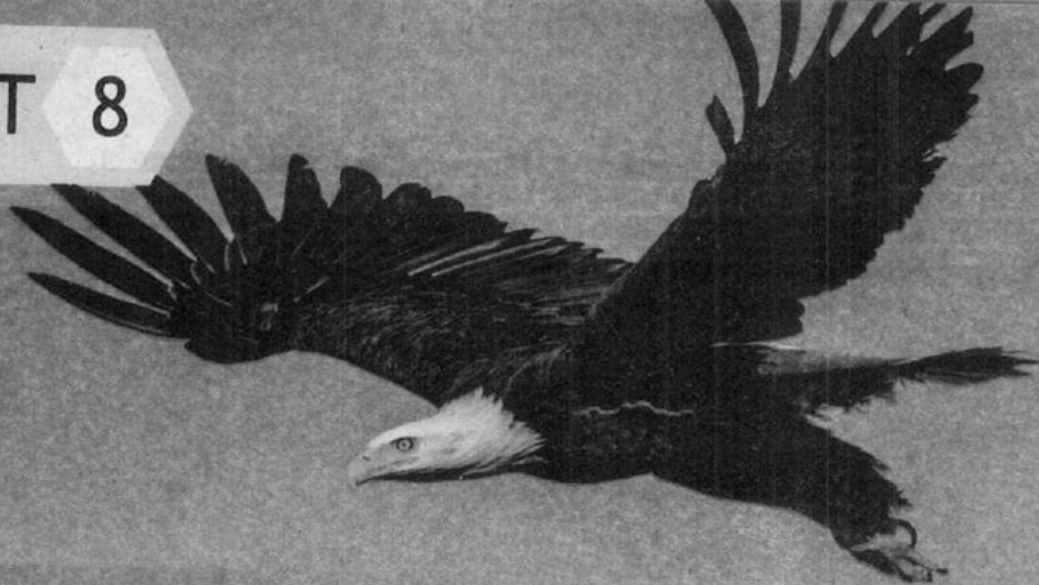


UNIT 8



THE EAGLE

After completing this lesson, students will be able to:

- engage effectively in a range of collaborative discussions (one-on one, ingroups, and teacher-led) with diverse partners
- read, view and analyse a variety of reading grade-appropriate and high-interest books and texts from print and non-print sources:
 - a. poetry (free verse, narrative and rhythmic)
 - b. Personal recounts (e.g. diary entries, biographies)
 - c. information reports (e.g. project reports, fact sheets, brochures)
 - d. narratives (e.g. fables, historical fiction, science fiction, legends)
 - e. procedures (e.g. recipes, directions, instruction manuals)
 - f. interpersonal texts (e.g. informal and formal letters, notices, emails)
 - g. factual recounts (e.g. eye-witness accounts, news bulletins)
 - h. drama (play scripts)
 - i. explanations (e.g. how something works)
 - j. expositions (e.g. reviews, arguments)(Long SLO. May be divided / Shifted from f to j in ch:9)
- write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well structured event sequences
- engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events
- use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters
- use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution)
- use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
- provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative
- produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience
- develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience
- varying degrees of complexities will be added as per the grade level. Textbook authors can explain this while writing the book

Main Theme: Nature and natural resources
Sub Theme: Connecting People and Nature

- Wonder Green
- Smart and Sustainable
- Wildlife Vignette
- Environment Matters

Pre-Reading Questions

- Think of yourself to be personified as an object/plant/animal/bird.
- Give three traits of your personality that match with your personification. Also justify your choice.

The Eagle

by Alfred, Lord Tennyson (1809-1892)

He clasps the crag with crooked hands;
 Close to the sun in lonely lands,
 Ring'd with the azure world, he stands.

The wrinkled sea beneath him crawls;
 He watches from his mountain walls,
 And like a thunderbolt he falls.

While Reading Questions



- As you read the first stanza, what do you picture in your mind? Describe the setting and the subject.

While Reading Questions



- Which figure of speech does the poet use in the second stanza to convey a sense of the sea and the watcher on the mountain? Also discuss its effect on the tone of poem.



Post-Reading Questions

- What images or emotions come to mind when you read the words "crag," "sun," "sea," and "thunderbolt"?
- How do you interpret the relationship between the subject and the elements of nature in this poem?
- What emotions did you experience while reading this poem?
- If you are given the chance of revising the poem's current title, what would you choose it to be?
- Can you identify any symbolic or metaphorical elements in the poem?

Teacher's Point



Discuss the pre-reading questions to brainstorm about the theme and setting of poem.



Glossary

Words	Pronunciations	Meanings
clasp	/kla:sp/	to hold someone or something firmly in your hands or arms.
crag	/kræg/	A high, rough mass of rock that sticks out from the land around it.
crooked	/'krʊk.ɪd/	not forming a straight line, or having many bends
azure	/'æzə/	having the bright blue colour
wrinkled	/'rɪŋkəld/	having small lines
thunderbolt	/'θʌndəbəʊlt/	a flash of lightning and the sound of thunder together



Reading and Critical Thinking

- Q1. Who or what is the main subject of the poem?
- Q2. What is the significance of the subject's physical attributes, such as "crooked hands" and being "close to the sun"?
- Q3. How does the poem explore the theme of solitude or loneliness?
- Q4. What is the overall tone of the poem, and how does it change throughout the stanzas?
- Q5. Which figure of speech is used in "He clasps the **crag** with **crooked** hands" and comment on its effect?
- Q6. How does the final line, "like a thunderbolt he falls," relate to the preceding lines and the poem's central theme?



Oral Communication

Green Pakistan

Pakistan, with its diverse landscapes spanning from the towering peaks of the Himalayas to the pristine shores of the Arabian Sea, is a nation blessed with breathtaking natural beauty. The connection between people and nature in Pakistan is not merely a matter of aesthetics; it is a vital aspect of the country's identity, culture, and sustainability. This essay explores the significance of connecting people to nature in Pakistan, emphasizing the role of national heroes who have led by example.

Teacher's Point



This reading text is for the purpose of generating a collaboration discussion. Follow the given instructions to hold the activity.

Pakistan's natural beauty is an integral part of its identity. The country boasts some of the world's most awe-inspiring landscapes. The Himalayan and Karakoram ranges, including K2, the second-highest peak on Earth, attract mountaineers and adventurers from around the globe. The lush valleys of Swat and Hunza offer respite from the bustle of urban life, and the Thar Desert's stark beauty showcases the country's geographical diversity. One cannot overstate the importance of preserving these natural wonders. They not only contribute to Pakistan's tourism industry but also play a critical role in maintaining ecological balance and biodiversity.

Despite Pakistan's natural wealth, it faces severe environmental challenges. Deforestation, driven by timber logging and land clearance, threatens the country's forests and wildlife. Air and water pollution, particularly in major cities, adversely affect public health. Moreover, climate change-induced events like floods and droughts are becoming more frequent, exacerbating food and water security issues. These environmental challenges highlight the urgency of connecting people to nature. A populace that values its natural surroundings is more likely to engage in conservation efforts and advocate for sustainable policies.

Pakistan's history is rich with leaders who recognized the importance of nature and its connection to human well-being. Allama Iqbal, a philosopher, poet, and visionary leader, emphasized the spiritual connection between humans and nature in his poetry. He believed that understanding and appreciating the natural world was essential for personal and national growth.

Quaid-e-Azam Muhammad Ali Jinnah, the founding father of Pakistan, was not only concerned with political independence but also the well-being of the nation and its environment. His commitment to preserving Pakistan's natural beauty is evident in his efforts to protect national parks and wildlife sanctuaries. Government initiated projects like the Green Pakistan Program, demonstrated a commitment to preserving the country's natural heritage.

Connecting people to nature goes beyond mere appreciation. It involves fostering a sense of responsibility towards the environment and promoting sustainable living. In Pakistan, several initiatives and programs aim to achieve this goal. Educational programs teach children about the environment and the importance of conservation. Community-driven projects engage locals in tree planting, waste management, and clean-up campaigns. National policies promote renewable energy and sustainable agriculture practices.

Examples of individuals and communities embracing sustainable practices are abundant in Pakistan. One such example is the "Billion Tree Tsunami" project initiated in Khyber Pakhtunkhwa province. This ambitious reforestation project not only combat deforestation but also created employment opportunities for local communities.

The "Clean and Green Pakistan" campaign is another notable initiative. It aims to make Pakistan litter-free and instill a sense of cleanliness and environmental responsibility among citizens. Celebrities, activists, and ordinary Pakistanis have actively participated in clean-up drives across the country.

Looking ahead, Pakistan faces both opportunities and challenges in connecting people to

nature. Climate change remains a pressing concern, requiring proactive measures in adaptation and mitigation. Balancing economic development with environmental conservation is another ongoing challenge. However, there is hope. Pakistan's youth is increasingly engaged in environmental activism and advocacy. Grassroots movements and social media campaigns are raising awareness about environmental issues. Collaborative efforts between the government, civil society, and international organizations hold promise for a more sustainable future.

Contributing towards nature is not just an aspiration but a necessity in Pakistan as well as across the globe. The country's remarkable natural beauty is a source of pride and must be preserved for future generations. National heroes, celebrities, social media influencers set exemplary standards in valuing and protecting nature. Real-life initiatives and sustainable practices further demonstrate the nation's commitment to this cause. As Pakistan faces environmental challenges, it must continue on the path of connecting people to nature, fostering a culture of sustainability, and ensuring a harmonious relationship between its people and the natural world.

Activity: Nature Talk Show (A Collaborative Discussion)

(This simulation activity is build upon the reading text " Green Pakistan". A silent reading of the text is encouraged before the activity takes place)

Instructions for teachers

- Start by introducing the theme "Connecting People and Nature" and its importance.
- Students will participate in a Nature Talk Show activity where they will take on the roles of TV show hosts and guests.
- Divide the class into small groups of 3-4 students.
- Each group will choose a TV show host and one or more guests. The host will facilitate the discussion, while the guests will provide insights and perspectives.
- Provide a list of discussion questions related to the theme. You can display them on the whiteboard or share them digitally.

Example questions

- a. How do you personally connect with nature in your daily life?
 - b. Why is it important for people to have a strong connection with nature?
 - c. How can urbanization affect our connection with nature?
 - d. Share an experience when nature has inspired you.
 - e. What are some practical ways to encourage others to connect with nature?
- Each group will take turns simulating a TV talk show. The host will introduce the topic, invite the guests to share their thoughts, and facilitate a discussion.
 - Encourage students to be creative and engage in meaningful conversations.
 - You can set a time limit for each group's discussion segment (e.g., 5 minutes).
 - After each group's presentation, open the floor for questions and comments from the class.
 - Encourage constructive feedback and thoughtful reflections on the discussions.

- Summarize the key points discussed during the activity.
- Emphasize the importance of connecting with nature for personal well-being and environmental conservation.

Task: Write a reflective essay or make an art project where you can express your personal connection with nature.

This Nature Talk Show activity provides an interactive and engaging way for students to explore the theme of "Connecting People and Nature" through oral communication and critical thinking.

It encourages students to reflect on their own experiences and consider the broader implications

of our relationship with the natural world.



Vocabulary and Grammar

- Deduce meanings of the difficult words from the lesson text as understood in the context and write in the column below. Consult dictionary to find the literal meaning of the same and fill in the relevant column.

Words/ phrases	Deduced Meaning	Dictionary Meaning
clasp		
crag		
crooked		
thunderbolt		
azure		
crawls		

Teacher's Point



Guide and encourage students to use dictionary and deduce meaning from context.

Complex Sentence

A complex sentence is a sentence with one independent clause and at least one dependent clause. It works best when we provide more information to explain or modify a sentence's main point. Complex sentences are easy to spot as they often use **subordinating conjunctions** like *because*, *since*, or *until* to connect clauses.

Complex sentences are one of the four types of sentences based on structure (simple, complex, compound, and compound-complex). Their distinction is that they contain a dependent clause; only complex sentences and complex-compound sentences have these.

A **dependent clause**, also known as a subordinate clause is a clause that cannot stand alone as a complete sentence. Without an independent clause, a dependent clause is just a sentence fragment.

[Incorrect] When I grow up.

[Correct] When I grow up, I'll use complete sentences.

One of the most common types of complex sentence is conditional sentences, which discuss imaginary situations, often using an *if-then* structure. In conditional sentences, one clause is true only if *both* clauses are true.

"If you're always trying to be normal, you will never know how amazing you can be."
—Maya Angelou

Independent vs. dependent clauses

The key to using complex sentences is understanding the difference between independent and dependent clauses. Basically, independent clauses are complete sentences on their own, but dependent clauses are not. However, both kinds of clause contain a subject and a verb but why is one a complete sentence but not the other? The reason is that dependent clauses always start with subordinating conjunctions. In a way, these subordinating conjunctions turn independent clauses into dependent ones.

Common subordinating conjunctions:

because, since, if, until, when, even though, in case, while, now that, before and after.

With a subordinating conjunction, a clause becomes a description of another clause. In this way, dependent clauses change the meaning of independent clauses.

Consider this example of an independent clause:

You cannot leave the school.

This independent clause means that you must remain at school forever. Add a dependent clause to make a complex sentence that clarifies things further:

You cannot leave the school until the bell rings.

Example: Start with a main clause expressing your opinion on the benefits of technology. Include a subordinating clause that provides an example to support your viewpoint.

Main Clause: I firmly believe in the benefits of technology.

Subordinating Clause: For instance, the internet has revolutionized access to information and education, making learning more accessible to people worldwide.

Exercise: Construct complex sentences using main and subordinate clauses with appropriate transitional devices and correct PUNCTUATIONS.

1. Main Clause: I enjoy hiking in the mountains.

Subordinating Clause: _____

2. Main Clause: She baked a delicious cake.

Subordinating Clause: _____

3. Main Clause: _____

Subordinating Clause: Since my favorite band was performing.

4. Main Clause: He decided to learn a new language.

Subordinating Clause: _____

5. Main Clause: _____

Subordinating Clause: While we sought shelter under the old oak tree.

6. Main Clause: My cat loves to play with a ball of yarn.

Subordinating Clause: _____

7. Main Clause: _____.

Subordinating Clause: Because she had a prior commitment.

8. Main Clause: The movie was scary.

Subordinating Clause: _____.

9. Main Clause: We planned a picnic in the park.

Subordinating Clause: _____.

10. Main Clause: _____

Subordinating Clause: After visiting the animal shelter.

Developing paragraphs using Complex Sentences

One of the features of strong academic writing is that it has a logical 'flow' to it. Sentences should not be isolated, but each sentence should follow on logically from the one before it. They should all build into a coherent and cohesive paragraph.

Activity

Sentences can follow each other in the following ways (among others):

- a) argument + counter argument
- b) opinion + supporting example(s)
- c) opinion + supporting reason(s)
- d) listing (reasons or examples)

Q 1. Match a sentence in column A with its follow-on sentence in column B.

Column A	Column B
a. Firstly, television news reports are often too short or superficial to explain the full context of a story. b. In my view, products such as cosmetics or soaps should not be tested on animals. c. I am convinced that governments' economic policies do harm to the environment. d. Some people believe that the only way to prevent crime is to enforce stricter punishments.	• For instance, governments do very little to encourage people to use public transport instead of their cars, and are reluctant to pursue private companies that pollute the environment. • Such items are not essential, and there is no need to make creatures suffer for the sake of making money. • However, statistics show that more severe punishments do nothing to reduce crime rates. • Secondly, television news editors tend to favour stories which offer sensational images that make 'entertaining' viewing.



Writing

Guided Summary writing plan for the given poem

Title: (EAGLE)

Introduction:

- Begin with a brief introduction that provides the title and author's name
- Mention the central theme or subject of the poem, which is about a figure in a mountainous setting.

Body

Stanza 1

- Start by summarizing the first stanza.
 - Describe the subject: An individual with "crooked hands" holding onto a crag.
 - Mention the setting: This person is in a lonely place, close to the sun.
 - Note the imagery: The person is surrounded by an "azure world."

Stanza 2

- **Summarize the final stanza.**
 - Describe the scene: The subject is above a "wrinkled sea" and watches from mountain walls.
 - Comment on the sea's behavior: The sea is described as "crawling."
 - Explain the outcome: The subject falls "like a thunderbolt."

Conclusion

- Conclude your summary by restating the central theme or message of the poem.
- Reflect on the significance of the subject's actions and the imagery used in the poem.

Sample Summary

The poem "Eagle" by Alfred, Lord Tennyson depicts a solitary figure gripping a crag with crooked hands. This figure as we assume to be an Eagle, stands in a desolate place near the sun, encircled by an azure world. In the second stanza, it overlooks a wrinkled sea from mountain walls, with the sea described as "crawling." The poem concludes with the subject falling "like a thunderbolt." Overall, the poem explores themes of solitude and the powerful connection between the individual and nature in a rugged, isolated landscape.

Activity 1

Use this guided writing plan to create your own summary of the poem.

Activity 2

Write a summary of the given poem.

Poem: Crossing the Bar

BY ALFRED, LORD TENNYSON

Sunset and evening star,
And one clear call for me!
And may there be no moaning of the bar,
When I put out to sea,

But such a tide as moving seems asleep,
Too full for sound and foam,
When that which drew from out the boundless deep
Turns again home.

Twilight and evening bell,
And after that the dark!
And may there be no sadness of farewell,
When I embark;

For tho' from out our bourne of Time and Place
The flood may bear me far,
I hope to see my Pilot face to face
When I have crost the bar.

Summary Writing Steps to Follow

1. Read the poem "Crossing the Bar" by Alfred, Lord Tennyson carefully.
2. After reading, write a summary of the poem in your own words including the following elements
 - The main theme or message of the poem.
 - A brief description of the speaker's feelings and emotions.
 - Key imagery or symbols used in the poem.
3. Your summary should be clear, concise, and well-organized.
4. Aim to capture the essence of the poem while keeping your summary within 100-150 words.

Teacher's Point



Help and guide students to write summary of the given poem by following the guided summary writing plan.

Activity 2

Write a Travelogue "Nature's Chronicles: A Journey Through the Wilderness" built upon a sense of mystery/ suspense using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome².

Instructions

Day 1: Introduction to Sequencing and Tone

1. Begin by discussing the concept of a travelogue and its purpose in conveying the beauty and mystery of nature.
2. Explain the importance of sequencing events to build a coherent narrative and set the tone for the travelogue, such as mystery, suspense, or wonder.
3. Show examples of travelogues that effectively use sequencing to create the desired tone.
4. Assign students the theme of "A Journey Through the Wilderness" and inform them that they will be creating their own travelogue with a specific tone.

Day 2: Planning the Journey

1. Encourage students to brainstorm and plan their travelogue journey. They should decide on the setting (a specific natural location), the route they will take, and the events or observations they want to include.
2. Emphasize the importance of selecting events that can be sequenced to build the desired tone.
3. Have students write a brief outline of their journey plan in their notebooks using note taking technique

Day 3-5: Exploring and Observing

1. Take the students on a field trip to the chosen natural location (if possible). Alternatively, students can explore a nearby park or natural area.
2. Instruct them to observe and document various aspects of nature, such as flora, fauna, sounds, smells, and anything that contributes to the tone they want to create.

Teacher's Point



This activity can be conducted over several days or weeks, depending on the availability of outdoor locations and the depth of the travelogue.

3. Students can use notebooks or digital cameras to record their observations and impressions.

Day 6-8: Sequencing and Writing

1. Have students review their observations and select key events or moments that contribute to the tone they want to convey in their travelogue.
2. Guide them in organizing these events in a coherent sequence, ensuring that each event builds on the previous one to create the desired tone.
3. Instruct students to write their travelogue, focusing on descriptive language and maintaining the chosen tone throughout the narrative.
4. Encourage peer review and editing to refine their writing.

Day 9: Sharing and Reflection

1. Provide an opportunity for students to share their travelogues with the class. They can read them aloud or present them visually using images captured during the field trip.
2. After each presentation, facilitate a discussion about how sequencing contributed to the tone of the travelogue.
3. Encourage students to reflect on the effectiveness of their sequencing choices in creating a sense of mystery, suspense, or wonder.

Assessment

Evaluate the travelogues based on their ability to effectively sequence events to create the chosen tone. Assess their descriptive language, coherence, and overall impact.



Reading and Critical Thinking

- Read the given Instructional Manual and answer the questions:



Assembly & process



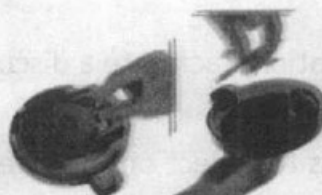
1. Plug in unit first

The unit will not run if the outer bowl is installed before the unit is plugged in.



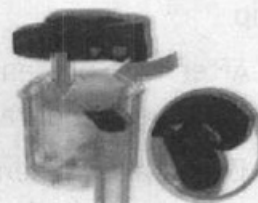
2. Install CREAMi™ Pint

Remove lid from pint and check that the ingredients have not been frozen at an angle. Place the pint containing the frozen base in the outer bowl.



3. Install Creamerizer™ Paddle

Press and hold the paddle latch on the top of the outer bowl/lid, then insert the paddle in the bottom of the lid. Release the latch to secure the paddle.



4. Install lid

Position the tab of the lid just slightly to the right of the outer bowl handle so the lines on the lid and handle align. Rotate the lid clockwise to lock.

Questions

- What should users do before using the Ninja Creami unit, according to the instructions?
- Why is it important to plug in the unit before installing the outer bowl?
- How should users check the CREAMi™ Pint before installing it in the outer bowl?
- What is the proper method for installing the Creamerizer™ Paddle in the unit?
- How should users position the lid on the outer bowl to ensure it is locked in place?



Oral Communication

ORAL COMMUNICATION ACTIVITIES: factual recounts (e.g. eye-witness accounts, news bulletins)

Shark attacks fishing boat 8 times, leaves 'astronomical' damage

News Report by David Strege (July 26, 2023 12:01 pm ET)

A fisherman said he was “shaking like an earthquake” when a bull shark suddenly attacked his boat while his group attempted to catch cobia off the Florida coast.

Joshua Jorgensen, the originator of YouTube's BLACKTIPH Fishing Show based in Palm Beach Gardens, captured aerial footage of what amounted to eight attacks.

In the video, he explained the encounter:

“I was flying my drone at the beach and spotted two huge cobia swimming with a bull shark. Cobia is one of the best tasting fish in the ocean. So I called my buddy Carl, and he raced over to try catch them.

“I was following his boat with my drone and then all of a sudden the shark attacked his engines.”

Jorgensen posted the video to Instagram.

(Note: On some servers, you might have to click the link to view.)

“The shark attacked the boat five times, swam away and then came back for more,” Jorgensen said in the video. “In total, the shark attacked Carl's boat eight times.”

“We're thinking, you know, maybe he grabbed the propeller,” Carl said in the video. “We weren't expecting the damage that we had when we got back to the dock, and it was just astronomical. The whole middle of the engine's completely ripped out. The trim tab's broken.

“And I didn't think a shark could actually shake a boat like that. The boat was shaking like a bag of popcorn. Like literally, I was shaking like an earthquake. I was like, what's going on? I went back there and I noticed it was a shark doing it. I'm like, are you kidding me? This is like a ride from Universal Studios.”

Some commenters on Instagram suggested that the bull shark was protecting the cobia, inferring that they were *his* for the eating not the fishermen's.

Another commenter simply stated, “Bull sharks really have anger management issues.”

Activity: "Breaking News Report Presentation"

Present a breaking news report based on the provided news article emphasizing the importance of clear communication and engaging the audience.

Step-1: News Report Preparation:

- Read the provided news report individually.
- Take notes on the key points, important details, and any relevant context.
- Identify the main elements of a news report, such as the who, what, when, where, why, and how.
- Working in groups, develop a structure starting with
 - Headline or Breaking News Title
 - Introduction (briefly introduce the incident)
 - Main Points (highlight key details)
 - Context (provide additional information or context)
 - Personal Insights (optional)
 - Conclusion (summarize the impact or significance)

Step-2: Presentation:

- Take turns presenting news report to the class (3-4 min each group)
- Use clear language, maintain eye contact, and engage the audience.
- Questions and discussion after each presentation.

Step-3: Assessment:

- Teacher will assess each group's presentation based on predetermined evaluation criteria (e.g., clarity, accuracy, engagement).
- Provide constructive feedback and highlight strengths and areas for improvement.





Vocabulary and Grammar

Q 1. Fill in the blanks with suitable compound prepositions:

- a. We took a shortcut _____ the forest to reach the lake.
- b. She placed the vase _____ the shelf _____ the wall.
- c. He found his keys _____ the couch cushions.
- d. The museum is located _____ the city center.
- e. We waited for the bus _____ the bus stop _____ the corner.

Q 2. Fill in the blanks with suitable Prepositional Phrases:

1. The book is _____ the shelf near the door.
i) at ii) on iii) with iv) of
2. We met them in the park _____ noon.
i) on ii) at iii) with iv) of
3. He's allergic _____ cats and dogs.
i) of ii) at iii) on iv) to
4. The restaurant is in the corner _____ the street.
i) on ii) in iii) of iv) with
5. The event will take place _____ the community center in the park.
i) in ii) at iii) of iv) with

Q 3. Fill in the blanks with suitable Conjunctions and Transitional Devices:

- a. I wanted to go to the beach; _____, my friends preferred hiking.
- b. She enjoys both reading _____ writing.
- c. He neither likes coffee _____ tea.
- d. They studied hard; _____, they passed the exam.
- e. She not only plays the guitar _____ also the piano.

Q 4. Join the given sentences with Subordinating Conjunctions:

- a. She will go to the party _____ she finishes her homework.
- b. _____ it was raining, they decided to stay indoors.
- c. He stayed home _____ he was feeling unwell.
- d. They left early _____ they could avoid the traffic.
- e. We'll go for a hike _____ the weather improves.

Q 5. Join the given sentences with Correlative Conjunctions:

- a. Neither the cat _____ the dog is in the house.
- b. You can have _____ the cake _____ the ice cream.
- c. He can either go to the concert _____ stay home.
- d. She not only enjoys reading _____ also writing.
- e. We'll both go to the movie _____ have dinner afterward.

Q 5. Capitalize and punctuate the following sentences.

- a. The capital of germany is berlin.
- b. The indus River originates in Tibet.
- c. Will they arrive at 8° Clock
- d. He was a wise knowlledge and accomplished man

Q 6. Complete the Hyphenation Conventions:

- a. She's a well-_____ author.
- b. The _____ colored dress caught my eye.
- c. The _____ family is very friendly.
- d. He's a _____ known scientist.
- e. The _____ student won an award.



Writing

Prompt 1: A Memorable Vacation

Imagine you've just returned from a memorable vacation. Write a narrative describing your vacation experience. Include details about the destination, the people you met, and the activities you enjoyed. Try to convey the emotions and the significance of this vacation in your life.

Prompt 2: A Mysterious Event

Write a narrative about a mysterious event that happened in your neighborhood. Describe the setting, characters involved, and the sequence of events leading up to the mystery's resolution. Engage the reader's curiosity and suspense throughout your narrative.

Prompt 3: A Life-Changing Decision

Imagine you are faced with a life-changing decision. Write a narrative that explores the decision-making process. Include the factors influencing your choice, the consequences, and the emotional journey you go through. Reflect on the impact of this decision on your life.

Activity

- Choose one of the three prompts provided.
- Write a narrative essay that addresses the chosen prompt.
- Aim for a minimum of 300 words, but feel free to write more if necessary.
- Focus on storytelling, character development, and the use of descriptive language.
- Focus on using correct grammar, punctuation, and spelling.