

**What will I learn?****10.1 Reading Comprehension**

- Use pre-reading strategies to predict the content of a text from topic/picture, title/headings, key words and visuals etc. by using prior knowledge, asking questions and contextual clues.
- Read silently and apply critical thinking to interact with the text, using intensive reading strategies (while-reading) to:
  - Make simple inferences using context of the text and prior knowledge.
  - Distinguish between what is clearly stated and what is implied.
  - Deduce meaning of difficult new words/phrases from context.
  - Comprehend/interpret text by applying critical thinking.
- Respond orally and in writing to the text to:
  - give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read.
  - relate what is read to his or her own feelings and experiences.
  - evaluate the material read.

**10.2 Writing**

- Proofread and edit own and peers' work for errors of usage and style.

**10.3 Oral Communication**

- Listen attentively and respond accordingly.

**10.4 Grammar**

- Illustrate the use of both active and passive voices in various writing tasks (letter, report, descriptive essay).
- Use correct vocabulary in speech and writing, and use correct spelling in writing.

## 10.1 READING COMPREHENSION

## Pre-reading

1. What comes in your mind after reading following quotations given in the bubbles?

"Patience accomplishes its object, while hurry speeds to its ruin."  
(Saadi)

"Desires make slaves out of kings and patience makes kings out of slaves."  
(Al- Ghazali)

"Yesterday, I was clever, so I wanted to change the world. Today, I am wise, so I am changing myself."  
(Rumi)

"Independence is of more value than any gifts; and to receive gifts is to lose it."  
(Saadi)

"Raise your words, not voice. It is rain that grows flowers, not thunder."  
(Rumi)

## Reading texts

**Pearls of Wisdom**  
(Shaikh Saadi)
**(Text-I)**

There were two brothers, one of them in the service of the sultan and the other gaining his livelihood by the effort of his arm. The wealthy man once asked his destitute brother why he did not serve the sultan in order to be delivered from the hardship of labouring. He replied, 'why labourerest thou not to be delivered from the baseness of service because wise men have said that it is better to eat barley bread and to sit than to gird oneself with a golden belt and to stand in service?'

To leaven mortar of quicklime with the hand

Is better than to hold them on the breast before the Amir.

My precious life was spent in considering what I am to eat in summer  
and wear in winter.

O' ignoble belly, be satisfied with one bread

Rather than to bend the back in service.

**Note for Teacher:** Ask the students to write individually. If any student did not write anything, ask him/her to remain calm and listen to others. Tell following quotes to the students and ask them to guess the topic of lesson. Also, encourage students to form quotes from previous lesson.

**(Text-II)**

A king was in the same boat with a slave who had never before been at sea and experienced the inconvenience of a vessel. He began to cry and to tremble to such a degree that he could not be pacified by kindness, so that at last the king became displeased as the matter could not be remedied. In that boat, there happened to be a wise man, who said, 'with thy permission, I shall quiet him.' The king replied, 'it will be a great favour.' The wise man ordered the slave to be thrown into the water so that he swallowed some of it, whereon he was caught and pulled by his hair to the boat, to the stern of which he clung with both his hands. Then, he sat down in a corner and became quiet. This appeared strange to the king who knew nothing what wisdom there was in the proceeding and asked for it. The wise man replied, 'before he had tasted the calamity of being drowned, he knew not the safety of the boat; thus also a man does not appreciate the value of immunity from a misfortune, until it has befallen him.'

**(Text-III)**

I noticed an Arab of the desert sitting in a company of jewellers at Basrah and narrating stories to them. He said, 'I had once lost my road in the desert and consumed all my provisions. I considered that I must perish when I suddenly caught sight of a bag. I shall never forget the joy and ecstasy I felt on thinking they might be parched grain and foid nor the bitterness and despair when I discovered them to be pearls.'

In a dry desert and among moving sand,  
It is the same to a thirsty man whether he has pearls or shells in his  
mouth.

When a man has no provisions and his  
strength is exhausted,  
It matters not whether his girdle is adorned  
with pearls or potsherds.

**(Text-IV)**

A sage, instructing students, said to them "Learn a skill because property and riches of the world are not to be relied upon; also silver and gold are an occasion of danger because either a thief may steal them at once or the owner spend them gradually; but a profession is a living fountain and permanent wealth; and although a professional man may lose riches, it does not matter because a profession is itself wealth and wherever he goes he will enjoy respect and sit in high places, whereas he who has no skill will glean crumbs and see hardships.

**(Text-V)**

I heard a wise man saying that no one has ever made a confession of his own folly except he who begins speaking, whilst another has not yet finished his talk.

Words have a head, O shrewd man, and a tail. Do not insert thy words between words of others. The possessor of deliberation, intelligence and shrewdness does not say a word till he sees silence.

**Maxims**

Property is for the comfort of life, not for the accumulation of wealth. A sage, having been asked who is lucky and who is not, replied, "he is lucky who has eaten and sowed but he is unlucky who has died and not enjoyed."

It is contrary to what is proper, and against the opinion of to partake of medicine by guess and to go after a caravan without seeing the road. The Imam Muhammad Ghazali, upon whom be the mercy of Allah, having been asked in what manner he had attained such a degree of knowledge, replied, 'by not being ashamed to ask about things I did not know.'

A weak man trying to show his prowess off against a strong one only aids his foe to encompass his own destruction.

Even after falling into mud, a jewel retains its costliness, and dust. Although, it may rise into the sky, is as contemptible as before. Capacity without education is deplorable and education without capacity is thrown away.

Drop upon drop collected will make a river. Rivers upon rivers collected will make a sea. Little and little together will become much. The granary is but grain upon grain.

Confide not to a friend every secret thou possess. How know you that he will not some time become thy foe? Inflict not every injury you can upon an enemy because it is possible that one day he may become thy friend.



## While-reading

## Exercise 1

Work in pairs and find out the words from the text and match with their corresponding descriptions. After you have completed, share your work with your partner.

No.	Description	Words
1	extremely poor and lacking the means to provide for oneself	
2	shaking slightly in a way that one cannot control	
3	bringing or restoring to a state of peace or tranquillity	
4	happening especially as if by fate	
5	stimulating drug that can cause illusions	
6	decorated or beautified, as by ornaments	
7	the quality of having or showing good powers of judgement	
8	becoming involved with or take part in something	
9	skill or expertise in a particular activity or field	
10	repository for grain, especially after it has been threshed	

## Exercise 2

Work individually. Read each text and suggest the appropriate title by writing before each text number. After you have completed, share your work with your class fellows.

NO.	Text No.	Suggested title
1	Text-I	
2	Text-II	
3	Text-III	
4	Text-IV	
5	Text-V	

## Exercise 3

Read the statements and encircle the correct option.

- The second brother was living by\_\_\_\_\_.  
a) serving sultan                      b) doing Govt. service  
c) doing labour                         d) selling belts
- \_\_\_\_\_ said that it is better to eat barley than to gird with golden belts.  
a) elder brother                         b) sultan  
c) wealthy man                         d) servant
- “To gird with golden belts”, this phrase indicates to live \_\_\_\_\_.  
a) hard life                                 b) healthy life  
c) wealthy life                             d) slavery life
- The\_\_\_\_\_ was fearful during travel in the vessel.  
a) king                                        b) sultan  
c) slave                                        d) Wiseman
- The slave was thrown in the sea to \_\_\_\_\_.  
a) catch fish                                b) gain experience  
c) go drowning                             d) save boat
- The Arab became happy after \_\_\_\_\_.  
a) finding bag                               b) gaining grain  
c) finding water                             d) seeing pearls
- The sage gave advice to his student that\_\_\_\_\_.  
a) property can be made                b) silver and gold are necessary  
c) riches can be relied                  d) profession is wealth
- “Little drops make an ocean.” This proverb is appropriately depicted in\_\_\_\_\_.  
a) Text-I                                        b) Text-III  
c) Maxim-V                                    d) Maxim-III
- A group of people travelling together is called as\_\_\_\_\_.  
a) sages                                        b) caravan  
c) crew                                         d) shrewd men
- \_\_\_\_\_ may be the suitable message of text-II.  
a) ‘Self-done is well done,’            b) ‘Brave deeds need no show,’  
c) ‘Small wit great boast,’            d) ‘Silent water run deep,’

## Post-reading

## Exercise 4

Read the texts and answers the following questions.

1. What did the wealthy man ask the poor brother and what was his reply?
2. Why could the slave not be pacified even though he was in the same boat with the king?
3. What did the wise man do to make the slave realize about the security of boat?
4. What kind of virtue the sage wanted to teach to his students?
5. How does the professional man earn respect according to the sage?
6. Who is lucky and unlucky according to the maxim?
7. Confide not to a friend every secret thou possess. How know you that he will not some time become thy foe? How far do you agree and why?
8. Identify the maxim which reflects the value of real thing never fades or shatters.
9. What kind of suggestion did Imam Ghazali give to the people?
10. Which tale from the above texts do you like the most? And why?

## Exercise 5

Work in pairs and write the concise central theme against each text. After you have completed, share your work with your partner.

No.	Text	Central Theme
1	Text-I	
2	Text-II	
3	Text-III	
4	Text-IV	
5	Text-V	

**Note for teacher:** Ask students to go back and read the texts again before doing Exercise 5. After they have done, tell them to exchange their work with each other after writing short paragraphs.

## 10.2 WRITING

**Proofreading (Finishing Touch)**

It is known as the very last step in writing process. The proofreading involves identifying and correcting the typographical mistakes in sentence structure, capitalization, spelling, grammar, punctuation, style, and formatting. Proofreading is the fundamental part of the revision process and its main objective is to ensure that the written document is perfect in terms of vocabulary and grammar.

**Why is proofreading done?**

Proofreading is very important because it is the last chance to find and fix errors before a document is presented to readers. Moreover, the proofreading eliminates mistakes in grammar, punctuation, capitalization, spelling, and formatting. It allows us to communicate our message accurately and effectively.

**Proofreading Tips and Symbols**

- Use a printed out paper for proofreading.
- Read the paper loudly.
- Read paper slowly line by line and word by word.
- Look for one type of error at a time.
- Circle punctuation marks.



Take out



Spell correctly.



Indent.



Lowercase letter.



Add word.



Capitalize letter.



Add a period.



Add a question mark.



Add a comma.



Add an apostrophe.

**Note for teacher:** Briefly, explain the symbols of proofreading before class. Walk around to see if the students have understood the correct use of symbols.

**Exercise 1**

Write at least two sentences about each of the following topics in your notebook. Then, exchange your notebooks with your classmates to proofread. After you have completed, exchange your notebook with any of your class mates. Read each other's work and give feedback. Make changes in your work if needed.

**Write what you say about.....**

1. Getting education is \_\_\_\_\_
2. Your reaction to the food in college canteen \_\_\_\_\_
3. Elders must be respected because \_\_\_\_\_
4. Early to bed, early to rise, makes man healthy, wealthy and wise \_\_\_\_\_
5. Never, never, never give up \_\_\_\_\_

**Exercise 2**

Work individually and proofread the following letter by following the key tips provided above. After you have completed, compare your proofreading work with your partner.

with the invention of the personal computer and the Internet, a new age in communications begins. now people could communicate fastest and more easily than ever before. Writting, editing, and storing information became quick and easy. It was no longest necessary to write draft after draft when changes could be made so easily using a word Processor program. Messages, could now be sende in no time to anywhere in the world, without addressing envelopes or licking stamps. Century most early, around the year 1450 a similar revolution in communications had occurred in the Germany. This happened when johannes gutenberg invented the printing press. he was not the first person to use printing to copy a peace of writing. printing was already being invented in the China, where they used clay to print oriental characters. Small items, such as posters and flyers, were already being printed in Europe too, using the woodblock method of printing. Books and other largest works were still being copied by hand. At this time, books were usually produced only in latin, and only the most educated people read them. Gutenbergs printing press was about to change all of this.

**Note for teacher:** After the students have completed and compared with their partner, get exercise solved on the blackboard.

## 10.3 ORAL COMMUNICATION

## Listen Carefully and Respond Accordingly

Listening carefully and responding accordingly is one of the most important skills. You can respond accurately only when you listen attentively. In this way, you can improve your communication skills. Conversations are active, not passive. A conversation between people cannot occur without a response. Hence, active listening requires careful responses which are made possible with comprehending properly. An active response should show that you understand what the other person has said and have paid attention to their words.

Tips for listening attentively	Tips for responding accordingly
<ol style="list-style-type: none"> <li>1. Pay attention.</li> <li>2. Show that you're listening.</li> <li>3. Provide feedback.</li> <li>4. Defer judgment.</li> <li>5. Respond appropriately.</li> </ol>	<ol style="list-style-type: none"> <li>1. Be candid, open and honest in your response.</li> <li>2. Assert your opinions respectfully.</li> <li>3. Treat the other person in a way that you think they would want to be treated.</li> </ol>

## Exercise 1

Look at the following sets of conversations and identify active listener and the one who responds properly.

## Set A

- Ahmed:** I'm just really stressed about work at the moment.
- Kinza:** Me too, you wouldn't believe what one of my co-workers did yesterday.
- Ahmed:** And it's hard for me to pay enough attention to the kids when I have this much on my plate and just want to relax when I get home.
- Kinza:** Seriously, what she did was ridiculous.
- Ahmed:** What did she do?

## Set B

- Ahmed:** I'm just really stressed about work at the moment.
- Kinza:** Why is it more stressful than usual right now?
- Ahmed:** Well, one of the people in my team is on holiday for a couple of weeks and I keep getting landed with their usual responsibilities.
- Kinza:** Have you spoken to your boss about that? You shouldn't be doing someone else's job as well as your own.

## Exercise 2

Now, work in groups of two and discuss the following topics keeping above tips in the mind.

Turn by turn, each student should make a simple statement about the following. One of the others should respond accurately to each other.

1. Two students discussing each other on pros and cons of the social media.
2. Two friends asking each other's opinion about equality of all before law.

**Note for teacher:** Divide the class in groups of two and ask them to use tips in their practice at least three times by each student. Make sure that they use correct pronunciation and intonation. You can ask some students to role play their dialogues in front of class.

## 10. 4 : GRAMMAR

## a. Active Voice and Passive Voice

You have already learnt in detail about active voice and passive voice in your previous classes. Let us revise some of its rules.

Active Voice	Passive Voice
<p>When an action performed by the subject is expressed by the verb, it is known as an active voice. Active voice is used when more straightforward relation and clarity is required between the subject and the verb.</p> <p><b>For example:</b> Hens lay eggs. Birds build nests</p>	<p>When the action expressed by the verb is received by the subject, it is known as passive voice. Passive voice is used when the doer of the action is not known and the focus of the sentence is on the action and not the subject.</p> <p><b>For example:</b> Eggs are laid by hens. Nests are built by birds.</p>

## Active and Passive Voice Rules for Conversion of Sentence

Below are the active-passive voice rules to follow for changing an active sentence into a passive voice.

Tense or Modal + Base	Active Voice	Passive Voice
Simple Present	beat / beats	am/is/are beaten
Past	beat	was /were beaten
Future	shall/will beat	shall /will be beaten
Continuous		
Present	am/is/are beating	am/is/are being beaten
Past	was/were beating	was/were being beaten
Future	shall/will be beating	Not applicable
Perfect		
Present	have/has beaten	have/has been beaten
Past	had beaten	had been beaten
Future	shall/will have beaten	shall/will have been beaten
Perfect Continuous		
Present		
Past	Not applicable	Not applicable
Future		
Can/may/must, etc + base	can/may/must, etc beat	can/may/must, etc be beaten.



**Note:** With conversion of Active Voice sentence into Passive Voice sentence, the pronoun used in the sentence also changes in the following manner.

Active Voice Noun	Passive Voice Noun
I	Me
We	Us
He	Him
She	Her
They	Them
You	You
It	It

### Exercise 1

Given below is a sample of brief synopsis of a research report. It is written in active voice. Work in pairs and change the following from active voice into passive voice. After you have completed, share your work with your partner.

In this research, I administered a research survey. I created a compelling sample of 100 scientists. I invited them to participate in the survey by sending them an invite through emails. I received e-mail addresses from different research centres of the country.

### Exercise 2

Given below is a sample of newspaper report. It is written in passive voice. Work individually and change the following from passive voice into active voice. Then, write the same in your notebook.

A bus has been stolen from outside the school. The thief was seen by some children. The bus is being searched by the police now. Children's descriptions will be used by them to catch the thief.

**Note for teacher:** Revise the previously learnt rules of active and passive voice.



### Exercise 3

Work in pairs and change the voice of the following sentences. Rewrite the sentences in your notebook and share your work with your partner.

1. Don't touch the naked wire.
2. There is nothing to say.
3. He has to purchase a car.
4. One should listen to one's conscience.
5. I like the people to respect me.
6. Turn him out.
7. Someone killed the criminal.
8. It is time to switch off T.V.
9. I am to take tea.
10. Please bring me a glass of water.
11. Let her write a poem.
12. Did you tell a lie?
13. Why did you help her?
14. The judge enquired in to the case.
15. She made me sing.

### Vocabulary and Spelling

#### Exercise 4

Work in pairs and use words given below to complete the following text. After you have completed, share your work with your partner.

resembles, wilderness, purpose, findings, valley, strangest, construction, political, pending, inhabitants, mystery, unclear, archaeologists, believed, vastness, located

The historic Rani Kot Fort is a \_\_\_\_\_. It was built on mountains of the Khirthar Ranges of Sindh. It is \_\_\_\_\_ about 28 kilometres from the Sann Gate from Jamshoro City. It is \_\_\_\_\_ to be the largest fort in the world having walls nearly 35 kilometres long. The age of the fort is \_\_\_\_\_, however, \_\_\_\_\_ predict that the magnificent structure was built sometime in the 9th-century. Visually, its walls are truly a roller coaster ride, sometimes going as high as three thousand feet above sea level while other times instantly sliding down towards the ground.



Archaeologists want to ensure Rani Kot Fort gets the recognition it deserves. Its \_\_\_\_\_ resembles the Great Wall of China which is why it is often referred to as “The Great Wall of Sindh.” Since 1993, it has been on the tentative list to be designated a UNESCO World Heritage Site. Its status is still \_\_\_\_\_. Many agree that it is the most fascinating place in Sindh.

The surrounding walls of Rani Kot Fort are made from gypsum and lime cut sandstone.

To give you an idea of the \_\_\_\_\_ of Rani Kot Fort, it is so large that there is enough space in it for building hundreds of other forts.

It has been determined that Rani Kot Fort was built for the \_\_\_\_\_ of defence and to house many \_\_\_\_\_. The rulers of different times lived here and it was the center of \_\_\_\_\_ activities where many ancient leaders of Sindh gathered. Artefacts uncovered at Rani Kot tell a fascinating story of its inhabitants and a rich history that spans thousands of years. Some of the \_\_\_\_\_ include archaic coins, terracotta of the Indus Civilization, an engraved sign of a swastika, a leaf of the papal tree (sacred fig); evidence of a peacock, sunflower, and lotus flower; remains of Zoroastrians and Buddhists, and arrows of different kinds.

The entire fort is surrounded by hills that form a small \_\_\_\_\_ through which a stream passes. Its name is taken from this stream; “Rani” meaning Stream.

The Rani Kot Fort \_\_\_\_\_ no other fort in the world. Its unusual size, lost history, strategically useless position, uninhabited area, and unexplored features make the fort one of the \_\_\_\_\_ places in the world. One would require a time machine to solve its mystery. Its unusual size and location in the absolute \_\_\_\_\_ doesn't make sense, at least in the present times.

### Exercise 5

Work in pairs and correct the spelling mistakes in the paragraph below. After you have completed, share your work with your partner.

Food directly affects your physical and emotional health. If you eat non-nutritious junk food and do not pay attention to your diet, then you pay the price of poor health or become severely overweight. If you eat good food and control what you eat, your chances of being healthy are much better. The place to begin a healthy lifestyle is in your choice of food, that is in your diet. I believe, a diet is a plan for eating. A well-balanced diet provides all of the energy you need to keep active throughout the day. It also gives you the nutrients you need for growth and repair, helping you to stay strong and healthy and help to prevent diet-related illness, such as some cancers.

**Exercise 6**

Work individually. In each of the groups of words below, one word may be misspelt or no words may be misspelled. If a word is misspelled, write it correctly to the right of each group. If none of the words in the group is misspelled, write "none."

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. fuzzes, laundrys, sufficient</li> <li>2. turkeys, trophies, arrival, armies</li> <li>3. acrage, analysis, dosage</li> <li>4. accompaniment, played, interviewed</li> <li>5. privilege, excelling, eighth</li> <li>6. adolescence, contemporary, ninty</li> <li>7. athletic, conscious, mathmatics</li> <li>8. performence, fiery, recede</li> <li>9. leisure, familiar, proffessor</li> <li>10. undoubtly, experience, succeed</li> <li>11. seize, acceptance, grammer</li> <li>12. pleasant, slyly, watches</li> <li>13. accidentally, embarass, intelligence</li> <li>14. prejudice, preferred, lieutenant</li> <li>15. payed, characteristic, intelligence, attendant</li> <li>16. sergeant, noticable, deceit</li> <li>17. particuler, arbitrarily, attorneys</li> <li>18. neither, acknowledge, goverment</li> <li>19. permmit, referring, foreign</li> <li>20. halves, accross,</li> <li>21. subtle, judgement, ancient</li> <li>22. said, envirement, interest</li> <li>23. realize, alleys, acheive</li> <li>24. preference, convenient, releif</li> <li>25. awkward, considerably, neccessasry</li> </ol> |  |
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## Section-B: Poetry

### INTRODUCTION: ELEMENTS OF POETRY

#### What will I learn?

- Comprehend the use of literary features/techniques of poetry.
- Analyse to use in their writing the features of an expository composition showing comparison and contrast between things, events, situations, places, action, idea or a problem: use of effective metaphors and similes.
- Utilize appropriate informational print and electronic sources to collect information.

#### Pre-reading

1. Recite any of your favourite poems in Sindhi, Urdu or English.

#### What is poetry?

Poetry is a verbal or written expression of feelings and ideas in an imaginative style with distinctive rhythm, rhyme, and meter. These all work together with the sounds, meanings, and associations of the words themselves to produce one significant effect. Understanding or appreciating poetry requires some acquaintance with the basic elements of poetry.

## ELEMENTS OF POETRY

Terms	Description
<b>Line</b>	<p>Poetry contains lines. The length of a line may be measured in two ways: the number of syllables in it or the number of stresses.</p> <p><b>Example:</b></p> <p>Thus in the winter stands the lonely tree. (This verse has ten syllables or five meters.)</p>
<b>Foot</b>	<p>The foot is a formative measuring unit in poetry that is made up of stressed and unstressed syllables. The combination of feet creates meter in poetry. Later, these meters join for the composition of a complete poem.</p>
<b>Meter</b>	<p>Meter functions as a means of imposing a specific number of syllables in a line of poetry. It consists of the number of syllables and the pattern of emphasis on those syllables. The most widely used meter in English poetry is iambic pentameter that is a line or verse with five metrical feet, each consisting of one short (or unstressed) syllable followed by one long (or stressed) syllable.</p> <p><b>Example:</b></p> <p>Close bosom-friend of the maturing sun; -- Keats</p>
<b>Stanza</b>	<p>Stanza is the division of a poem in a certain number of lines having the same meter, rhyme, and a unifying idea or image. Stanza is identified with a number of lines it contains. Thus, a couplet has two lines, a tercet has three lines, a quatrain has four lines, a quintain has five, a sestet has six lines, a septet has seven, and an octave has eight lines.</p> <p><b>Example:</b></p> <p>How happy is he born or taught, That serveth not another's will; Whose armour is his honest thought, And simple truth his highest skill.</p>
<b>Rhyme</b>	<p>It is the same sound at the end of poetic lines.</p>

<b>Rhyming pattern</b>	A convenient way of setting out a pattern of rhymes is to write for (a) the first rhyme, (b) for the second, (c) for the third, and so on. <b>Example:</b> The people along the sand. (a) All turn and look one way. (b) They turn their back on the land. (a) They look at the sea all day. (b)
<b>Free verse</b>	Free verse is a poem that doesn't rhyme and doesn't have a regular rhythm or meter.

### Forms and Genres of Poetry

Poetry can be broadly divided into three types: lyrical, narrative, and descriptive. Further, poetry can be classified into forms and genres based on structure, content, and style. Here are some important forms and genres of poetry.

Forms/ Genres	Description
<b>Lyric</b>	A lyric poem is a short but highly musical verse that conveys powerful feelings. It has rhyme, meter, or other literary devices.
<b>Sonnet</b>	The word 'sonnet' means little song. A sonnet is a 14-line lyrical poem divided into two stanzas: an octave and a sestet. The sonnet's three main types are the Italian, the English and the Spenserian.
<b>Elegy</b>	Elegy is a lyrical poem expressing sorrow over the death of a loved one.
<b>Ode</b>	Ode is also a kind of lyrical poem usually written in the form of an address commonly glorifying an event or individual.
<b>Ballad</b>	A ballad is a narrative poem that tells a story, usually in four-line stanzas called quatrains.
<b>Epic</b>	Epic is a long narrative poem that tells the heroic exploits of a legendary hero.

### Poetic Devices and Figures of Speech

Poets use poetic devices and figures of speech in order to enhance the meaning or mood of a poem. Here are some essential poetic devices and figures of speech.

Poetic Devices/ Figures of Speech	Description
<b>Simile</b>	A simile is a direct comparison between two unlike things, usually with the words like or as. <b>Example:</b> The muscles on his brawny arms are strong as iron bands.
<b>Metaphor</b>	Metaphor is an implied comparison between two relatively unlike things without like or as. <b>Example:</b> The road was a ribbon of moonlight.
<b>Personification</b>	Personification gives the qualities of a human to an animal, an object, or an idea. <b>Example:</b> a brave handsome tree fell with a creaking rending cry
<b>Hyperbole</b>	It is an exaggerated statement used to heighten the effect. <b>Example:</b> She's said so on several million occasions
<b>Alliteration</b>	Alliteration is the repeated consonant sounds at the beginning of words. <b>Example:</b> Wide-eyed and wondering while we wait for others to waken.
<b>Onomatopoeia</b>	It is the use of words that mimic sounds. <b>Example:</b> Crackle!



<b>Oxymoron</b>	It is the contradictory words used together signifying two different but exact ideas. <b>Examples:</b> He is the wisest fool of them all.
<b>Irony</b>	It is a situation that means quite opposite to what is apparently said. <b>Example:</b> A post on Facebook complaining how useless Facebook is.
<b>Symbol</b>	A symbol is an object that represents something else rather than itself. <b>Example:</b> Ah Sun-flower, weary of time, Who countest the steps of the sun; -- William Blake
<b>Imagery</b>	Imagery is the use of words to create an image or images in the reader's mind based on five senses. <b>Examples:</b> I wandered lonely as a cloud That floats on high o'er vales and hills. --- Wordsworth

**Exercise 1**

Answer the following questions. Write down your answers in your notebook, and share it with your class fellows once you have completed.

1. What is meant by rhyme in poetry?
2. What is meter in poetry?
3. What are different kinds of stanza?
4. What is a sonnet?
5. What is function of the poetic devices?

## Exercise 2

Work in pairs. See the picture below and read the poem of William Wordsworth very carefully and answer the questions. Each pair should write down their answers in their notebooks. After you have completed this exercise, exchange your work with other pairs.



Earth has not anything to show more fair:  
 Dull would he be of soul who could pass by  
 A sight so touching in its majesty:  
 This City now doth, like a garment, wear  
 The beauty of the morning; silent, bare,  
 Ships, towers, domes, theatres, and temples lie  
 Open unto the fields, and to the sky;  
 All bright and glittering in the smokeless air.

Never did sun more beautifully steep  
 In his first splendour, valley, rock, or hill;  
 Ne'er saw I, never felt, a calm so deep!  
 The river glideth at his own sweet will:  
 Dear God! the very houses seem asleep;  
 And all that mighty heart is lying still!

1. What type of poem is it? Explain and justify your answer.
2. How many stanzas are there and what are they called?
3. Write down the rhyming scheme of the poem?

**Exercise 3**

Work individually. Read the elements of poetry and find out which of the following statements are correct and incorrect. For correct statements, put a tick (✓); and for incorrect ones, put a cross (X). After completing, compare your answers with your partner.

No	Statement	Correct/ Incorrect
1	Two lines which rhyme at the end are called a couplet.	
2	There is no convenient way of setting out a pattern of rhymes.	
3	Imagery is the use of figurative language to represent objects, actions, and ideas.	
4	Usually a sonnet is comprised of 14 lines having certain rhyming scheme.	
5	Ballad is expressed for sorrow, grief or death.	
6	A metaphor states explicitly that one thing is like another.	

**Exercise 4**

Work in pairs. Read the following examples of various figures of speech and write the name of corresponding figures of speech against each. Once you have completed, share it with your partner.

No	Example	Figure of Speech
1	To enter in the thoughts of desperate men.	
2	They speak like saints and act like devils.	
3	How could he be a king, a soldier and a peon?	
4	How high, his highness holds his haughty head.	
5	What avail me, all my Kingdoms?	
6	Hasten slowly.	
7	Not that I loved Caesar less, but that I loved Rome more.	
8	Life is a dream.	
9	She was as proud as a peacock.	
10	More haste, less speed.	

**Exercise 5**

Work individually. Read the following sentences and convert them as directed in the brackets against each. You can add new words in these sentences while converting these. Share your work with your class fellows once you have completed.

- 1) He is as sober as a judge. (metaphor)
- 2) She was a tower of strength in their trouble. (simile)
- 3) Necessity knows no law. (oxymoron)
- 4) He is the wisest fool of them all. (personification)
- 5) The professor's ideas are as old as the hills. (irony)
- 6) The fire station burned down last night. (hyperbole)

**Exercise 6**

Most of the figures of speech are very common in our daily use. Work in pairs and collect as many other common examples of above-mentioned figures of speech in Exercise 4. Once you have done, display them in front of the class by writing on the charts.