think you spend too much or too little time on any activities?
- Are there any activities you would like to spend more time on?
- What can you change in your daily routine to manage your time better?

1. Taseer was well known for his cheerful nature and kind-heartedness. He was adored by all but despite these admirable qualities, he had one flaw, and that was his time management. He was terribly weak in managing his time.

2. Taseer often found himself procrastinating. He used to spend hours together engrossed in video games, chatting with friends, and daydreaming, while his schoolwork and chores piled up. Despite his good intentions, he

What are Taseer's positive qualities?



For the Teacher:

- Help students become aware of how they currently manage their time and how they can improve their time management skills.

always seemed to run out of time, leading to rushed assignments and incomplete tasks. His teachers were greatly concerned about him, and his parents were also **perpetually** worried, but Taseer wasn't ready to change his ways at all.

How did Taseer's teachers and parents feel about his time management issues?

3. One day, his grandfather, who was a wise old man, noticed his struggle. He decided to impart a valuable lesson. He specially invited Taseer to his house.

4. Taseer was warmly greeted by his grandfather. He led him to the kitchen table. There was an empty glass jar and a basket filled with big rocks, pebbles, and sand. Taseer looked **intrigued**.

5. "Taseer, I want you to fill this jar with everything in the basket," his grandfather instructed. Taseer eagerly began by pouring the sand into the jar, followed by the pebbles. When he tried to fit the big rocks in, they didn't fit. Taseer frowned and looked at his grandfather. He was puzzled.



6. "Let me show you something," his grandfather replied with a smile. He emptied the jar and **methodically** placed the large rocks inside first. Later, he added the pebbles, which fit in the spaces between the rocks. Finally, he poured the sand, which filled the gaps left by the pebbles. To Taseer's amazement, everything fitted perfectly.



7. "Taseer, this jar represents you and your time," his grandfather **elucidated**. "The big rocks are the **significant** things in your life, like your schoolwork, family, and health. The pebbles are other priorities, like your hobbies and friendships. The sand represents the small, trivial things. If you fill your time with the small stuff first, you'll never have room for the important things. But if you prioritise the big rocks, everything else will find its proper place."



8. He told Taseer to understand the value of time. He also advised **prioritising** his tasks and focusing on what's truly important. He helped him making a schedule,

setting aside time for his schoolwork, chores, and family activities. The grandfather also allocated time for his hobbies and relaxation but only after the big tasks had been completed.

What was the lesson that Taseer's grandfather taught him using the jar, rocks, pebbles, and sand?

9. At first, it was challenging for Taseer. He was putting off important tasks and indulging in immediate **gratification**. However, with practice and determination, he started to see improvements. He felt more in control of his time and less stressed about deadlines. His grades improved, and he had more time to spend with his family and friends.

10. One day, Taseer's teacher asked him to share his secret of managing his time so well. Taseer proudly told the story of the jar, rocks, pebbles, and the sand. His classmates listened intently, and many of them decided to try the same approach themselves.

11. Taseer's newfound time management skills also had a positive impact on his relationships. His parents were proud of his progress, and his friends appreciated that he was more **reliable**. Taseer learnt that by prioritising the important things in life, he was not only achieving more and more but also living a balanced and fulfilling life.

12. From that day on, Taseer remembered his grandfather's wise words and the lesson of the jar. He became a master of time management, and the lesson he learnt continued to guide him through the rest of his life. He grew up to be a successful and happy individual, always making time for what truly mattered.

13. So, Taseer's story became a **cherished** tale, reminding everyone of the importance of managing time wisely and prioritising the things that truly matter.

Theme

Through the development and contrast of different characters' perspectives in the story, the author effectively explores themes of responsibility, growth, and the importance of time management. Each character's viewpoint contributes to the narrative's depth, providing the readers with a comprehensive understanding of the challenges and lessons faced by Taseer as he learns to prioritise and manage his time effectively.

Glossary:

Words

Meanings

cherished

cherish somebody/something to love somebody/something very much and want to protect them or it

elucidate

to make something clearer by explaining it more fully

Words	Meanings
gratification	the state of feeling pleasure when something goes well for you or when your desires are satisfied; something that gives you pleasure
intrigued	very interested in something/somebody and wanting to know more about it/them
methodically	in a careful and logical way
perpetually	in a way that continues for a long time without stopping
prioritising	giving importance
reliable	able to be trusted
significant	large or important enough to have an effect or to be noticed

Reading and Critical Thinking

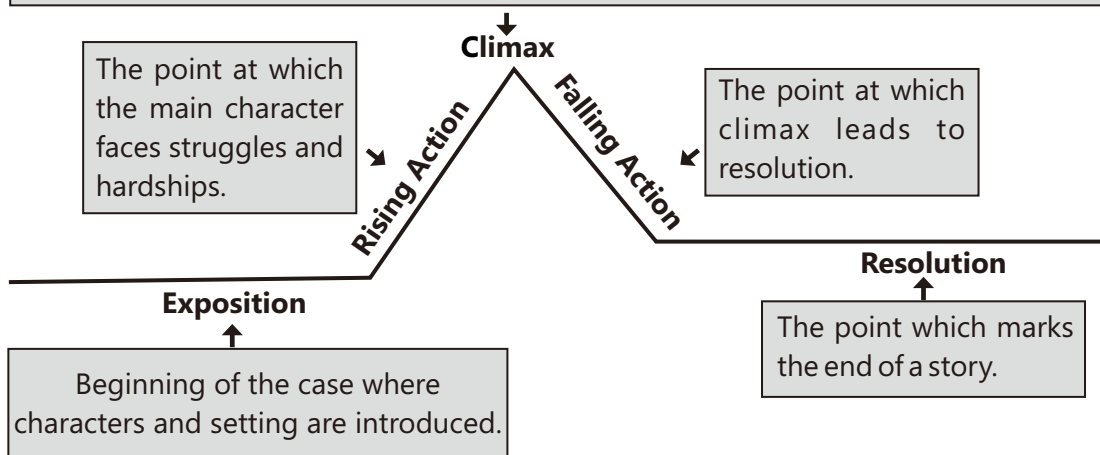
A. Answer the following questions:

1. How had Taseer wasted his time before he visited his grandfather?
2. In what way did the poor time management affect Taseer's performance?
3. How did Taseer fill the jar?
4. Why did his grandfather decide to help Taseer?
5. What is the impact of accurate time management on Taseer's performance?

Plot Development Review

B. Look at the diagram of plot development and discuss how the plot elements contribute to the overall theme and message of the story.

The point of highest dramatic tension or a major turning point in the action.



Exposition:

- What do we learn about Taseer's character and his struggle with time management at the beginning of the story? Why is this important for understanding the plot?

Rising Action:

- How does Taseer's grandfather's lesson with the jar and rocks build tension and lead to a turning point in the story?

Climax:

- What is the most exciting or crucial moment in Taseer's journey towards better time management? How does this moment change his perspective?

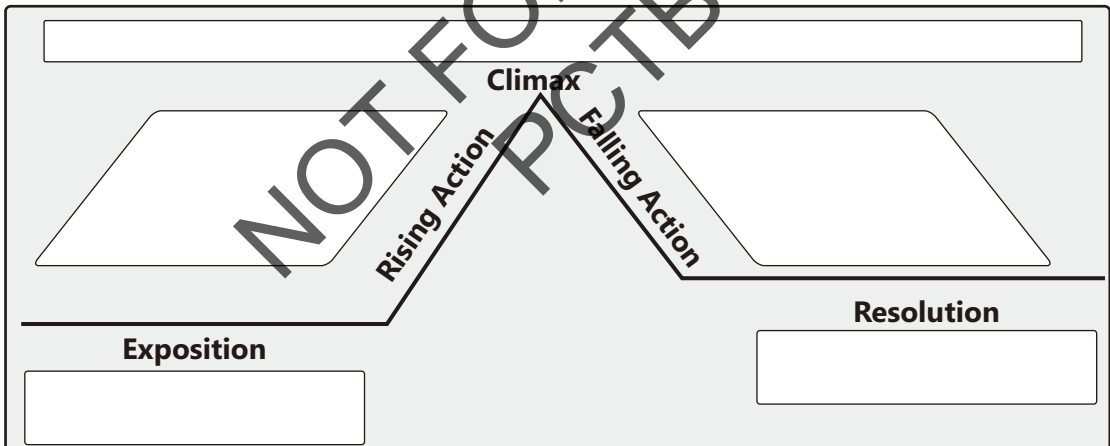
Falling Action:

- What steps does Taseer take to improve his time management skills after learning from his grandfather? How does this affect his daily life?

Resolution:

- How does the story of Taseer conclude? What does Taseer learn by the end, and how does it impact his relationships and responsibilities?

C. Fill in the plot development diagram, based on the above-mentioned questions.



Plot Diagram



For the Teacher:

- Ask students to describe the story in their own words.
- Help them summarize the main points of the story.
- Help students understand the theme and main idea of the lesson.
- Form students' groups and have a group discussion on these questions.
- Form students' groups and give each group a plot element to write according to the suggested questions.

Vocabulary

A. Explain the meanings of the highlighted words given below.

1. Taseer often found himself **procrastinating**.
2. He decided to **impart** a valuable lesson.
3. Taseer **eagerly** began by pouring the sand into the jar, followed by the pebbles.
4. His classmates listened **intently**, and many of them decided to try the same **approach** themselves.
5. With practice and **determination**, he started to see improvements.
6. Taseer's newfound time management skills had a positive **impact** on his relationships also.

Working with words

B. Consult a thesaurus and find the synonyms of these words. Use them in your own sentences.

engrossed admirable frowned amazement
allocated impact cherished

C. Use a dictionary to change the following nouns to adjectives. The first one has been done for you.

nature ——— natural

management struggle gratification expression
reaction presence lesson progress

Grammar

Conjunctions

A **conjunction** is a word that **joins** together words, phrases or clauses to make them more compact. There are many conjunctions in the English language, but the main three types are the co-ordinating conjunctions, the subordinating conjunctions and correlative conjunctions.

Examples:

1. Zaaraa **and** I visited Murree last weekend.
2. Do you have a rough notebook **or** a rough sheet of paper?



For the Teacher:

- Ask students to use a dictionary to find out the meanings of difficult words. Help them in making sentences and finding the correct words' meanings.

3. I did not go to work today **because** I was not feeling well.
4. She did not like the food **but** she ate it anyhow.
5. I will be leaving tomorrow **so** I am trying to finish all the pending assignments.

Classes of Conjunctions

Conjunctions are categorized into three classes.

1. Co-ordinating Conjunctions

A **co-ordinating conjunction** joins together clauses of equal ranks. The chief co-ordinating conjunctions are **for, and, nor, but, or, yet, so**. These seven co-ordinating conjunctions can be remembered by using the acronym 'FANBOYS'.

Example:

Birds fly **and** fish swim.

The sentence contains two **independent** statements or two statements of *equal ranks* or importance. Hence the conjunction joining together these two statements or clauses of **equal ranks** is called a **co-ordinating conjunction**.

2. Subordinating Conjunctions

A **subordinating conjunction** joins an independent clause to a dependent clause. The chief subordinating conjunctions are **after, because, if, that, though, although, till, before, unless, as, when, where, while**, etc.

Example:

He ran away **because** he was afraid.

The sentence contains two statements or clauses. One of which, '**because** he was afraid', is *dependent* on the other. Hence the conjunction introducing the **dependent** or **subordinate** clause is called a **subordinating conjunction**.

3. Correlative Conjunctions

These are a kind of tag-team conjunctions. They come in pairs and are used in different places. Correlative conjunctions include **either/or, neither/nor, not only/but also, whether/or, not/but**, etc.

Examples:

1. I want **either** an apple **or** an orange.
2. Akram likes **neither** tea **nor** coffee.

A. Fill in the blanks with appropriate co-ordinating conjunctions.

1. I wanted to go for a walk, ____ it started raining.



For the Teacher:

- Brainstorm the concept of conjunction. Ask students to share examples of conjunctions and help them in making sentences.

2. She likes both, burger ____ pizza.
3. You can have *nihari* ____ pasta, but not both.
4. He studied hard ____ he could pass the exam.
5. They were tired ____ kept working.

B. Fill in the blanks with appropriate subordinating and correlative conjunctions.

1. He didn't submit the homework ____ he wasted time in playing games.
2. She likes ____ tea ____ juices in the morning.
3. Kiran didn't pass the exam ____ she had not studied well.
4. ____ he was tired, he stayed up late to finish his work.
5. ____ you work hard, you won't pass the test.
6. He is ____ intelligent ____ hardworking.

Transition words/devices

Transition words are the words or the phrases that connect ideas within sentences, paragraphs, or sections of a piece of writing. They help to establish relationships between different parts of the text, making the writing more cohesive and organized.

Examples:

- He loves cooking; **additionally**, he enjoys baking also.
- **Furthermore**, she explained the main points in detail.
- **In addition**, I would like to discuss another problem.
- She enjoyed the book; **likewise**, she found it quite engaging.
- The weather was bad; **therefore**, the flight was delayed.
- **Moreover**, he was also responsible for organizing the event.
- She loves to travel; **consequently**, she saves money.
- He studied hard; **as a result**, he passed the exam.
- **On the other hand**, some people prefer cold weather to hot weather.
- She loves reading; **in contrast**, her sister prefers hiking.

C. Fill in the blanks with appropriate conjunctions "and," "but," "or," "so" to complete each sentence correctly.

1. She likes tea ____ coffee.
2. He went to the store ____ bought some milk.
3. They played outside ____ it started raining.
4. It was late, ____ they decided to leave early.
5. She enjoys reading novels ____ watching video lectures.
6. He is not tall ____ short.

7. They will visit the museum ____ the zoo.

D. Use these transition words in your own sentences.

moreover, meanwhile, therefore, in addition, furthermore

E. Rewrite each sentence using a different conjunction to convey a similar meaning.

- **He will go to the beach if the weather is nice.**

Rewrite: He will go to the beach provided that the weather is nice.

- She likes coffee, but she doesn't like tea.

- They went for a walk because the weather was nice.

- He, not only studies, but also, plays.

- They went skiing since there was fresh snow on the slopes.

- He is both a talented musician and skilled painter.

Oral Communication Skills

A. Divide the students into groups and assign them questions from the ones given below:

The students will prepare the responses and share with the class.

1. How would Taseer's story have changed if his grandfather had not intervened with the lesson on time management?
2. In what ways does the analogy of the jar, rocks, pebbles, and sand reflect the broader concept of setting life priorities beyond time management?
3. Can the concept of prioritising 'big rocks' over 'pebbles' and 'sand' be limited or problematic in certain situations? If so, how?

Writing Skills

A. Read and recall the elements of a story given below. Then, use these elements to write your own story.

Elements of a Story

1. **Setting:** The time and place where the story happens.
2. **Characters:** The people, animals, or creatures in the story.
3. **Plot:** The sequence of events that make up the story.

- **Beginning:** Introduce the characters and setting.
 - **Middle:** Present a problem or a challenge.
 - **End:** Show how the problem or the challenge is resolved.
4. **Conflict:** The problem or the challenge that the characters face.
 5. **Resolution:** How the conflict is resolved.
 6. **Theme:** The main message or the lesson of the story.

Step-by-Step Story Writing

1. Brainstorming

Setting: Where and when does your story take place?

Characters: Who are the main characters in your story? Describe them.

2. Planning Your Plot

Beginning: Introduce your characters and setting.

Middle: Describe the conflict or the problem your characters face.

End: Explain how the problem is resolved.

3. Writing Your Story

Now, use your brainstorming and planning to write your own story in your notebook.

4. Reviewing Your Story

Check your story for the following:

- Did you describe the setting clearly?
- Did you introduce the main characters?
- Was there a clear conflict or a problem?
- Did you explain how the conflict is resolved?
- Was there a theme or a lesson in your story?

Write a story about an unexpected friendship between two characters from different backgrounds. Use vocabulary words such as "diverse," "bond," "cohesion," and "harmony" to illustrate how they overcome the initial differences and form a meaningful connection.

- After completing the final draft, review it carefully.
- Ensure that each paragraph contributes logically to the overall story.
- Revise where needed to strengthen transitions among paragraphs and ensure a cohesive flow of ideas from start to finish.

1-6

UNITS

Review 1

Reading and Critical Thinking

A. Answer the following questions:

1. How does the author view the pre-Islamic Arabs? Write down the examples and the evidence supporting your inferences.
2. How can patriotism help people work together during tough times, like during a natural disaster or a pandemic?
3. How does the sight of the daffodils affect the poet's mood initially and later when he recalls the scene?
4. Assess the impact of Hazrat Asma's (رضي الله تعالى عنها) contributions on the successful migration. What might have happened if she had not provided the support?
5. How do you think entrepreneurship influences the society beyond economic growth?

Vocabulary

A. Use a dictionary to find the following information for each word.

Words	Pronunciation	Dictionary Meaning	Part of Speech
solitude			
devotion			
jocund			
capture			
innovative			

B. Explain the meanings of the highlighted words given below.

- a. Taseer often found himself **procrastinating**.
- b. He decided to **impart** a valuable lesson.
- c. He **eagerly** began by pouring the sand into the jar, followed by the pebbles.
- d. His classmates listened **intently**, and many of them decided to try the same **approach** themselves.

Grammar

A. Fill in the blanks with the correct parts of speech indicated in the

parentheses.

1. Zeeshaan was feeling very _____ (adj.) about the upcoming test.
2. She _____ (v.) the ball and it flew across the field.
3. They went _____ (adv.) to find their missing cat.
4. _____ (int.)! That's a huge fish!
5. The _____ (n.) was filled with books and magazines.

B. Read each sentence carefully and write down the tense used.

1. Zeeshaan will visit his grandmother next weekend.
2. Zaaraa was cooking dinner when her friends arrived.
3. They have completed their project successfully.
4. Zeeshaan had already left by the time I arrived.
5. She had already left before I arrived.

C. Read each sentence carefully and identify whether the underlined word/phrase is a gerund, an infinitive, or a participle.

1. He likes to swim in the ocean.
2. Walking in the park relaxes me.
3. The broken window needs to be fixed.
4. She heard the crying baby.
5. They want to visit the museum.

D. Each sentence below has some missing or incorrect punctuation. Rewrite each sentence using the correct punctuation.

1. zeeshan and kiran went to the market they bought fruits vegetables and bread
2. its raining outside dont forget your umbrella
3. She said ill meet you at the café
4. where is the library he asked
5. the books cover was torn but the pages were intact

E. Write a short paragraph (4-5 sentences) about any topic of your choice (e.g., a hobby, a recent experience, or a goal you have). Make sure to use at least three different transitional words or devices to connect your ideas.

Oral Communication Skills

- A. Explore the theme of self-discipline through a role-play activity set in a school assembly. This will help you understand how self-discipline can positively impact your academic and personal growth.

Follow these steps:

1. Get Ready for the Role-play:

- Imagine we are at a **school assembly** where the topic of self-discipline is

being discussed.

- You will be assigned roles such as:
 - **School Counsellor:** Your role is to explain the importance of self-discipline and provide helpful advice.
 - **Student:** Share a challenge you face related to self-discipline (e.g., procrastination) and ask for guidance.
 - **School Principal:** Discuss the school's programmes that support self-discipline and suggest solutions.
 - **Class Representative:** Express your interest in promoting self-discipline among your peers and ask for strategies to help others.

2. Prepare Your Dialogue:

- Think about how your character would speak and respond.
- Use realistic situations you might experience in school, like managing your time effectively or avoiding distractions, to make your dialogue relatable.
- Work with your group to make sure each character's lines focus on the theme of self-discipline and include practical advice or experiences.

3. Perform the Role-play:

- Act out the scene as if you were in a real school assembly.
 - Start by introducing the topic of self-discipline.
 - Share different challenges related to self-discipline and discuss solutions or pieces of advice.
 - Offer ideas on how students can work together to improve self-discipline in the school community.

B. Debate on Patriotism.

- i. Participate in a debate on "The Role of Youth in the Nation-Building," where you listen to others' viewpoints and respond appropriately, using the correct pronunciation and intonation.

Writing Skills

- A. Think of a situation where a person shows respect for someone very different from themselves (culturally, socially, or ideologically). How does this respect affect their relationship and understanding of each other?**
- B. How can justice sometimes be difficult to achieve? Write a narrative about a character's journey to fight for justice in their community, and how they manage the obstacles they encounter.**