

The Earth Speaks

Learning Outcomes:

After completing this unit, the students will be able to:

- engage in extended discussions and debates taking into account other speakers' viewpoints and presenting one's own with clarity and coherence.
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- determine a theme or central idea of a text and analyse its development over the course of the text.
- understand the difference between Capitonym words.
- distinguish between the connotative and denotative meaning of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts.
- examine and interpret the use of conjunctions and transitional devices in speech and writing to create an effect.
- recognise and use subordinating conjunctions to connect independent clause/s to dependent clause.
- recognise and use correlative conjunctions.
- use types of tenses (simple future tense, future continuous tense) correctly in speech and writing.
- use modals correctly in speech and writing to create an effect and impact on the reader.
- use summary skills to write an objective summary of the given text and poems.
- write a poem narrating an event or a story.

Talk Time



Look at the picture and discuss what are they doing.

Discuss with your fellows how can we keep our surroundings clean.



Encourage students to pick the garbage wherever they see it and throw it into a dustbin instead of throwing it around to have a clean Pakistan.

Pre-reading:

Look at the title and its illustration. Can you guess what the poem is about.

The turning earth spoke in a **somber** voice.
“Four seasons I give you,” its deep voice said.

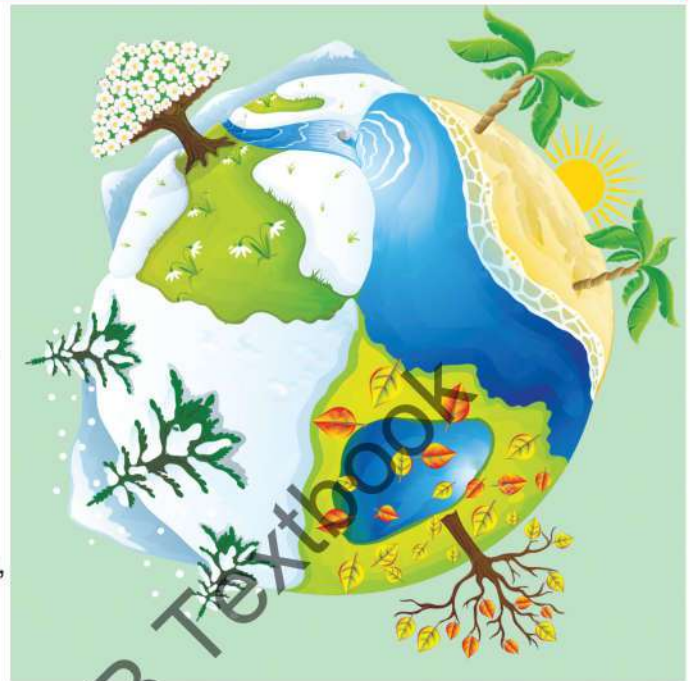
“I give you spring when the lilacs bloom,
I give you autumn when the maple is red.

Summer I give you all **crowned** with sunshine,
And winter of snow and **icicle** spears.
Four seasons I give you with all their joys!
And all their pleasures and all their fears!

Take my four gifts and use each one,
Use each **wisely**, kindly and well
So that upon the year’s last hour
A **worthy** record you date to tell.”

The turning earth spoke but once again.
“Four seasons I give you,” its voice was low.
“The gifts are yours and yours is the task
To use my gifts as best you know.”

Lenore Hetrick



While-reading

Who is addressing the reader in the poem?

While-reading

What gifts has the Earth mentioned?

While-reading

What is the task given to the readers by the Earth?



Oral Communication Skills

A. Work in groups and suggest how can we keep our surroundings clean and make Earth a beautiful place to live in.



- Help students understand the difference between a paragraph and a stanza.
- Help students recite the poem with appropriate patterns of rhythm, stress and intonation.



Reading Skills

A. Write the dictionary meanings of the highlighted words in the poem and use them in sentences.

B. Comprehension Questions

1. How many seasons has the Earth gifted us? Name them and describe one season.
2. What are the changes brought by each season as the Earth has told?
3. "And all their pleasures and all their fears!" What does the Earth mean by this?
4. How can we use each season *wisely* and *kindly*?
5. 'To use my gifts as best you know', What does the Earth want from us? How may we encourage others to use earth's gift in a best way?
6. Write the main idea of the poem.



Activity

Work in pairs and note down the changes in seasons and explain how they affect living beings (humans, animal, plants).

C. Figures of Speech

Simile

Simile is a figure of speech in which two things are compared to each other using the comprehension words 'like' or 'as'.

Examples:

- a. She's as pretty as a picture.
- b. He's strong like an ox.

Metaphor

A metaphor is a figure of speech that compares two different things without the use of the comprehension words 'like' or 'as'.

Examples:

- a. He is a fish out of water.
- b. She is a star in the sky.

Personification

Personification is a figure of speech that attributes human characteristics to something that is not human.

Examples:

- a. I heard the wind whistling.
- b. The moon is smiling at me.

Identify personification in the poem 'The Earth Speaks'.

Use the objects and animals given in the pictures to develop your own similes.



A-Z Vocabulary and Grammar

A. Capitonym

Use a dictionary to locate and write the meanings and identify the differences between both the forms.

Read Me

A **capitonym** is a word whose meaning changes when it is capitalized. They have the same spelling, but different meanings. Capitonym spelling lists can include nouns, verbs, or adjectives. A capitonym is a form of homographs.

Turkey/turkey

March/march

May/may

Polish/polish

August/august

China/china

B. Denotations and Connotations

Read Me

Denotations: It is the literal meaning of the word and you find its definition in a dictionary.

Connotations: A word's connotation is the feelings and ideas associated with the word. It can be contextualized.

Denotative Meaning	Connotative Meaning
Alia is wearing a blue shirt today. ↓ name of colour	Alia is blue after her father's death. ↓ sad and depressed
The wave crashes against the beach. ↓ waves of sea	He grieved in waves of sadness. ↓ not able to handle
Pour a glass of water. ↓ flow of liquid from one container to another	She poured herself into the project and got it done on time. ↓ deeply involved

C. Conjunctions and Transitional Devices



Remember

Conjunctions

A conjunction is a word used to join words, phrases and clauses, as:

- He could not jump the wall, **though** he tried again **and** again.
- He is poor **but** honest.

Transitional Devices

Transitional words are words or phrases that indicate the relationship between two sentences or paragraphs, as:

Writing is the skill that takes time to master. **In other words**, mastering this skill of writing does not happen in a day. **Furthermore**, it is a skill that needs practise **as well as** dedication to hone your expertise. It is important not to burn yourself out, **but** you need to stick with it.

Read Me

Co-ordinating Conjunctions

They are used to join together two independent statements or two statements of equal rank. Co-ordinating conjunctions are: and, but, for, or, nor, also, either, neither, nor, etc.

Examples:

- I like red **and** yellow colour.
- I like hockey, **but** Haris likes cricket.
- I want to go to bed, **so** I am brushing my teeth.

Subordinating Conjunctions

Subordinating conjunctions are used to join dependent and independent clauses. Subordinating conjunctions are: as, whenever, when, although, because, until, while, etc.

Examples:

- I will help you **because** you are my friend.
- He will study **until** midnight.
- I helped Haris, **whenever** he needed.

Join each pair of the following sentences by means of a suitable conjunction.

- Alia hasn't come. Mariam hasn't come.
- She speaks English. She speaks Punjabi.



- Explain to students the difference between the use of conjunctions and transitional devices.
- Encourage them to select the book of their choice from the library and share any of its page showing sentences/paragraphs where conjunctions and transitional devices are used.

3. I like him. He is very sincere.
4. He did not win. He worked hard.
5. She lost the match. She is cheerful.
6. We decided to go out. It was raining.

Read the given paragraph and encircle the transitional words and examine how are they different from conjunctions.

Josephine Dickson married a man who worked for a company that manufactured gauze and adhesive tape called Johnson & Johnson. We will never know the reason, but it is a fact that Josephine Dickson was accident prone. During the first week that she was married to Mr. Dickson, she cut herself twice with the kitchen knife. After that, it just went from bad to worse. It seemed that Josephine was always cutting herself. One day her husband had an idea; he cut the tape into strips. Then, in the middle of each strip he stuck a little square gauze. From then on, whenever Josephine had an accident, ready-made bandages were on hand for her to use quickly and without a lot of fuss. At Josephine & Josephine they heard about these new bandages that could be put on in thirty seconds. Soon the company was making them to sell on a small scale. After four years, in 1924, the company installed machines for mass-producing the new product, and the trade name Band-Aid was adopted.

(Adapted from *Why Didn't I Think of That?* By Web Garrison)

Read the sentences and observe the use of correlative conjunctions.

- a. We will **either** go for a picnic **or** visit our grandma.
- b. **Neither** I **nor** my brother read this book.
- c. **Both** hockey **and** cricket are famous in Pakistan.
- d. Shahid is **not only** a teacher, **but also** a successful businessman.
- e. I don't know **whether** he will visit me **or** leave for Lahore.

Read Me

Correlative conjunctions work in pairs to join words, phrases, or clauses. The correlative conjunctions are *either - or*, *neither - nor*, *both - and*, *not only - but also*, *whether - or*.

Use the following correlative conjunctions in sentences.

whether – or, neither – nor, not – but, both – and, either – or, not only -- but also

D. Tenses

Future Tense

The types of future tense are as follow:



The guest of honour **will** reach here in a few minutes.



Shall we reach to the entrance to welcome her?

Simple Future Tense

It is used:

- i. to talk about things which we cannot control, as:
 - a. I shall not believe you.
 - b. She will know the news tomorrow.
- ii. to talk about what we think or believe will happen in the future, as:
 - a. I think Pakistan will win the match.
 - b. I am sure Ali will get first position in midterm.
- iii. with *going to* form when we have decided to do something just before talking about it, as:
 - a. I am going to visit Paris.
 - b. I am going to take a rest for a few hours.

Future Continuous Tense

It describes an action that will be in progress at some future moment. In it we use 'will be' and 'shall be' followed by 'ing' form of the verb, as:

- a. They will be taking a rest at 3 o'clock.
- b. I shall be finishing the project in a week's time.
- c. She will be plucking flowers one by one.

Put the given verbs in the correct future tense (indefinite or continuous).

1. He (wait) for us at the station.
2. I (return) from Murree this evening.
3. I (finish) the book in an hour's time.
4. He (not understand) my point.
5. The project (cost) a lot of money.
6. We (fight) against enemy forces bravely.
7. We (eat) all the mangoes.
8. He (work) regularly from the next month.
9. I (travel) by air tomorrow.
10. They (grow) wheat this year.

E. Modal Verbs

Fill in the blanks using appropriate modal verbs.

1. You have enough clothes for summer.
You _____ buy more.
2. It _____ rain tomorrow
according to weather forecast.
3. We _____ do morning walk to
keep ourselves healthy.
4. Tahira _____ win the competition
as she worked hard.
5. I can read well, but _____ write
a good essay.

Read Me

The **modal verbs** are auxiliary verbs that express necessity or possibility. English modal verbs include must, shall, will, should, would, can, could, may and might.



Activity

- Write a paragraph using the future tense about how you want to see yourself after ten years and why.
- Try to use modal verbs while writing the paragraph.



Writing Skills

- A. Write a summary of the poem "The Earth Speaks".
- B. Write a poem on the invention of band-aid (Page# 73). Make sure to use figurative language.



Activity

Fist to Five

Listen to the questions asked by the teacher about tenses. Respond to the questions by showing your fingers. If you are unsure about the topic and need more time to understand, hold one finger. If you understand the concept fully, hold three or four fingers. If you understand the whole unit and can retell it, hold up five fingers.



Fist to five is an immediate assessment. Ask students questions related to tenses and let them respond to show their level of understanding. Ask them to hold up one finger if they need more time to understand the concept and five fingers if they understand the complete unit. A glance around the class will provide information about students' learning. Ask different sentences about tenses and also do this activity where conjunctions and transitional devices are used.