

Chapter 4 - THANK YOU MA'AM

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Class 10 English

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Glossary

Definition — sling

to throw or fling something forcefully.

Definition — tug

to pull or drag with force.

Definition — sitter

a person or thing that is sitting.

Definition — frowned

to contract the brow, indicating displeasure or deep thought.

Definition — presentable

fit to be seen by others; looking neat and tidy.

Definition — mistrusted

to regard with suspicion or lack of confidence.

Definition — embarrass

to cause someone to feel awkward, self-conscious, or ashamed.

Definition — barren

unproductive; not producing results or fruit.

Definition — anticipate

to expect or foresee something happening.

Definition — consequences

the results or effects of an action or situation.

The following are the sentences for the above mentioned words:

- **Sling** – The soldier carried his injured arm in a sling.
- **Tug** – The child gave a strong tug on his mother's hand.
- **Sitter** – The parents hired a babysitter to watch their children while they went out.
- **Frowned** – The teacher frowned when the students arrived late to class.
- **Presentable** – He wore a clean and presentable suit for the job interview.
- **Mistrusted** – She mistrusted the stranger because he seemed suspicious.
- **Embarrass** – His clumsy mistake did not embarrass him at all.
- **Barren** – Nothing grew in the barren desert land.
- **Anticipate** – The players eagerly anticipate the start of the final match.
- **Consequences** – He realized his careless actions would bring serious consequences.

Reading and Critical Thinking Skills

A. Choose the correct answer:

- i. What did the large woman carry in her purse?
a) Hammer and nails b) ***Everything but hammer and nails*** c) Only money

- ii. How did the boy try to snatch the woman's purse?
 - a) He pushed her b) He pulled it from the front **c) He ran up behind her and tugged**
- iii. Why did the strap of the purse break?
 - a) The woman pulled it too hard b) The boy tugged it from behind **c) It was old and worn out**
- iv. How did the woman react when the boy fell after the purse-snatching attempt?
 - a) She laughed b) She ignored him **c) She kicked him and picked him up**
- v. What reason did the boy give for trying to snatch the purse?
 - a) He was hungry **b) He wanted blue suede shoes** c) He was dared by his friends
- vi. What did the woman offer the boy after the incident?
 - a) A job **b) Money for blue suede shoes** c) A lecture on good behavior
- vii. How did the woman teach the boy a lesson?
 - a) She called the police b) She shook him and scolded him **c) she gave him a stern warning**

B. Read the unit carefully and answer the following questions.

i. What did the large woman have in her purse, and what was missing from it?

Ans. She carried everything in her purse except hammer and nails, but it had no money inside at the time.

ii. How did the boy try to snatch the woman's purse, and what happened as a result?

Ans. The boy ran up from behind and tugged at the purse, but the strap broke because it was old. He lost his balance, fell on the sidewalk, and got caught by the woman.

iii. Describe the woman's reaction when the boy tried to snatch her purse.

Ans. Instead of letting him run, she kicked him, picked him up by his shirt, and scolded him strongly. She did not show fear but firmness.

iv. Why did the boy want the woman to turn him loose?

Ans. He was frightened and wanted to escape because he feared she would hand him over to the police.

v. What reason did the boy give for trying to snatch the woman's purse, and how did the woman respond?

Ans. The boy admitted he wanted money to buy blue suede shoes. The woman understood his desire but told him that snatching was not the right way, and she chose to guide him instead of punishing him.

vi. What did the woman offer the boy after bringing him into her home?

Ans. She gave him food to eat and finally offered him money to buy the blue suede shoes he wanted.

vii. How did the woman's attitude change towards the boy by the end of the story?

Ans. By the end, the woman's harshness softened into kindness and trust. Instead of punishing him, she treated him with care, gave him advice, and offered money, teaching him a lesson in honesty and compassion.

Elements of a Story

Concept — Setting

The setting tells where and when the story takes place. It includes location, time period, weather, and environment.

Example: A haunted mansion at midnight, or a busy city street in modern times.

Use: It creates mood, builds atmosphere, and gives context to the story.

Concept — Plot

The plot is the sequence of events that make up the story. It usually follows this structure:

Exposition (introduction)

Rising action (conflicts and complications)

Climax (turning point)

Falling action (events after climax)

Resolution (conclusion)

Example: In "Cinderella," the plot follows her hardships, the ball, the lost shoe, and finally her happy ending.

Concept — Characters

Characters are the people, animals, or beings who take part in the story.

Protagonist – main character (hero/heroin).

Antagonist – character or force opposing the protagonist.

Example: Harry Potter (protagonist) vs. Voldemort (antagonist).

Concept — Point of View

The point of view shows from whose perspective the story is told:

First person – narrator is a character (I, we).

Second person – addresses the reader directly (you).

Third person – narrator is outside the story (he, she, they).

Example: "I walked into the room" (first person).

Concept — Theme

The theme is the central idea or message of the story. It is often a universal truth about life, society, or human nature.

Example: The theme of “The Lion King” is responsibility and the circle of life.

Concept — Conflict

Conflict is the struggle or problem faced by the characters. It drives the story forward.

Types of conflict:

Character vs. Character

Character vs. Self

Character vs. Society

Character vs. Nature

Example: In “Romeo and Juliet”, the conflict is love vs. family feud.

Concept — Tone

The tone is the writer’s attitude toward the subject or audience, expressed through word choice and style.

It can be serious, humorous, hopeful, sad, sarcastic, etc.

Example: A horror story may have a dark, suspenseful tone, while a children’s story may have a light, cheerful tone.

Now read the story ”Thank you ma’am” again. Identify and write the elements of the story in the given table.

- Setting**

A city street at night and later the woman’s modest home.

- Plot**

A boy tries to snatch a woman’s purse but fails. Instead of handing him to the police, the woman takes him to her home, feeds him, talks to him kindly, and gives him money for the shoes he wanted. Through her compassion, she teaches him a lesson about trust and honesty.

- Characters**

Mrs. Luella Bates Washington Jones (the large woman)

Roger (the boy who tries to steal her purse)

- Point of View**

Third-person

- Theme**

Forgiveness and compassion can transform lives.

Trust and kindness are stronger than punishment in teaching lessons.

- Conflict**

A boy tries to snatch a woman's purse but fails. The woman can hand over the boy to the police or teach him a lesson.

Vocabulary and Grammar

A. Connotations vs Dennotations:

1. Denotation Definition: Denotation is the literal or dictionary meaning of a word. It is the objective, direct definition, free from emotions or associations.

Example:

Snake (denotation): a long, legless reptile.

Rose (denotation): a type of flower with petals.

2. Connotation Definition: Connotation refers to the emotional, cultural, or implied meaning that a word carries beyond its dictionary definition. It can be positive, negative, or neutral depending on context.

Example:

Snake (connotation): danger, betrayal, evil.

Rose (connotation): love, romance, beauty.

Word	Denotation (Dictionary Meaning)	Connotation (Implied/Emotional Meaning)
Home	A place where one lives	Warmth, family, comfort, security
Childish	Like a child	Immature, silly (negative)
Youthful	Young, not old	Energetic, lively (positive)
Cheap	Low in cost	Poor quality, inferior (negative)
Frugal	Careful with money	Wise spending, economical (positive)

Give the denotative and connotative meanings of the following pair of words and use them in your own sentences:

Ans.

1. Thrifty vs. Cheap

Denotation: Both mean "spending money carefully."

Connotation:

Thrifty → Positive (wise with money).

Cheap → Negative (unwilling to spend, low quality).

Sentences:

My grandmother is thrifty; she saves money without compromising quality.

He bought a cheap phone that broke after a week.

2. Determined vs. Stubborn

Denotation: Both mean “not giving up easily.”

Connotation:

Determined → Positive (strong will, goal-oriented).

Stubborn → Negative (unreasonable, unwilling to listen).

Sentences:

She was determined to finish her studies despite challenges.

The child was stubborn and refused to eat his vegetables.

3. Wise vs. Cunning

Denotation: Both relate to “intelligence or cleverness.”

Connotation:

Wise → Positive (knowledgeable, fair, good judgment).

Cunning → Negative (sly, deceptive).

Sentences:

The old teacher gave us wise advice for life.

The fox is often described as cunning in fables.

4. Frugal vs. Stingy

Denotation: Both mean “not spending much money.”

Connotation:

Frugal → Positive (careful, economical).

Stingy → Negative (selfish, ungenerous).

Sentences:

Being frugal, she managed to save enough for a new house.

He is too stingy to donate even a small amount to charity.

5. Confident vs. Arrogant

Denotation: Both mean “having self-assurance.”

Connotation:

Confident → Positive (self-belief, respectful).

Arrogant → Negative (overly proud, looking down on others).

Sentences:

She was confident during her job interview and impressed the panel.

His arrogant remarks made everyone uncomfortable.

Adverbs

An adverb is a word that modifies a verb, an adjective, or another adverb. It tells us more about how, when, where, or to what extent an action is performed.

Example:

She sings beautifully. (modifies the verb sings)

It is a very tall building. (modifies the adjective tall)

He ran quite quickly. (modifies the adverb quickly)

Types of Adverbs

Adverbs of Manner Show how an action is done.

Examples: quickly, slowly, carefully, beautifully.

Sentence: She spoke politely to her teacher.

Adverbs of Time Tell when an action happens.

Examples: today, yesterday, soon, later, always.

Sentence: I will call you tomorrow.

Adverbs of Place Show where an action happens.

Examples: here, there, everywhere, outside, upstairs.

Sentence: The children are playing outside.

Adverbs of Frequency Tell how often something happens.

Examples: always, often, rarely, never, sometimes.

Sentence: He always wakes up early.

Adverbs of Degree (or Quantity) Show how much or to what extent.

Examples: very, too, almost, quite, enough, extremely.

Sentence: She was too tired to continue.

Interrogative Adverbs Used to ask questions.

Examples: when, where, why, how.

Sentence: Where are you going?

Relative Adverbs Introduce clauses and connect them to nouns or pronouns.

Examples: when, where, why.

Sentence: I remember the day when we first met.

Q: Read the following sentences and identify the adverbs. Also mention the type of adverb.

Ans.

i. Javeria confidently answered all the questions during the interview. She speaks English fluently and practices attentively every day at the language institute.

confidently → Adverb of Manner (how she answered)

fluently → Adverb of Manner (how she speaks)

attentively → Adverb of Manner (how she practices)

every day → Adverb of Time (when she practices)

ii. Laila quickly completed her homework before heading to the library. She studies diligently and always finishes her assignments on time to relax.

quickly → Adverb of Manner (how she completed)

diligently → Adverb of Manner (how she studies)

always → Adverb of Frequency (how often she finishes)

on time → Adverb of Time (when she finishes)

iii. Murtasim patiently waited for his friends at the cafe. He usually meets them on Fridays after work for a relaxing evening.

patiently → Adverb of Manner (how he waited)

usually → Adverb of Frequency (how often he meets)

on Fridays → Adverb of Time (when he meets)

after work → Adverb of Time (when he meets)

Adverbial Phrase

An adverbial phrase is a group of words (without a verb) that functions as an adverb in a sentence. It modifies a verb, adjective, or another adverb by telling how, when, where, why, or to what extent an action happens.

Types of Adverbial Phrases

Adverbial Phrase of Manner Describes how an action is performed.

Examples:

He spoke in a loud voice.

She ran with great speed.

Adverbial Phrase of Place Describes where an action takes place.

Examples:

They live in the city center.

The children are playing in the garden.

Adverbial Phrase of Time Describes when an action happens.

Examples:

We will meet at noon.

He arrived after the party.

Adverbial Phrase of Reason (or Cause) Explains why an action happens.

Examples:

She was absent because of her illness.

He succeeded due to his hard work.

Adverbial Phrase of Frequency Tells how often something happens.

Examples:

She visits her grandmother once a week.

They go for a walk every morning.

Adverbial Phrase of Purpose Explains for what reason/purpose something is done.

Examples:

He worked hard to pass the exam.

She left early to catch the bus.

Adverbial Phrase of Degree Shows how much or to what extent.

Examples:

The athlete trained to a very high level.

She was tired to an extreme degree.

Difference between Adverb and Adverbial Phrase

Adverb: single word → She spoke loudly.

Adverbial Phrase: group of words → She spoke in a loud voice.

Read the following sentences and identify the adverbial phrases. Consider the questions they answer (how, when, where, etc.) and the role they play in modifying the verbs, adjectives, or adverbs.

Ans.

i. She completed the puzzle with great concentration.

Question: How?

Adverbial Phrase of Manner

ii. We will meet at the park after sunset.

Question: Where? / When?

Adverbial Phrase of Place Time

iii. The students gathered in the library to study for their exams.

Question: Where? / Why?

Adverbial Phrase of Place Purpose

iv. He exercises at the gym three times a week.

Question: Where? / How often?

Adverbial Phrase of Place Frequency

v. The temperature dropped quite suddenly in the evening.

Question: When?

Adverbial Phrase of Time

vi. They danced with incredible grace at the party.

Question: How? / Where?

Adverbial Phrase of Manner Place

vii. The train departed at midnight.

Question: When?

Adverbial Phrase of Time

viii. She visits her grandparents every summer.

Question: When? / How often?

Adverbial Phrase of Time Frequency

ix. He spoke with a surprisingly loud voice during the presentation.

Question: How? / When?

Adverbial Phrase of Manner Time

x. The mountain climbers reached the summit with considerable difficulty.

Question: How?

Adverbial Phrase of Manner

Verbals

A verbal is a word formed from a verb, but it functions as a different part of speech (noun, adjective, or adverb) instead of acting as the main verb in a sentence.

Difference between Verb and Verbal

Verb: expresses action or state of being. → She runs every morning.

Verbal: looks like a verb but functions differently. → She likes running.

Gerunds

A gerund is the -ing form of a verb that functions as a noun in a sentence. Even though it looks like a verb, it does not show action; instead, it names an activity or idea.

Example: Reading is my favorite hobby. (Here, reading is the subject of the sentence, so it acts as a noun.)

Examples in Sentences

Running every morning keeps me healthy. (subject)

I enjoy writing stories. (object of verb)

She is good at drawing. (object of preposition)

His dream is becoming a doctor. (subject complement)

Read the passage and identify the gerunds.

Ans.

The life on a farm is full of interesting activities. Reading by the barn, swimming in the pond, hiking through small hills, horse riding at sunset, farming from dawn till dusk, and cattle rearing with care are some of them. Each task woven into the rhythm of farm life, making every day an adventure under the wide sky.

Infinitives

An infinitive is the base form of a verb, usually preceded by “to” (to + verb). It can function as a noun, adjective, or adverb in a sentence.

Examples:

I like to read. (noun)

She has a book to write. (adjective)

He came to help. (adverb)

Why Do We Use Infinitives?:

- To express purpose or intention

She works hard to achieve her dreams.

- To explain reason or cause

I am happy to see you again.

- To function as nouns in a sentence

To travel is my greatest wish.

- To make writing concise and flexible

Instead of long clauses, infinitives simplify expression.

She made a decision to leave. (instead of She made a decision that she would leave.)

- To follow certain verbs, adjectives, or nouns

Verbs: want, need, decide, plan → I want to go.

Adjectives: happy, eager, ready → She is ready to help.

Identify and underline the infinitive in each sentence.

Ans.

- i. We decided **to visit** the museum next weekend.
- ii. Aqsa's goal is **to complete** the marathon in a record time.
- iii. I would like **to learn** a new language before I turn 30.
- iv. The best time **to plant** a tree is now.
- v. Our plan is **to travel** to Makkah next summer.
- vi. I need **to finish** my homework before dinner.
- vii. Hasan hopes **to become** a successful entrepreneur.
- viii. It is essential **to exercise** regularly for good health.
- ix. The purpose of the meeting is **to discuss** upcoming projects.
- x. Atiqa promised **to help** the community center with fundraising.



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