

REVIEW- STROPHE 1

My child and I hold hands on the way to school,
And when I leave him at the first-grade door
He cries a little but is brave; he does
Let go. My selfish tears remind me how
I cried before that door a life ago.
I may have had a hard time letting go.

Questions:

1. Why does the poet call his tears selfish?
2. Letting go was difficult for whom?

REVIEW – STROPHE 2

- Each fall the children must endure together
What every child also endures alone:
Learning the alphabet, the integers,
Three dozen bits and pieces of a stuff
So arbitrary, so peremptory,
That worlds invisible and visible.
- Questions:
- 1. Why does the poet refers to the stuff children learn at school as unreasonable and authoritative ?

STROPHE 3

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As in Joseph's dream
The sheaves bowed down and then the stars bowed down
Before the dreaming of a little boy.
That dream got him such hatred of his brothers
As cost the greater part of life to mend,
And yet great kindness came of it in the end.

STROPHE 3

- As Joseph saw in a dream that bundle of wheat and stars are bowed down to him. He was a little boy at that time. When his brothers came to know his dream, all of them began to hate him. The greater part of his life spend to fix the complicated relations.
- . The perception of the world and the meaning that it attaches to may bring negative reactions. As Joseph's brothers were jealous of him just because they perceived his dream negatively. So their reaction was the result of their perceptions.

- The rest of his life, Joseph tried to mend the loss. He always suffered the painful memories of his childhood. And yet, it all turned into kindness in the end.
- The poet has tried to make us realize that as Joseph became the victim of the hatred of his brothers just because of the misperception, in the same way the world can give a negative reaction to what his son is going to learn in the school. But ultimately his son will serve the world and humanity with the very same education.

STROPHE 4

My child has disappeared
Behind the schoolroom door. And should I live
To see his coming forth, a life away,
I know my hope, but do not know its form
Nor hope to know it. May the fathers he finds
Among his teachers have a care of him
More than his father could. How that will look
I do not know, I do not need to know.

STROPHE 4

- My son has disappeared behind the door of classroom. Should I hope to live to see him coming out after completing his school. Maybe it take years but I know what I wish him to be. I am not sure about his outcome of success. I hope that my son will find father-like figures among his teachers who will take care of him.

- In these lines, the poet has described his own feelings after leaving his child at school. When his son had gone behind the classroom door, he felt sad and hopes to see his son again, well educated and groomed - the pain of the separation from his son must be endured for the greater benefit of his future.

COUPLET

Even our tears belong to ritual.
But may great kindness come of it in the end.



COUPLET

- Even the tears that we shed lack true spirit and sincerity. It is just a custom. I pray that great kindness may come of it in the end.
- The poet says that our tears are just a rite. The poet has tried to overcome the feelings of sorrow and pain by saying this. The poet has tried to show that it is normal to leave our children to others to teach.

- We do this to our children, as our parents did it to us, and it is a truly horrid experience, no matter how we prepare ourselves and how much confidence we have in our schools and in our child.
- It is a societal ritual, where all parents symbolically surrender their children to society, and all children accept that they will need to face the challenges of institutions without the protective gaze of their parents. "This is for the best", or "Education will expand their worlds", or even "They'll increase their earning power if they make the right choices".

PLENARY:

- **What was Joseph's dream?**
- **What was his brothers' reaction?**
- **Why the first day of school is special for both the child and the parents?**
- **What should be the role of the teachers for first-day students?**

QUOTES CORNER

THANK YOU !!!!

ALLAH HAFIZ ...

Educating
the mind
without
educating the
heart is no
education
at all.

—Aristotle

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- **18th June, 2020**
- **Thursday**

LEARNING OBJECTIVES

- Find the examples of poetic devices used in the poem.
- Identify and illustrate the use of Present Indefinite Tense.
- Illustrate vocabulary skills (ante /anti/post)

FIND EXAMPLES OF THE FOLLOWING:

- **Stanza Type: Strophes, couplet**
- **Speaker: The Poet**
- **Alliteration: hold-hands/have-had- hard/but –brave/**
- **Imagery: visual**
- **Personification: sheaves/stars - bow**
- **Allusion: religion/biblical**

FIND EXAMPLES OF THE FOLLOWING:

- **Stanza Type:** Strophe , Couplet
- **Speaker:** The poet
- **Alliteration:** hold-hands/but-brave/had-hard/fayhers-finds/have-him
- **Imagery:** visual
- **Personification:** sheaves bowed , stars bowed
- **Allusion:** Biblical

PRESENT INDEFINITE TENSE

Simple Present Tense

Definition:

- A verb **tense** that expresses action in the present time, habitual actions, or general truths.

Example :

- Expresses action in the habitual
Prabu *Walks* to school every day
- Expresses general truth
The sun *rises* in the east
- Expresses action in general time
I work in a factory

PRESENT INDEFINITE TENSE - USE

SIMPLE PRESENT TENSE

for instantaneous situations (in sport, etc.)

Ex: Ronaldo passes the ball to Benzema.

for habits and repeated (regular) actions

Ex: The child drinks milk every day.

for newspaper headlines

Ex: MAN ENTERS SPACE

with non- progressive

Ex: I believe that you are innocent.

when telling stories

Ex: Suddenly, the window opens and a masked man enters.

in ceremonial or formal conversations

Ex: First of all, break the eggs and whisk with sugar.

for scheduled programs or arranged future

Ex: The examination starts at 9 o'clock tomorrow.

with future constructions

Ex: I will call you before I leave.

for general truths or scientific facts

Ex: Water boils at 100 ° C.

for giving directions and instructions

SIMPLE
PRESENT
TENSE

PRESENT INDEFINITE TENSE

Present Simple Spelling Rules

Most verbs takes -s in the third person singular. (He/ She/ It)

1	<p>- ss, -sh,</p> <p>-ch, -x, -o</p>	<p>→</p> <p>I miss- he misses I finish- he finishes I watch- he watches I mix- he mixes I go- he goes</p>	<p>-es</p>
2	<p>a consonant + y</p>	<p>→</p> <p>I study - he studies I cry- he cries</p>	<p>-ies</p>
3	<p>a vowel + y</p>	<p>→</p> <p>I play- he plays</p>	<p>-s</p>

We use **Don't** or **Doesn't** to make a **negative sentence** in the simple present tense.*

* Exceptions: Negative sentences that use *To Be* or *Modal Verbs* (can, might, etc.)

Subject

I / you / we / they
he / she / it

+

Auxiliary

don't

+

doesn't

Verb **

go ...

want ...

like ...

Affirmative:

You speak English.

Negative: You **don't** speak English.

Affirmative:

He speaks English.

Negative: He **doesn't** speak English.

** The base form of the infinitive
= ~~to~~ go, ~~to~~ need,
~~to~~ speak, ~~to~~ live
Third person verbs lose the final "s" in negative sentences.

Be careful...

I ~~no~~ live in Japan. ❌

I **don't** live in Japan. ✅

Affirmative:

She has a cat. ✅

Negative: She **doesn't** ~~has~~ a cat. ❌

Negative: She **doesn't** have a cat. ✅

Contractions

don't

= do not

doesn't

= does not

EXAMPLES

- He goes for a walk daily. (Affirmative)
- I get up early in the morning. (Affirmative)
- He does not play cricket. (Negative)
- I do not like apples. (Negative)
- Does she love chocolate? (interrogative)
- Do you work hard? (interrogative)
- Where do you keep your keys?(interrogative)
- How does it work? (interrogative)

EXERCISE: Complete using Present Indefinite Tense of the Verbs:

1. I _____ (be) in a café .
2. _____ (she/play) tennis every week?
3. They _____ (go) to the library every Wednesday.
4. _____ she (be) a singer?
5. You _____ (find) the weather here cold.
6. _____ (they/be) on the bus?
7. Ayesha _____ (ride) her bicycle to work.
8. Why _____ (he/be) in France?
9. I _____ (not/play) the piano very often.
10. It _____ (not/be) cold today.

EXERCISE

11. We _____ (be) from Pakistan.
12. _____ (we/make) too much noise at night?
13. Where _____ (Harry/study)?
14. _____ (it/be) foggy today?
15. We _____ (not/be) late.
16. They _____ (not/like) animals.
17. Where _____ (you/be)?
18. He _____ (not/be) an accountant.
19. _____ (the dog/eat) chicken?
20. She _____ (be) my sister.

Complete the table by making new words:

[illegible]

QUOTES CORNER

THANK YOU !!!!

ALLAH HAFIZ ...

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—Aristotle

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