

6 UNIT

THE VALUE OF TIME

وقت کی اہمیت

Learning Outcomes:

By the end of this unit students will:

- Engage in extended discussions.
- Examine how an author develops and contrasts the points of view of different characters or narrators in a text.
- Critique the plot development with respect to different aspects of the story.
- Examine the particular elements of a story or drama (e.g., how the setting shapes the characters or plot).
- Examine stages of plot development in a fictional text. (exposition, setting, climax, character development, resolution)
- Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- Apply editing and proofreading skills to a wide range of texts and contexts.
- Apply the techniques of writing the first draft with sufficient details, proofreading and editing to suit the purpose and audience.
- Write and critique (self/peer checking) the final draft after editing and proofreading. Ensure that the topic sentence of each paragraph contains the main idea of the essay/piece of writing and also that each paragraph develops the idea of its topic sentence. Use the technique of hook, and lead-in sentences to develop the flow of thought.

Brainstorming Activity

- Brainstorm and list your daily activities and estimate the time spent on each.

Daily Routine	Daily Activities	Time
Morning Routine	<ul style="list-style-type: none"> • Waking up and getting ready • Eating breakfast: 20 minutes 	30 minutes
School	<ul style="list-style-type: none"> • Attending classes • Lunch break 	
After School	Lunch <ul style="list-style-type: none"> • Homework After School <ul style="list-style-type: none"> • Extracurricular activities (e.g., sports practice) • Free time (e.g., watching TV, playing video games) • Dinner 	
Evening Routine	Family time Reading or before sleeping activities <ul style="list-style-type: none"> • Getting ready for bed • Sleeping time 	

Questions:

- Looking at your list, do you think you spend too much or too little time on any activities?
- Are there any activities you would like to spend more time on?
- What can you change in your daily routine to manage your time better?

Word	Urdu Meaning	Synonyms	Antonyms	Grammatical Status
Adored	پسندیدہ	Loved, Cherished	Hated, Despised	Verb
Admired	تعریف کی گئی	Respected, Esteemed	Disrespected, Scorned	Verb
Procrastinating	ٹال مٹول کرنا	Delaying, Postponing	Acting, Proceeding	Verb
Engrossed	مشغول	Absorbed, Captivated	Distracted, Unfocused	Adjective
Chores	گھریلو کام	Tasks, Duties	Leisure, Relaxation	Noun
Perpetually	لگاتار، مسلسل	Continuously, Persistently	Occasionally, Sporadically	Adverb
Intrigued	دلچسپی	Curious, Fascinated	Uninterested, Indifferent	Verb
Methodically	ترتیب وار	Systematically, orderly	Randomly, Chaotically	Adverb
Significant	اہم	Important, Meaningful	Trivial, Insignificant	Adjective
Trivial	معمولی	Insignificant, Minor	Important, Meaningful	Adjective
Prioritise	ترجیح دینا	Rank, Emphasise	Neglect, Ignore	Verb
Indulging	عیش کرنا	Pampering, Gratifying	Abstaining, Restraining	Verb
Immediate	فوری	Instant, Prompt	Delayed, Late	Adjective
Gratification	تسکین	Satisfaction, Fulfilment	Dissatisfaction, Displeasure	Noun
Determination	عزم	Resolve, Perseverance	Hesitation, Weakness	Noun
Fulfilment	پتہ چل	Accomplishment, Contentment	Failure, Frustration	Noun
Reliability	اعتبار	Dependability, Trustworthiness	Unreliability, Untrustworthiness	Noun

For the Teacher:

Help students become aware of how they currently manage their time. This activity will help students visualize how they spend their time and encourage them to think about how they can improve their time management skills.

1. Taseer was well known for his cheerful nature and kind-heartedness. He was adored by all but despite these admirable qualities, he had one flaw, and that was his time management. He was terrible at managing his time.

تاسیر اپنی خوش مزاجی اور رحم دلی کے لیے مشہور تھا۔ سب اسے پسند کرتے تھے، لیکن ان قابل تعریف خوبیوں کے باوجود اس کی ایک خامی تھی، اور وہ تھی وقت کا صحیح استعمال۔ وہ اپنا وقت ٹھیک سے نہیں سنبھال پاتا تھا۔

2. Taseer often found himself procrastinating. He used to spend hours engrossed in video games, chatting with friends, and daydreaming, all while his schoolwork and chores piled up. Despite his good intentions, he always seemed to run out of time, leading to rushed assignments and

incomplete tasks. His teachers were greatly concerned about him, and his parents were also perpetually worried, but Taseer wasn't ready to change his ways at all.

تاشیر نے اکثر خود کو تاخیر کا شکار پایا۔ وہ گھنٹوں ویڈیو گیمز، دوستوں کے ساتھ گپ شپ اور دن میں خواب دیکھنے میں مصروف رہتا تھا، جب کہ اس کا اسکول کا کام کا ڈھیر لگ جاتا تھا۔ اپنے اچھے ارادوں کے باوجود، وہ ہمیشہ وقت کی کمی کا شکار رہتا تھا جس کی وجہ سے اس کے کام جلد بازی میں کیے جاتے اور اکثر نامکمل رہتے تھے۔ اس کے اساتذہ اس کے بارے میں بہت فکر مند تھے، اور اس کے والدین بھی ہمیشہ پریشان رہتے تھے، لیکن تاشیر اپنا راستہ بدلنے کو بالکل تیار نہیں تھا۔

3. One day, his grandfather, who was a wise old man, noticed his struggle. He decided to impart a valuable lesson. He specially invited Taseer to his house

ایک دن، اس کے دادا اور بوڑھے دادا نے اس کی جدوجہد کو دیکھا۔ اس نے ایک اہم سبق دینے کا فیصلہ کیا۔ اس نے تاشیر کو خصوصی دعوت کے لیے اپنے گھر بلایا۔

4. Taseer was warmly greeted by his grandfather. He led him to the kitchen table. There was an empty glass jar and a basket filled with big rocks, pebbles, and sand. Taseer looked intrigued.

تاشیر کا اس کے دادا نے والہانہ استقبال کیا۔ وہ اسے کچن کی میز کی طرف لے گیا۔ ایک خالی شیشے کا برتن اور ایک ٹوکری تھی جو بڑے پتھر، کنکر اور ریت سے بھری ہوئی تھی۔ تاشیر متحسّس نظر آیا۔

5. "Taseer, I want you to fill this jar with everything in the basket," his grandfather instructed. Taseer eagerly began by pouring the sand into the jar, followed by the pebbles. When he tried to fit the big rocks in, they wouldn't fit. Taseer frowned and looked at his grandfather. He was puzzled.

"تاشیر، میں چاہتا ہوں کہ تم اس برتن کو ٹوکری میں موجود ہر چیز سے بھر دو،" اس کے دادا نے ہدایت کی۔ تاشیر نے خوشی خوشی ریت کو برتن میں ڈالنا شروع کر دیا پھر کنکریاں ڈالیں۔ جب اس نے بڑے پتھر ڈالنے کی کوشش کی تو وہ نہ آسکے۔ تاشیر کے ماتھے پر شکن اور اپنے دادا کی طرف دیکھا۔ وہ الجھن میں تھا۔

6. "Let me show you something," his grandfather replied with a smile. He emptied the jar and methodically placed the large rocks inside first. Later, he added the pebbles, which fit in the spaces between the rocks. Finally, he poured the sand, which filled the gaps left by the pebbles. To Taseer's amazement, everything fitted perfectly.

میں آپ کو کچھ دکھاتا ہوں،" اس کے دادا مسکراتے ہوئے کہا۔ اس نے برتن کو خالی کیا اور پہلے بڑے پتھر ڈالے۔ پھر کنکریاں ڈالیں، جو پتھروں کے اندر آ گئیں۔ آخر میں ریت ڈالی، جس نے کنکریوں کے درمیان کے خالی حصوں کو بھر دیا۔ تاشیر کو حیرت ہوئی، کہ سب کچھ مکمل طور پر صحیح تھا۔

7. "Taseer, this jar represents you and your time," his grandfather elucidated. "The big rocks are the significant things in your life, like your schoolwork, family, and health. The pebbles are other priorities, like your hobbies and friendships. The sand represents the small, trivial things. If you fill your time with the small stuff first, you'll never have room for the important things. But if you prioritise the big rocks, everything else will find its proper place."

"7. تاشیر، یہ برتن آپ اور آپ کے وقت کی نمائندگی کرتا ہے،" اس کے دادا نے وضاحت کی۔ "بڑے پتھر آپ کی زندگی کی اہم چیزیں ہیں، جیسے آپ کا اسکول کا کام، خاندان اور صحت۔ کنکریاں دوسری ترجیحات ہیں، جیسے آپ کے شوق اور دوستی۔ ریت چھوٹی چھوٹی چیزوں کی نمائندگی کرتی ہے۔ اگر آپ اپنا وقت چھوٹی چیزوں سے بھر لیتے ہیں۔ سب سے پہلے، آپ کے پاس کبھی بھی اہم چیزوں کی گنجائش نہیں ہوگی لیکن اگر آپ بڑی پتھروں کو ترجیح دیتے ہیں تو باقی ہر چیز کو اس کی مناسب جگہ مل جائے گی۔"

8. He told Taseer to understand the value of time. He also advised prioritising his tasks and focusing on what's truly important. He helped him make a schedule, setting aside time for his schoolwork, chores, and family activities. The grandfather also allocated time for his hobbies and relaxation but only after the big tasks had been completed.

اس نے تاشیر سے کہا کہ وقت کی قدر کو سمجھو۔ اس نے اپنے کاموں کو ترجیح دینے اور واقعی اہم چیزوں پر توجہ کرنے کا مشورہ بھی دیا۔ اس نے نظام الاوقات بنانے میں اس کی مدد کی، اپنے اسکول کے کام، گھریلو کام اور خاندانی سرگرمیوں کے لیے وقت مقرر کیا۔ دادا نے بھی بڑے کاموں کی تکمیل کے بعد ہی اپنے مشاغل اور آرام کے لیے وقت طے کیا۔

9. At first, it was challenging for Taseer. He was putting off important tasks and indulging in immediate gratification. However, with practice and determination, he started to see

improvements. He felt more in control of his time and less stressed about deadlines. His grades improved, and he had more time to spend with his family and friends.

پہلے تو یہ تاثیر کے لیے یہ مشکل تھا۔ وہ اہم کاموں کو ٹالتا رہا اور فوری خوشی دینے والی چیزوں میں مشغول رہتا۔ تاہم، مشق اور پختہ ارادہ کے ساتھ، اس نے بہتری دیکھنا شروع کر دی۔ اس نے اپنے وقت پر زیادہ قابو پایا اور کام کی تکمیل کے بارے میں کم پریشان تھا۔ اس کے نمبروں میں بہتری آئی، اور اس کے پاس اپنے خاندان اور دوستوں کے ساتھ گزارنے کے لیے زیادہ وقت تھا۔

10. One day, Taseer's teacher asked him to share his secret of managing his time so well. Taseer proudly told the story of the jar, rocks, pebbles, and the sand. His classmates listened intently, and many of them decided to try the same approach themselves.

ایک دن تاثیر کے استاد نے اس سے کہا کہ وہ اپنے وقت کو اتنے اچھے طریقے سے سنبھالنے کا راز بتائے۔ تاثیر نے بڑے فخر سے گھرے، پتھروں، کنکروں اور ریت کی کہانی سنائی۔ اس کے ہم جماعتوں نے توجہ سے سنا، اور ان میں سے بہت سے لوگوں نے خود بھی یہی طریقہ اختیار کرنے کا فیصلہ کیا۔

11. Taseer's newfound time management skills also had a positive impact on his relationships. His parents were proud of his progress, and his friends appreciated that he was more reliable. Taseer learnt that by prioritising the important things in life, he was not only achieving more and more but also living a balanced and fulfilling life.

تاثیر کی وقت کے انتظام کی نئی مہارتوں نے بھی اس کے تعلقات پر اچھا اثر ڈالا۔ اس کے والدین کو اس کی ترقی پر فخر تھا، اور اس کے دوستوں نے اس بات کی تعریف کی کہ وہ زیادہ قابل اعتماد تھا۔ تاثیر نے سیکھا کہ زندگی میں اہم چیزوں کو ترجیح دے کر وہ نہ صرف زیادہ سے زیادہ کام کر رہا تھا بلکہ ایک معتدل اور بھرپور زندگی بھی گزار رہا تھا۔

12. From that day on, Taseer remembered his grandfather's wise words and the lesson of the jar. He became a master of time management, and the lesson he learnt continued to guide him through the rest of his life. He grew up to be a successful and happy individual, always making time for what truly mattered.

اس دن سے تاثیر کو اپنے دادا کی حکمت امیز باتیں اور برتن والا سبق یاد آگیا۔ وہ وقت کو صحیح طریقے سے انتظام کرنے کا ماہر بن گیا۔ اور اس نے جو سبق سیکھا وہ ساری زندگی اس کی رہنمائی کرتا رہا۔ وہ بڑا ہو کر ایک کامیاب اور خوش باش فرد بن گیا، ہمیشہ اس کے لیے وقت نکالتا جو واقعی اہم ہوتی تھیں۔

13. And so, Taseer's story became a cherished tale, reminding everyone of the importance of managing time wisely and prioritising the things that truly matter.

اور یوں، تاثیر کی کہانی ایک خوبصورت کہانی بن گئی، جو ہر ایک کو وقت کا حکمت سے انتظام کرنے اور ان چیزوں کو ترجیح دینے کی اہمیت بتاتی ہے جو واقعی اہم ہیں۔

Theme

Through the development and contrast of different characters' perspectives in the story, the author effectively explores themes of responsibility, growth, and the importance of time management. Each character's viewpoint contributes to the narrative's depth, providing the readers with a comprehensive understanding of the challenges and lessons faced by Taseer as he learns to prioritise and manage his time effectively.

Glossary:

Words	Meanings
Perpetually intrigued	constantly fascinate
methodically	in a systematic manner
elucidated	made something clear
gratification	Pleasure
reliability	trustworthy or performing consistently well
content	peaceful happiness
cherished	protect and care for someone lovingly
prioritising	more important
significant	Noteworthy
fulfillment	satisfaction or happiness

Comprehension Questions

A. Answer the following questions:

Q.1 How would Taseer waste his time before he visited his grandfather?

Ans: Taseer spent his time playing video games, talking to friends, and daydreaming. His schoolwork and chores were left undone because of these activities.

Q.2 In what way did the poor time management affect Taseer's performance?

Ans: Taseer had to rush his assignments and leave some tasks incomplete. This made his teachers and parents worried about his progress.

Q.3 How did Taseer fill the jar?

Ans: Taseer started by pouring sand into the jar, then added pebbles. When he tried to add the big rocks, they didn't fit, which confused him.

Q.4 Why did his grandfather decide to help Taseer?

Ans: His grandfather saw that Taseer was struggling with managing his time and wanted to teach him an important lesson.

Q.5 What is the impact of accurate time management on Taseer's performance?

Ans: When Taseer managed his time well, his grades improved, he felt less stressed, and had more time for his family and friends. He became more dependable and lived a balanced life.

Textual Questions

Q.1 Who is the main character of the story and what are his positive qualities?

Ans: The main character of the story is Taseer. He is cheerful, kind, and liked by everyone. He has good intentions, even though he has trouble managing his time.

Q.2 How did Taseer's teachers and parents feel about his time management issues?

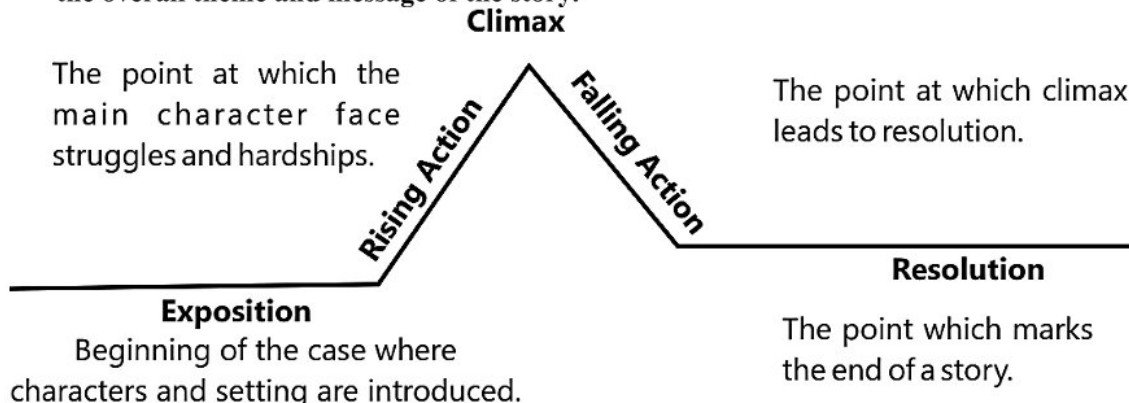
Ans: Taseer's teachers were worried about his time management problems, and his parents were always concerned. However, Taseer wasn't ready to change his habits at first.

Q.3 What was the lesson that Taseer's grandfather taught him using the jar, rocks, pebbles, and sand?

Ans: Taseer's grandfather taught him that in life, we should focus on the important things first, like schoolwork, family, and health (represented by the large rocks). If we fill our time with small, unimportant things first (like sand), there won't be space for the important things. By prioritizing the big tasks, everything else will fit in place.

Plot Development Review

A. Look at the diagram of plot development and discuss how the plot elements contribute to the overall theme and message of the story.



For the Teacher:

Students will be asked to describe the story in their own words.

Help them summarize the main points of the story.

Help students understand the theme and main idea of the lesson.
Form students' groups and have a group discussion on these questions.

Exposition:

What do we learn about Taseer's character and his struggle with time management at the beginning of the story? Why is this important for understanding the plot?

Rising Action:

How does Taseer's grandfather's lesson with the jar and rocks build tension and lead to a turning point in the story?

Climax:

What is the most exciting or crucial moment in Taseer's journey towards better time management? How does this moment change his perspective?

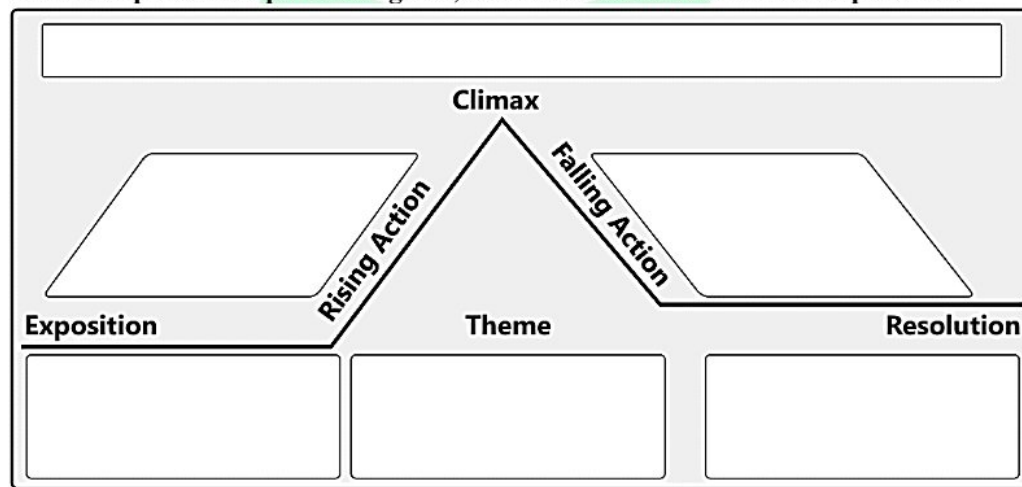
Falling Action:

What steps does Taseer take to improve his time management skills after learning from his grandfather? How does this affect his daily life?

Resolution:

How does the story of Taseer conclude? What does Taseer learn by the end, and how does it impact his relationships and responsibilities?

- B. Fill in the plot development diagram, based on the above-mentioned questions.



For the Teacher:

Form students' groups and give each group a plot element to write according to the suggested questions.

Vocabulary

- A. Explain the meanings of the highlighted words given below.

- Taseer often found himself **procrastinating**.
- He decided to **impart** a valuable lesson.
- Taseer eagerly began by pouring the sand into the jar, followed by the pebbles.
- His classmates listened **intently**, and many of them decided to try the same **approach** themselves.
- With practice and **determination**, he started to see improvements.
- Taseer's newfound time management skills had a positive **impact** on his relationships also.

- Ans:
- Procrastinating:** Waiting too long to do something that needs to be done.
 - Impart:** To give or share knowledge or information.
 - Eagerly:** Doing something with a lot of excitement or interest.
 - Intently:** Paying close attention to something.
 - Determination:** Staying strong and not giving up to achieve a goal.

f. Relationships: The connections between people.

Working with words

B. Consult a thesaurus and find the synonyms of these words. Use them in your sentences.
engrossed

Admirable, frowned, amazement, allocated, impact, cherished

Ans:

Word	Synonyms
Admirable	good, excellent, praiseworthy
Frowned	looked upset, glared, disapproved
Amazement	surprise, wonder, awe
Allocated	given, shared, assigned
Impact	effect, change, influence
Cherished	loved, valued, cared for
Engrossed	focused, interested, absorbed

Sentences

- Mr. Jinnah was an **admirable** personality
- The **principal** frowned when he **observed** students talking during the test.
- The child looked at the fireworks in **amazement**.
- The management of school **allocated** more funds for building a computer lab.
- The speech of our principal made a powerful **impact** on the students.
- Our class fellows **cherished** the old photographs of the school trips.
- All the students sat quietly, **engrossed** in solving the home work during break.

C. Use a dictionary to change the following nouns to adjectives. The first one is done for you.
Nature, natural, Management, struggle, gratification, expression, reaction, presence, lesson, Progress.

Ans:

Noun	Adjective
Management	Managerial
Struggle	Struggling
Gratification	Gratifying
Expression	Expressive
Reaction	Reactive
Presence	Present
Lesson	Lesson-related (or Instructive)
Progress	Progressive

Grammar

Conjunctions

A Conjunction is a word that joins together words, phrases or clauses to make them more compact. There are many conjunctions in the English language, but the main two types are the co-ordinating conjunctions and the subordinating conjunctions.

Examples:

- Sarah and I visited Murree last weekend.
- Do you have a rough notebook or a rough sheet of paper?

For the Teacher:

Ask students to use a dictionary to find out the meanings of difficult words. Help them in making sentences and finding the correct words' meanings.

- I did not go to work today because I was not keeping well.
- She did not like the food but she ate it.
- I will be leaving tomorrow so I am trying to finish all the pending assignments.

Classes of Conjunctions

Conjunctions are categorized into three classes.

1. Co-ordinating Conjunctions

A Co-ordinating Conjunction joins together clauses of equal ranks. The chief Co-ordinating Conjunctions are for, and, nor, but, or, yet, so. These seven co-ordinating conjunctions can be remembered by using the acronym 'FANBOYS'.

Example:

a. Birds fly and fish swim.

The sentence contains two independent statements or two statements of equal rank or importance. Hence the conjunction joining together these two statements or clauses of equal rank is called a Co-ordinating Conjunction.

2. Subordinating Conjunctions

A Subordinating Conjunction joins an independent clause to a dependent clause. The chief Subordinating Conjunctions are after, because, if, that, though, although, till, before, unless, as, when, where, while, etc.

Example:

a. He ran away because he was afraid.

The sentence contains two statements or clauses one of which, 'because he was afraid', is dependent on the other. Hence the conjunction introducing the dependent or subordinate clause is called a Subordinating Conjunction.

3. Correlative Conjunctions

These are a kind of tag-team conjunctions. They come in pairs and they are used in different places. Correlative Conjunctions include either/or, neither/nor, not only/but also, whether/or, not/but, etc.

Examples:

a. I either want an apple or an orange.

b. Akram neither likes tea nor coffee.

A. Fill in the blanks with appropriate co-ordinating conjunctions.

1. I wanted to go for a walk, **but** it started raining.
2. She likes both burger, **and** pizza.
3. You can have nihari **or** pasta, but not both.
4. He studied hard **so that** he could pass the exam.
5. They were tired. **Yet** they kept working.
6. Saleem prepared well **for** the interview.

B. Fill in the blanks with appropriate subordinating and correlative conjunctions.

1. He didn't submit the homework **because** he wasted time in playing games.
2. She likes **both** tea **and** juices in the morning.
3. Asia didn't pass the exam **because** she didn't study enough.
4. **Although** he was tired, he stayed up late to finish his work.
5. **Unless** you work hard **you** won't complete the test.
6. He is **not only** intelligent **but also** hardworking.

Transition words/devices

Transition words are the words or the phrases that connect ideas within sentences, paragraphs, or sections of a piece of writing. They help to establish relationships between different parts of the text, making the writing more cohesive and organized.

Examples:

- He loves cooking; additionally, he enjoys baking also.
- Furthermore, she explained the main points in detail.
- In addition, I would like to discuss another problem.
- She enjoyed the book; likewise, she found it quite engaging.
- The weather was bad; therefore, the flight was delayed.

- Moreover, he was also responsible for organizing the event.
 - She loves to travel; consequently, she saves money.
 - He studied hard; as a result, he passed the exam.
 - On the other hand, some people prefer cold weather to hot weather.
 - She loves swimming; in contrast, her sister prefers hiking.
- A. Fill in the blanks with appropriate conjunctions "and," "but," "or," "so" to complete each sentence correctly.
1. She likes tea **and** coffee.
 2. He went to the store **and** bought some milk.
 3. They played outside **but** it started raining.
 4. It was late, **so** they decided to leave early.
 5. She enjoys reading novels. **and** watching video lectures.
 6. He is not tall **or** short.
 7. They will visit the museum **or** the zoo.
- B. Use these transition words in your own sentences. **moreover, meanwhile, therefore, in addition, furthermore**
Moreover, meanwhile, therefore, in addition, furthermore

Ans:

1. **Moreover:** Our team played really well in the first half; **moreover**, they scored three goals in the second half.
 2. **Meanwhile:** Nadir was working on his project; **meanwhile**, his brother was practicing his music.
 3. **Therefore:** The route to the was not appropriate; **therefore**, the school decided to close for the day.
 4. **In addition:** Our company gives health benefits to its employees; **in addition**, they offer gym memberships.
 5. **Furthermore:** We finished the assignment in time, **furthermore**, he added extra research to support his work.
- C. Rewrite each sentence using a different conjunction to convey a similar meaning:
- He will go to the beach if the weather is nice.
Rewrite: He will go to the beach provided that the weather is nice.
1. She likes coffee, but she doesn't like tea.
Rewrite: She likes coffee, but she doesn't like tea.
 2. They went for a walk because the weather was nice.
Rewrite: They went for a walk since the weather was nice.
 3. Not only does he study, but he also plays sports.
Rewrite: Not only does he study, but he also plays sports.
 4. They went skiing since there was fresh snow on the slopes.
Rewrite: They went skiing because there was fresh snow on the slopes.
 5. He is both a talented musician and skilled painter.
Rewrite: He is both a talented musician and a skilled painter.

Oral Communication Skills

Task Time!

Divide the students in groups and assign them a question from the ones given below.

The students will prepare the responses and share with the class.

- A. These questions are more challenging and discussion based:
- a. How would Taseer's story have changed if his grandfather had not intervened with the lesson on time management?
 - b. In what ways does the analogy of the jar, rocks, pebbles, and sand reflect the broader concept of setting life priorities beyond time management?
 - c. Can the concept of prioritising 'big rocks' over 'pebbles' and 'sand' be limited or problematic in certain situations? If so, how?

Writing Skills

- A. Read and recall the elements of a story given below. Then, use these elements to write your own story.
- Elements of a Story

1. **Setting:** The time and place where the story happens.
2. **Characters:** The people, animals, or creatures in the story.
3. **Plot:** The sequence of events that make up the story.
Beginning: Introduce the characters and setting.
Middle: Present a problem or a challenge.
End: Show how the problem or the challenge is resolved.
4. **Conflict:** The problem or the challenge that the characters face.
5. **Resolution:** How the conflict is resolved.
6. **Theme:** The main message or the lesson of the story.

Step-by-Step Story Writing

1. **Brainstorming**
Setting: Where and when does your story take place?
Characters: Who are the main characters in your story? Describe them.
2. **Planning Your Plot**
Beginning: Introduce your characters and setting.
Middle: Describe the conflict or the problem your characters face.
End: Explain how the problem is resolved.
3. **Writing Your Story**
Now, use your brainstorming and planning to write your story in your own notebook.
4. **Reviewing Your Story**
 1. Check your story for the following:
 2. Did you describe the setting clearly?
 3. Did you introduce the main characters?
 4. Is there a clear conflict or a problem?
 5. Did you explain how the conflict is resolved?
 6. Is there a theme or a lesson in your story?

Creative Writing

Write a story about an unexpected friendship between two characters from different backgrounds. Use vocabulary words such as "diverse," "bond," "cohesion," and "harmony" to illustrate how they overcome the initial differences and form a meaningful connection. After completing the final draft, review it carefully. Ensure that each paragraph contributes logically to the overall story. Revise where needed to strengthen transitions between paragraphs and ensure a cohesive flow of ideas from start to finish.

Additional questions

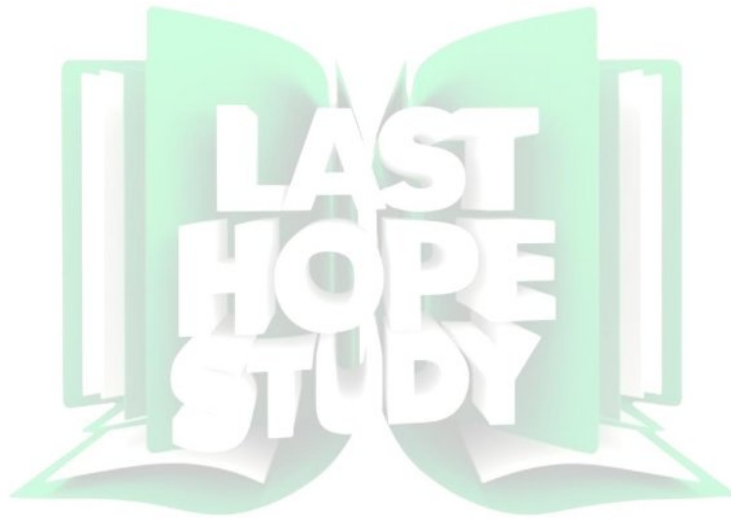
- Q.1 What was Taseer's biggest flaw?**
Ans: Taseer's biggest flaw was his inability to manage time, as he often procrastinated and left tasks incomplete.
- Q.2 How did Taseer's grandfather teach him about time management?**
Ans: Taseer's grandfather used a jar and filled it with rocks, pebbles, and sand to demonstrate how prioritizing important tasks is crucial for managing time effectively.
- Q.3 How did Taseer improve his time management?**
Ans: Taseer improved his time management by following his grandfather's advice, prioritizing his tasks, and making a schedule for schoolwork, chores, and hobbies.
- Q.4 What was the result of Taseer's improved time management?**
Ans: Taseer's grades improved, and he had more time for his family and friends, leading to a balanced and fulfilling life.

Additional MCQs

- (i) **What was Taseer's biggest flaw?**
 - a) He was too strict
 - b) He was bad at time management
 - c) He was impatient
 - d) He was lazy
- (ii) **What did Taseer's grandfather use to demonstrate time management?**
 - a) A clock
 - b) A jar with rocks, pebbles, and sand
 - c) A calendar
 - d) A schedule
- (iii) **Which sentence uses the verb in the past tense?**
 - a) Taseer is learning time management
 - b) Taseer has learned time management

c) Taseer learned time management

d) Taseer will learn time management



- (iv) Which part of speech is "gratefully" in the sentence: "Taseer gratefully accepted his grandfather's advice"?
a) Noun b) Verb
c) Adverb d) Adjective
- (v) What is the type of sentence: "Taseer, this jar represents you and your time"?
a) Imperative b) Exclamatory
c) Interrogative d) Declarative
- (vi) Which of the following is an adjective in the sentence: "His grandfather was a wise old man"?
a) Wise b) Was
c) Old d) Man
- (vii) What is the tense of the verb "noticed" in the sentence "One day, his grandfather noticed his struggle"?
a) Present simple b) Past simple
c) Future simple d) Present continuous
- (viii) What type of sentence is: "Taseer felt more in control of his time"?
a) Declarative b) Exclamatory
c) Imperative d) Interrogative
- (ix) Which part of speech is "struggle" in the sentence: "His grandfather noticed his struggle"?
a) Noun b) Verb
c) Adjective d) Pronoun
- (x) What did Taseer's grandfather want him to prioritise?
a) Small, trivial tasks b) Schoolwork, family, and health
c) Video games d) Chatting with friends
- (xi) What is the verb tense in "Taseer was warmly greeted by his grandfather"?
a) Present simple b) Past simple
c) Future simple d) Present continuous
- (xii) What part of speech is "methodically" in the sentence "He methodically placed the large rocks inside first"?
a) Noun b) Verb
c) Adjective d) Adverb
- (xiii) Which sentence uses a modal verb?
a) He decided to impart a lesson b) Taseer must prioritise his tasks
c) Taseer was struggling d) His grandfather was wise
- (xiv) What is the effect of Taseer's time management improvement?
a) He became more stressed b) He had more time for family and friends
c) He ignored his schoolwork d) He became less motivated
- (xv) What kind of sentence is: "Taseer grew up to be a successful and happy individual"?
a) Imperative b) Interrogative
c) Declarative d) Exclamatory

Words Sentences:

1. **Elucidated**
His grandfather elucidated the meaning of time management with a simple example.
2. **Procrastinating**
Taseer had a habit of procrastinating, leaving his tasks until the last minute.
3. **Indulging**
Taseer was indulging in video games instead of focusing on his homework.
4. **Gratification**
He was seeking immediate gratification by chatting with friends, rather than completing his schoolwork.
5. **Methodically**
His grandfather methodically arranged the rocks and pebbles in the jar to teach Taseer an important lesson.