



The Lake Isle of Innisfree



Students Learning Outcomes

After completing this unit, students will be able to:

- ❖ deduce meaning from context in both short and extended talk on a range of general and curricular topics.
- ❖ adopt rhetorical patterns in one's own speech (e.g., by providing facts: "the earth revolves around the sun", opinions: "i think it will rain today", descriptions: "it is a sunny morning", etc.).
- ❖ recite poems or read prose aloud with proper intonation and expression to engage the audience.
- ❖ explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.
- ❖ read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: poetry (e.g., rhymes, alliteration, repeated beats, shape poem, acrostic poem),
- ❖ ask and answer simple and higher-order questions to guide/assess reading (e.g., why is the author saying this right now? why did the author choose this word? how is this different from what i read somewhere else?)
- ❖ use common, grade appropriate affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- ❖ use common roots (e.g., cycl, form, ped) and affixes (e.g., anti-, inter-, intra-, post-, -able, -less, -tion) to construct multisyllabic words.
- ❖ recall and apply rules for use of articles 'a', 'and', 'an' and 'the' in speech and writing.
- ❖ recognise and use reciprocal and reflexive pronouns (one another, myself).
- ❖ use simple pattern sentences: sva: subject-verb-adverb svn: subject-verb-noun.
- ❖ recognise the form, functions of present continuous tense.
- ❖ punctuate sentences and short paragraphs correctly using capitalization, exclamation marks, full stops, and commas.
- ❖ recognise and rectify faulty punctuation in a given text and own work.
- ❖ follow the steps of the process approach to plan for writing a paragraph: brainstorming, mind mapping using a variety of graphic organizers, mind-mapping, note-taking, picture illustrations and doodles.
- ❖ write the final draft after complete editing and proofreading.



Pre-reading



Compare the given two pictures. Share your comparison with your classmates.



QUICK QUESTIONS:

- How does the environment affect our life?
- How do you keep environment clean?

For Teachers:

Ask students to give their opinions about what they see in the above pictures. Then, ask them to discuss this picture with students sitting next to them.



Reading

I will arise and go now, and go to Innisfree,
And a small cabin build there, of clay and wattles made;
Nine bean-rows will I have there, a hive for the honey-bee,
And live alone in the bee-loud glade.

And I shall have some peace there, for peace comes dropping slow,
Dropping from the veils of the morning to where the cricket sings;
There midnight's all a glimmer, and noon a purple glow,
And evening full of the linnet's wings.

I will arise and go now, for always night and day
I hear lake water lapping with low sounds by the shore;
While I stand on the roadway, or on the pavements grey,
I hear it in the deep heart's core.

By William Butler Yeats



Reading Comprehension



Read the meanings the following words:

Words	Meanings
○ wattles	construction material
○ glade	grassland
○ glimmer	shine
○ linnet	a bird
○ pavements	paved path at the side of a road for pedestrians



Answer the following questions:

- What kind of life does the poet imagine in his poem?
- What is the difference between city life and life at the Lake of Innisfree.

- Why do you think that the poet wants to go to Innisfree?
- Write three things that the poet would like to do when he goes back to Innisfree.
- Describe the Lake Isle of Innisfree in your own words.

Listening and Speaking



Read and practise aloud the following dialogue.

Roshan: Assalamu Alaikum Babar! How are you?

Babar: Wa Alaikum Assalam. I am good, thank you. How are you?

Roshan: My father brought mangoes from Multan. I like these mangoes a lot. Would you like to eat them?

Babar: No, thank you. I don't like mangoes much. Their taste is mostly citrusy and tart. I like to eat peaches, which are seeter in taste.

Roshan: You must taste these mangoes. I have got them as a gift from one of my uncles who lives in Multan. Multani mangoes are famous all over the world. Take one and taste it please.

Babar: Sound interesting. I will definitely taste this one.

Roshan: You should try it. I know you will love it.

Group Work

Have a discussion on the topic "Fruits are essential in a healthy diet".



Vocabulary

Root words with affix

Affix

An affix is a word element that is used to alter the meaning or form of a word. It comes in two forms either as a **prefix** or a **suffix**.

Prefix	Suffix
A prefix is a letter or a group of letters that is added to the beginning of a word. e.g., auto mobile, auto biography etc.	A suffix is a letter or a group of letters that is added to the end of a word. e.g., hope ful , thank ful etc.

Root words

Root words are base words. Affixes (suffixes or prefixes) are added to them to make words more specific and create more complex words (with different meanings).

EXAMPLE

Root word	Prefix
less	restless, careless, hopeless

For Teachers: Help students to understand the concept of prefixes and suffixes. You can then ask students to continue this activity as shared writing.

EXAMPLE

Root word	Prefix
Audi	Auditory, audible, audience



Write the words using prefixes.

super-

anti-

pre-



Write the words using suffixes.

-ment

-ness

-able

**Grammar****Use of Articles 'a', 'an', and 'the'****Articles**

An article is a word that comes before a noun to show if it's specific or general.

The three articles are:

a

an

the

Use of Article "The"

'The' is a definite article, it is used to point out something specific.

EXAMPLE

- "**The** dog that bit me ran away."

Here, we are talking about a specific dog, the dog that bit him/her.

- He saw a rabbit in **the** zoo.

This means he saw a rabbit in a particular zoo.



Use of the Article "a" and "an"

"A" and "an" are indefinite articles. These are used to tell us about something in general or non-specific.

Use of 'A'	Use of 'an'
'A' is used before the word that begins with the consonant sound.	'an' is used before the word that begins with the vowel sound.
A mother is waiting outside for her baby. (Mother of someone is waiting for her baby in a general way)	A boy is eating an egg. (is eating an egg in a general sense)



Fill in the blanks with a, an and the.

- This is ____ orange. That is ____ apple.
- I have ____ sister and ____ brother.
- ____ Nile is in Egypt, isn't it ?
- How far is ____ sun away from ____ earth.
- There is ____ car in front of the cafe. ____ car is red.
- It is ____ nice painting.

Reciprocal and Reflexive Pronouns

Reciprocal Pronouns

Reciprocal pronouns refer to a situation where someone or something performs an action on others and receives the same action in return.

Two examples of reciprocal pronouns in a sentence are **one another** or **each other**.

EXAMPLE

- Laiba and Maham are playing with **each other** in the playground.
- Ahmad and Adnan share their lunch with **each other**.
- The gangsters were fighting with **one another**.
- The two countries trade with **one another**.

For Teachers:

Help students learn the use of articles and make them practise.



Fill in the blanks using reciprocal pronouns 'each other' or 'one another'.

- We helped _____ a lot.
- They sent _____ gifts from time to time.
- They didn't dare to look at _____.
- Amna and Mohsin love _____.

Reflexive Pronouns

Reflexive pronouns are used when the subject, as well as the object, is the same person. The reflexive pronoun always ends in **-self** or **-selves**. Reflexive pronouns are words like myself, yourself, himself, herself.

EXAMPLE

- **She** cut her hair **herself** yesterday.
- **You** are too young to do it **yourself**.



Fill in the blanks with suitable reflexive pronouns.

- Rashid bought this T-shirt _____.
- Anila did the English homework _____.
- I wrote this poem _____.
- Adeel and Kaleem collected the stickers _____.

Subject-Verb-Adverb Patterns (SVA)

Subject-verb-adverb is a sentence structure where the subject comes **first**, the verb **second**, and the adverb **third**. This type of sentence begins with a core sentence like "The girl walked away". Here, "the girl" is the subject, "walked" the verb, and "away" the adverb.

EXAMPLE

Subject	Verb	Adverb
Laiba	laughed	loudly
Flowers	are	everywhere

For Teachers:

Help students understand reflexive pronouns and subject verb adverb patterns.



Identify the adverb in the following statements and encircle it.



He swims well.



Asad laughs loudly.



The dog jumps high.



Apples are everywhere.

Subject-Verb-Noun (SVN) Sentence Patterns

Subject-verb-noun is a sentence structure where the subject comes **first**, the verb **second**, and the noun **third**. For example: "They are teachers". Here, "they" is the subject, "are" the verb, and "teachers" the noun.

EXAMPLE

Subject	Verb	Adverb
She	is	a doctor
Shafqat	was	a nurse



Identify the subject, verb, and the noun from the following sentences and write them in their right column:

- ☐ I am the teacher.
 ☐ Ahsan is a carpenter.
 ☐ The boy is a student.

Subject	Verb	Adverb

Present Continuous Tense

Present continuous tense indicates an action happening in the present and may continue into the future.

Affirmative: Subject + is/ am/ are + base form of verb-ing + object.

Negative: Subject + is/ am/ are (not) + base form of verb-ing + object.

Interrogative: Is/am/are + subject + base form of verb-ing + object?



Complete the following sentences by using the present continuous tense:

- My daughter is _____ on the phone right now. (talk)
- Ahsan is _____ on an assignment nowadays. (work)
- My wife is not _____ today. (cook)



Change the following sentences into their negative form.

- They are walking. _____
- He is dancing in the club. _____
- I am reading a book. _____



Fill in the blanks using given words.

am

are

is

- _____ you helping your grandmama? ○ _____ I really ill?
- _____ she a good girl?



Punctuation



Encircle the correct punctuation mark for each sentence.

Dad and I went to buy a tree (. ? !) There were big trees and little trees (. ? !) "Which tree do you like best (. ? !) " Dad asked (. ? !) I looked and looked and then I saw the tree I liked best (. ? !) Hurray (. ? !) I found my favourite tree (. ? !) "Dad, this is the one (. ? !) " I said. We paid for the tree and then put it in our car and took it home (. ? !)



Writing Skill

Narrative Writing

A narrative paragraph tells us about an event. It has a proper beginning, a middle and an ending.



Write a narrative on the most beautiful place you have ever visited.

- Use a variety of transitional words and phrases to manage the sequence of events.
- Use concrete words and phrases to convey experiences and events precisely.
- Write a conclusion that follows from the narrated experiences or events.

For Teachers: Explain to students the concept behind narrative writing.