

D. Identifying Pronouns and their antecedents.

In each sentence underline once the personal pronoun and underline twice its antecedent.

1. As a child, Asma often played with her dollhouse.
2. Neither Danish nor Waseem will have trouble finding information for their report.
3. Each of the boys refused help saying that they would proofread the report on their own.
4. Nobody likes to discover that they have just read a dull report about an interesting subject.
5. Tania needs a result card of her grades.
6. Asif said that they made their own clothes.
7. One of the girls left her sweater in the bus.
8. Several other classmates also chose their topic.

E. Underline the pronoun and circle its antecedent in parenthesis in sentences below.

1. Someone has removed the grammar book, and I want **(him, them)** to return it.
2. Although I knew somebody called me, I did not answer **(her, them)**.
3. Each man must do what **(he, they)** feel(s) is right.
4. Everybody in the lab was ready to complete **(her, their)** assignment.
5. No one wants to admit **(his, their)** weaknesses.

Unit
3

Dreams

Students Learning Outcomes

After reading the lesson the students will be able to:

- read a poem and give orally and in writing
 - theme and its development.
 - personal response with justification.
 - paraphrase/ summary.
- read and analyze how a writer/ poet uses language to
 - appeal to the senses through use of figurative language including similes and metaphors.
 - create imagery.
- read and recognize literary techniques such as repetition, personification and alliteration.
- write a persuasive/argumentative essay on a given topic:
 - distinguish fact from opinion.
 - state an opinion on the topic.
 - list ideas and arguments that support opinion.
 - organize ideas and supporting arguments in a clear, structured and logical manner.
 - distinguish between language used for persuasion and propaganda.
 - use persuasive language to enhance ideas.
- anticipate and respond to opposing arguments by defending point of view with factual evidence, quotations, expert opinion, logical reasoning, and commonly held beliefs.
- illustrate use of transitive and intransitive verbs.
- make and use present and past participles.
- illustrate use of infinitives and infinitive phrases.
- illustrate use of gerunds and gerund phrases.

Pre-reading

- What are dreams?
- What would your life be like if you had no dreams for your future?

Reading

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.

Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow

By Langston Hughes



About the poet

Langston Hughes was born on February 1, 1902, in Joplin, Missouri. Hughes published his first book in 1926. He went on to write countless works of poetry, prose and plays, as well as a popular column for the Chicago Defender. He died on May 22, 1967.

Glossary

Words	Meaning
hold fast	hold something tightly and firmly
barren	(of land) too poor to produce much or any vegetation
field	an area of open land, especially one planted with crops or pasture, typically bounded by hedges or fences
frozen	having turned into ice as a result of extreme cold

Exercise

Comprehension

A. Answer the following questions.

- What is the theme of the poem?
- How important do you think dreams are? Explain.
- Identify an example of a word or phrase that is repeated in the poem and explain why the poet makes this repetition.
- Identify an example of personification. Explain what is being personified and how?
- Identify lines containing metaphors. What ideas are being conveyed by these metaphors?
- List the alliterative words from the poem "Dreams".
- How is imagery used in this poem?
- What is the mood of this poem? How does it make you feel?

B. Write the correct option in following statement.

- The phrase "hold fast to dreams" means:
 - don't do anything just dream day and night
 - day dreaming is good for health
 - dreaming will make your holding power strong
 - stick fast to your ambition in life

2. In the line "life is a broken-winged bird", the poet uses the technique of _____
 a) metaphor b) personification c) simile d) repetition
3. "life is a barren field", in this line the phrase "a barren field" is _____
 a) simile. b) metaphor c) personification d) alliteration
4. According to the poet life without dream is _____
 a) hollow and bleak. b) lush and hopeful
 c) dynamic and productive d) passionate and optimistic
5. According to "Dreams", what will happen if our dreams die?
 a) Life will be easier to handle. b) Life will appear as it is.
 c) Life will continue as normal. d) Life will be hopeless.

Vocabulary

Explain if you were correct, close, or totally off and why you think that happened by using evidence from the text.

Words / phrase	What you infer the meaning is?	Explain why and use evidence from text.	Dictionary definition	Correct, close, or totally off and why that happened?
broken-winged				
barren field				
frozen with snow				
hold fast				

Writing

Persuasive Essay

A persuasive essay explains a specific topic and attempts to persuade the audience that your point of view is the most informed, logical and valid perspective on the topic. This genre is also known as the argumentative essay.

Elements of a Persuasive Essay

A persuasive essay does have certain baseline requirements that are standard in nearly every essay type:

- ▷ A clear thesis or controlling idea that establishes and sustains your focus.
- ▷ An opening paragraph that introduces the thesis.
- ▷ Body paragraphs that use specific research evidence to illustrate your informative or argumentative points.
- ▷ Smooth transitions that connect the ideas of adjoining paragraphs in specific and interesting ways.
- ▷ Use of counter arguments to summarise and refute opposing positions.
- ▷ A conclusion that emphasises your central idea without being repetitive.

- A. Keeping in view the main points of persuasive essay, write an essay having a thesis sentence: "A dream doesn't become reality through magic; it takes sweat, determination and hard work."
- B. Research the life of a famous person who faced obstacles during his / her life. Describe the obstacles and how the person overcame them.

Listening and speaking

Each student should share his / her future dreams and aspirations with the class and get opinion and feedback of the class on them.

Grammar

Transitive and intransitive verbs

A. Do as directed.

- Choose the sentence that does not have an intransitive verb.
 a) I jog. b) The child gurgles.
 c) I watched a movie. d) She sobs.
- Choose the sentence that does not have a transitive verb.
 a) He presented a bouquet. b) He waved his arm.
 c) She understood my question. d) She laughed heartily.
- Choose the sentence that does not have a transitive verb.
 a) We showed her the flower vase.
 b) The grocer is selling vegetables.
 c) The birds are flying.
 d) The coach advised me to practice daily.

4. Choose the sentence that have an intransitive verb.

- a) The mother fed the baby.
- b) The customer is buying pancakes.
- c) They were crying all day long.
- d) She helped me.

5. Choose the sentence that does not have a transitive verb.

- a) She cut the cake.
- b) They climbed the hill.
- c) Arman telephoned Tariq.
- d) Asma shouted in the class.

6. Choose the sentence that does not have an intransitive verb.

- a) The student is answering questions.
- b) Akbar is jogging at this moment.
- c) She sleeps too much.
- d) He complains frequently.

B. Pick out five transitive and five intransitive verbs from the story "The Champions".

Present Participle or Past Participle

A. Write the verb in parenthesis in the correct form (present participle or past participle).

1. _____ (prepare) by the best cook in town, the meal was sheer poetry.
2. After _____ (study) all day, her head was aching in the evening.
3. _____ (lie) on the sofa, they were watching TV.
4. Everybody was _____ (shock) to hear the news.
5. Before _____ (leave) the house, I always check if all lights are switched-off.

B. Combine the following pairs of sentences by using participles (present / past). The first one has been done.

1. We met a boy. He was carrying a heavy bag.
We met a boy carrying a heavy bag.
2. The house was decorated with lights. It looked beautiful.
3. The robbers saw the policeman. They ran away.
4. I found the door open. I went inside.
5. The police saw the body. It was floating down the river.

Grammar

The Clause

Clauses come in three types:

- ▷ main [or independent]
- ▷ subordinate [or dependent]
- ▷ relative [or adjective], and noun

Every clause has at least a subject and a verb.

Main Clauses

Every main clause will follow this pattern:

subject + verb = complete thought.

Examples:

- ▷ Lazy students always complain. (**Students** = subject; **complain** = verb)
- ▷ Water spilled over the glass and splashed onto the counter. (**Water** = subject; **spilled, splashed** = verbs)
- ▷ My cat loves milk. (**cat** = subject; **loves** = verb)

The important point to remember is that every sentence must have at least one main clause.

Subordinate Clauses

A subordinate clause will follow this pattern:

subordinate conjunction + subject + verb = incomplete thought.

Examples:

- ▷ Whenever lazy students complain (**Whenever** = subordinate conjunction; **students** = subject; **complain** = verb)
- ▷ As water spilled over the glass and splashed onto the counter (**As** = subordinate conjunction; **water** = subject; **spilled, splashed** = verbs)
- ▷ Because my cat loves milk (**Because** = subordinate conjunction; **cat** = subject; **loves** = verb)

Teacher's guideline:

Revise with the students that a subordinate conjunction is used to link the main clause and the subordinate clause. Example: I am staying inside because it is raining. "Because" is a subordinate conjunction.

The important point to remember about subordinate clauses is that they can never stand alone as complete sentences. To complete the thought, you must attach each subordinate clause to a main clause.

Generally, the punctuation looks like this:

- **main clause** + **no punctuation (comma)** + **subordinate clause.**
- **subordinate clause.** + **punctuation (comma)** + **main clause**

Examples:

- **Whenever lazy students complain**, Mrs. Rameez throws chalk erasers at their heads.
- Amir ran for the paper towels **as water spilled over the glass and splashed onto the counter.**
- **Because my cat loves milk**, she never catches rat.

Relative Clauses

A relative clause will begin with a relative pronoun

[such as who, whom, whose, which, or that] or a relative adverb [when, where, or why].

The patterns look like these:

- **relative pronoun or adverb** + **subject** + **verb** = **incomplete thought.**
- **relative pronoun as subject** + **verb** = **incomplete thought.**

Examples:

- Whom Mrs. Rameez hit in the head with a chalk eraser (**Whom** = relative pronoun; **Mrs. Rameez** = subject; **hit** = verb)
- That had spilled over the glass and splashed onto the counter (**That** = relative pronoun; **had spilled, splashed** = verbs)
- Who loves milk (**Who** = relative pronoun; **loves** = verb)

Like subordinate clauses, relative clauses cannot stand alone as complete sentences. You must connect them to main clauses to finish the thought.

Look at these revisions of the relative clauses above:

- The lazy students **whom Mrs. Rameez hit in the head with a chalk eraser** soon learned to keep their complaints to themselves.
- My cat Mano, **who loves milk**, drinks it under the kitchen table, **where she enjoys it with great enthusiasm.**
- Amir ran to get paper towels for the water **that had spilled over the glass and splashed onto the counter.**

Punctuating relative clauses can be tricky. You must decide if the relative clause is essential or nonessential and then use commas accordingly. **Essential relative clauses** do not require **commas**. A relative clause is essential when you need the information it provides. The relative clause becomes **nonessential** and does require commas to separate it from the rest of the sentence.

Read the sentences and decide if the bold words form a dependent, independent or relative clause.

1. Tahir did **his homework** before he went to bed.
2. Isn't that **the woman who lives** across the road from you?
3. Because the test was so difficult, **none of the students** got a very good grade.
4. She is very fit **because she goes running every day.**
5. The police said **the accident that happened** last night was unavoidable.
6. **I don't like Mondays.**
7. Have you seen **those people who we met** on holiday?
8. **Can you tell me** why you said that?
9. You shouldn't believe **everything that you read** in the newspaper.
10. **If you help me**, I will help you!