



Lesson 5

Don't Quit

Pre-reading

Dictionary Reference : Learning New Words



Activity 1

Look up the following words in a dictionary. You should seek the following information about the words and put them in your WORDS notebook.

1. Meaning of the word as used in the poem (adjective/noun/verb, etc.)
2. Pronunciation (The teacher may refer to the dictionary or a mobile phone for correct pronunciation.)
3. Spellings

trudging	care	queer	twists and turns
stuck out	blow	faint and faltering	victor
golden crown	tint	after	hardest

Reading

Let us read the poem

Don't Quit

When things go wrong as they sometimes will,
When the road you're trudging seems all up hill,
When the funds are low and the debts are high,

And you want to smile, but you have to sigh,
When care is pressing you down a bit,
Rest, if you must, but don't you quit.

Life is queer with its twists and turns,
As every one of us sometimes learns,



And many a failure turns about
When he might have won had he stuck it out;
Don't give up though the pace seems slow -
You may succeed with another blow.

Often the goal is nearer than,
It seems to a faint and faltering man;
Often the struggler has given up
When he might have captured the victor's cup;
And he learned too late when the night came down,
How close he was to the golden crown.
Success is failure turned inside out---

The silver tint of the clouds of doubt,
And you never can tell just how close you are,
It may be near when it seems afar;
So stick to the fight when you're hardest hit -
It's when things seem worst that you must not quit.

Edgar A. Guest

(Source : socialworkbufflo.com
Retrieved on 8.10.2020)

Post-reading

Vocabulary Expansion

Activity 2

Make a list of five pairs of rhyming words in the poem.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Learning to Read and Comprehend



Activity 3

Answer the following questions.

1. What is the poem about?

2. What is hard about going uphill?

3. What is meant by 'funds are low'?

4. What does the poet mean by 'twists and turns'?

5. Do you think sudden 'twists and turns' in life can be beneficial to us?

6. Why does the poet say 'you have to sigh'?

7. What does 'another blow' mean?

8. How long do you try to do something before you turn to do something else?



Activity 4

Read the stanzas and answer the questions that follow.

1. Life is queer with its twists and turns,
As everyone of us sometimes learns,
And many a failure turns about,
When he might have won had he stuck it out.

a. What is life full of?

a. What does every one of us sometimes learn?

c. Find the synonym of 'strange' from the stanza.

2. **And you never can tell just how close you are,
It may be near when it seems afar;
So stick to the fight when you're hardest hit -
It's when things seem worst that you must not quit.**

a. Name the poem and the poet.

b. What do you understand by 'sticking to the fight when hardest hit'?

c. What should not be done when things seem worst?

Learning Language

Formation of Comparative and Superlative Degrees

An adjective is a word which qualifies a noun or a pronoun. In other words, an adjective adds something to the meaning of a noun or a pronoun. Examples :

- a. a **black** horse
- b. **some** money
- c. **thirty** books
- d. this **noble** man
- e. a **clever** boy



Types of Adjectives :

Type 1

Most adjectives generally form the comparative degree by suffixing '-er' and the superlative degree by adding the suffix '-est'. Please look at the following tables.



Positive	Comparative	Superlative
noble	nobler	noblest
near	nearer	nearest
able	abler	ablest
sane	saner	sanest
clean	cleaner	cleanest
dear	dearer	dearest
bright	brighter	brightest
bold	bolder	boldest
clever	cleverer	cleverest
short	shorter	shortest
deep	deeper	deepest
tall	taller	tallest
few	fewer	fewest
fast	faster	fastest
great	greater	greatest
hard	harder	hardest
high	higher	highest
keen	keener	keenest

kind	kinder	kindest
light	lighter	lightest
strong	stronger	strongest
weak	weaker	weakest
poor	poorer	poorest
rare	rarer	rarest
pure	purer	purest
rich	richer	richest
safe	safer	safest
sweet	sweeter	sweetest

Type 2

In the case of longer adjectives of three or more syllables, comparative and superlative degrees are formed by adding the word '**more and most**' before the positive degree.

Positive	Comparative	Superlative
beautiful	more beautiful	most beautiful
courageous	more courageous	most courageous
brilliant	more brilliant	most brilliant
capable	more capable	most capable
difficult	more difficult	most difficult
wonderful	more wonderful	most wonderful
interesting	more interesting	most interesting
ignorant	more ignorant	most ignorant
diligent	more diligent	most diligent

Type 3

Adjectives of two syllables follow one or the other of the above rules. Those ending in ‘-ful’, ‘-er’, ‘-ve’ usually take ‘more’ and ‘most’.

Positive	Comparative	Superlative
active	more active	most active
doubtful	more doubtful	most doubtful
careful	more careful	most careful
harmful	more harmful	most harmful
proper	more proper	most proper
obscure	more obscure	most obscure
secure	more secure	most secure

Type 4

Those ending in ‘-y’ or ‘-ly’ add ‘-ier’ and ‘-iest’ after the removal of ‘-y’.

Positive	Comparative	Superlative
pretty	prettier	prettiest
happy	happier	happiest
heavy	heavier	heaviest
easy	easier	easiest
jolly	jollier	jolliest
busy	busier	busiest
holy	holier	holiest

Type 5

When a consonant comes after a short vowel sound, it doubles itself and adds ‘-er’ and ‘-est’ in comparative and superlative forms.

Positive	Comparative	Superlative
big	bigger	biggest
hot	hotter	hottest

fat	fatter	fattest
sad	sadder	saddest
wet	wetter	wettest
thin	thinner	thinnest
red	redder	reddest
mad	madder	maddest

Type 6

Miscellaneous Adjectives

Positive	Comparative	Superlative
bad	worse	worst
far	farther	farthest
good	better	best
late	latter/later	last/latest
little	less	least
low	lower	lowest
much	more	most
old	older/elder	oldest/eldest
up	upper	uppermost/upmost

Note:

- The comparative degree should be used only when there is some comparison.
This book is better than the other.
- Comparatives ending in '**-or**' or '**-er**' are followed by 'to' :
I am senior to him.
He prefers health to wealth.
- Use of double comparatives and superlatives should be avoided.
Incorrect : He is more abler than his brother.
Correct : He is abler than his brother.

Activity 5

Fill in the blanks with the appropriate degree of the adjectives given in the brackets.

1. He is a _____ student. (tall)
2. The Taj is a _____ building. (beautiful)
3. My table is the _____ of all. (big)
4. Her sweatshirt is _____ than her jeans. (soft)
5. Teena's hair is _____ than Leena's hair. (long)
6. Saunhya is _____ than Vijaya. (funny)
7. Haridwar is one of the _____ places for the Hindus. (holy)
8. Gold is _____ than silver. (expensive)
9. Ravinder is _____ than Parul. (smart)
10. This is the _____ book I have ever read. (good)

Make comparative forms of the word given in the brackets by adding '-er' or 'more' to it.

1. Cats are _____ (affectionate) than goats.
2. Sheena is _____ (old) than Gagan.
3. China is _____ (large) than Poland.
4. My Hindi class is _____ (boring) than my Maths class.
5. In the UK, the streets are generally _____ (narrow) than in the USA.
6. Delhi is _____ (busy) than Chandigarh.
7. Jyoti is _____ (quiet) than her sister.
8. Kiran is _____ (ambitious) than her brother.
9. My garden is a lot _____ (colourful) than this park.
10. My house is a bit _____ (comfortable) than a hotel.



Learning to Listen



Activity 6

Listen carefully to your teacher telling you about an unsinkable ship and fill in the gaps provided. (Refer to Appendix I at page no. 165.)

The Titanic was a British passenger ship that sank to the bottom of the _____ during its first voyage. The ship was constructed during the 1900s by a transportation _____ known as White Star. With this they wanted to introduce a new set of luxury passenger _____ that would transport wealthy people across the _____ Ocean. White Star finished building the Titanic in _____. At that time, it was the _____ ship that had ever been _____. The Titanic was designed with _____ compartments that could fill up with _____ if any issues occurred. For this reason, many people _____ that the Titanic was unsinkable. In April _____, the Titanic began its first voyage from England to the _____, carrying over 2,000 passengers. While at sea, the ship collided with an _____ and began to overflow. The passengers and the _____ evacuated the ship, but there were not enough _____ to save everyone. Out of 2,000 passengers, only 705 _____. The sinking of the Titanic is one of the _____ tragedies of the 20th century.

Learning to Speak (Groupwork)



Activity 7

One student from each group will be given a picture. The student will see it carefully and place it face down so that the rest of the students cannot see the picture card. Describe the picture for other students to draw. The student will speak for two minutes using adjectives. (The teacher will get some pictures for students so that pictures are unseen for them.)

Learning to Write



Activity 8

Write a story using the following hints. Also give a heading to the story.

a stag — drinking water — saw the reflection
— beautiful horns — felt proud — saw reflection of
his legs — felt ashamed — heard the barking —
hunter's dog — started running — his horns —
entangled in a bush — tried his best to untangle horns
— succeeded with great difficulty — dogs reached —
used thin legs to escape — understood importance of
ugly looking legs



Learning to Use the Language (Pairwork)



Activity 9

Write short notes on your positive self talking information from the picture given below. After you have made your notes, talk to your partner (one minute) about yourself.


