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CREATIVE MYRIADS UNDER THE SHADE

(A COLLECTION OF ESSAYS FOR SENIOR SCHOLARS
AND HIGHER EDUCATION TEACHERS)

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*Creative Myriads under
The Shade*

*(A collection of Creative essays For Senior Scholars and
Higher Education Teachers)*

Preface

The title of this collection of essays, "Creative Myriads under the Shade" treats the complex and multifaceted nature of creativity, as well as the challenges that often accompany it. Creativity is a force that can bring about great joy and beauty, but it can also be accompanied by doubt, uncertainty, and even darkness. The essays in this collection explore the many facets of creativity, from the process of generating new ideas to the challenges of bringing those ideas to fruition. They also examine the many ways in which creativity can be hindered, whether by personal struggles or by external obstacles.

But despite the challenges that creative individuals may face, the essays in this collection ultimately celebrate the power of creativity to transform lives and shape the world around us. Whether through the arts, sciences, or any other field of human endeavor, creativity has the potential to bring about positive change and inspire us all.

As you read through these essays, we hope that you will be inspired by the stories of the many creative myriads who have struggled in the shadow, but who have ultimately emerged into the light, bringing their unique gifts to the world.

Throughout history, creativity has been a beacon of light shining through the darkest of times. It is the lifeblood of innovation, progress, and hope. But what happens when that light is dimmed by a shadow? What happens when creative minds are forced to navigate the complexities of life while battling personal demons or societal injustices?

In "*Creative Myriads Under the Shade*" we explore the stories of individuals who have persevered through struggles and adversities to create works of art that have left an indelible mark on the world.

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Introduction: On Creative writing

1. Definition of creative writing

Creative writing is the art of expressing one's thoughts, ideas, and emotions in a unique and imaginative way through the written word.

It is a form of writing that allows for freedom of expression, exploration of ideas, and development of a writer's voice. Creative writing can take many forms, including fiction, poetry, memoir, and screenwriting, among others.

The key to successful creative writing is to start with a strong idea or concept. This idea should be unique, thought-provoking, and engaging to the reader. Once the idea is established, the writer can begin to develop the story or poem using their imagination and creativity.

In fiction writing, characters are a crucial element. They should be well-developed and have clear motivations, goals, and flaws that make them relatable and interesting to the reader. A strong setting also helps to create an immersive experience for the reader, whether it's a specific time period, a location, or a fantastical world.

Poetry, on the other hand, relies on the use of language to convey emotion and meaning. A poem can be written in a variety of forms, including sonnets, haikus, and free verse. The use of metaphor, simile, and other literary devices can add depth and complexity to a poem, making it both beautiful and thought-provoking.

Memoir writing is a form of creative nonfiction that allows the writer to tell their own story in a compelling way. Memoirs can cover a range of topics, from childhood memories to travel adventures to personal struggles. The

key to successful memoir writing is to be honest and vulnerable, while also crafting a story that resonates with readers.

Screenwriting is another form of creative writing that has become increasingly popular in recent years. Screenplays follow a specific format and structure, but still allow for creativity and imagination in terms of character development, dialogue, and plot.

In all forms of creative writing, the writer must have a clear understanding of their audience. Who are they writing for? What do they hope to achieve with their writing? Answering these questions can help to guide the writer's choices in terms of tone, style, and content.

Ultimately, creative writing is a powerful tool for self-expression and communication. It allows writers to share their ideas, experiences, and emotions with others in a way that is both personal and universal.

Creative writing is any writing that stretches beyond what is normal academic and professional or journalistic writing. Its traits are qualified through literary crafting with a focus on the narrative aspects as in telling stories or composing poetry.

Creative writing embraces both fictional and non-fictional works as novels, biographies, short stories, poems and even writing for the screen and stage as the case of films and plays.

Writing to learn through self-evaluative stance

One of the most valuable lessons you can learn is that writing is a powerful tool for learning-that writing, far from simply being the product of thinking, can actually shape thinking. Address what you have come to know through the act of writing this year. Include what you have learned

about yourself, as well as any connections made through this or any curricular assignment.

What new insights did you come to about yourself and about life? Again do not simply say that you learned a lot! You must be specific and tell me what you learned, how and why. What new insights did you gain from writing, from class discussions and classmates, peer editing, articles, writing essays? What article analysis did you get the most out of? What was it you discovered and how has that discovery affected you?

2. On the creative Essay:

Creativity is a key component of any form of writing, and creative essays are no exception. A creative essay is a type of personal essay that is centered around a unique and imaginative idea or concept. It allows the writer to express their thoughts and ideas in a more artistic and original way which can be engaging and compelling for the reader.

In a creative essay, the writer has more freedom to explore their own imagination and create a piece that is truly their own. This can be accomplished through the use of figurative language, such as metaphors, similes, and personification, which can add depth and richness to the essay. The use of descriptive language and vivid imagery can also help to create a more engaging and memorable piece.

The structure of a creative essay is often less rigid than other forms of writing, which allows the writer to experiment with different narrative structures and techniques.

This can include the use of nonlinear storytelling, where events are presented out of chronological order, or the use of multiple perspectives, where the same events are told

from different points of view. These techniques can add an element of surprise and intrigue to the essay, keeping the reader engaged and interested.

One of the most important aspects of a creative essay is the writer's voice. Because these essays are often centered around personal experiences or ideas, the writer's unique perspective and voice are crucial to making the essay engaging and memorable.

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Sample Example: An Essay on Fashion

Fine clothes do not make a fine man-a slogan which defies the superhero in designer fashion. In fact, fashion is a distinctive trend in the style of clothing, hair, and behaving trends. Fashion mirrors and reflects every culture in the world with its refined subtleties. Fashion sends its own words through the way we dress up and visually communicate our interests and tastes. So, when people think about fashion, they evoke high styles, very invaluable pieces of clothes that are unique and far-fetched. Fashion does not involve change only, but it is a very dishonest form of marketing and it shows distorted images that can never be translated into reality.

Fashion reflects our thoughts and emotions in their daily changes and allows people to express their individuality and differences from other people in the way they dress and the way they behave-it is constantly evolving with time. Fashion is very important these days because people judge you by your tact and flexible flair for clothing and your manner of dressing.

However, fashion can be tricky and dishonest when it deviates from its norms to escape towards marketing purposes where the persons in vogue are not really well reflected. Fashion and style reflect our thoughts and emotions. Fashion is sometimes complex to understand when it fails to reach what it is supposed to mirror. In this case, it can cause low self-esteem and moral degradation.

Fashion is very important these days because people judge you by your dressing sense and the style that reflects your thoughts and feelings. For example, seeing Christian Dior – or Yves Saint Laurent dressing in other norms and with no respect to the rules would simply show signs of

distortion to the style of *the Elites*. However, the images that these figures will display are but artificial images which never be translated into reality and where the contents of their personalities can never be their outer fits.

In sum, fashion is a double edged weapon-it mirrors the evolving trend in the world of clothing, dressing and the *haute couture*; while its marketing force incites its deviance towards dishonesty which devalues its real images into fake translation to reality.

Practice on the sample essay ON FASHION-

For Teachers/ Learners

Comprehension:

1. Ask students to summarize the main idea of the essay in one sentence.
2. Provide students with a list of statements related to the essay and ask them to identify which statements are true and which are false.
3. Ask students to identify the tone of the essay and provide evidence to support their answer.

Grammar:

1. Ask students to identify the parts of speech of certain words used in the essay.
2. Provide students with a sentence from the essay and ask them to rewrite it using a different verb tense.
3. Ask students to identify the subject and predicate of a sentence from the essay.

Vocabulary:

1. Provide students with a list of vocabulary words from the essay and ask them to define each word.
2. Ask students to identify synonyms and antonyms of certain words used in the essay.

3. Provide students with a sentence from the essay and ask them to identify the meaning of a specific word used in the sentence.

Style:

1. Ask students to identify examples of figurative language used in the essay.

2. Provide students with a sentence from the essay and ask them to identify the rhetorical device used in the sentence.

3. Ask students to identify the author's purpose for writing the essay and provide evidence to support their answer.

Mechanics:

1. Provide students with a list of punctuation marks used in the essay and ask them to explain the purpose of each mark.

2. Ask students to identify examples of capitalization and provide a reason for the capitalization.

3. Provide students with a sentence from the essay and ask them to correct any errors in capitalization, punctuation, or spelling.

Speaking:

1. Divide students into groups and assign each group a specific topic related to fashion. Ask them to discuss their topic and present their findings to the class.

2. Provide students with a scenario related to fashion and ask them to role-play the scenario.

3. Ask students to give a presentation on the history of fashion.

Reading:

1. Provide students with an article related to fashion and ask them to summarize the article.

2. Ask students to identify the author's purpose for writing the article and provide evidence to support their answer.

3. Provide students with a passage related to fashion and ask them to answer comprehension questions based on the passage.

Academic Writing:

1. Ask students to write an essay on the impact of fashion on society.

2. Provide students with a prompt related to fashion and ask them to write a persuasive essay arguing their point of view.

3. Ask students to write a compare and contrast essay on two different eras of fashion.

1. The immigrant

Mobility has always been a true alibi for nomadic people. It is good to move and seek stability; for riding time seems positive. The more the individual rocks the chair and upkeeps the wheel rotating, the more one gets his nerve hard as steel. Hence, the threads of passion tease vibrantly his consciousness to be more energetic; to move and become allergic to static positions. Moving, migrating, shifting are all action words that denote some sort of curiosity that the migrants use to look after the unknown, the unseen and in all this risk is laid behind. Look at our age and see how long it is in demarcating his life story. He packed his lot, swallowed a cold piece of bread and sifted his cool infusion and gave a lance to his feet. He walked and paced then he trots with heavy loads giving full prints behind.

It is indeed painful to see the flux of immigrants crossing the borders in search for a stable life, it is not even a daring act of bravery to quit one's abode especially a native place where one has steadily grown in. see the crowd of migrants in their nonchalant walk, one step forwards yet two backwards, they are reluctant to illegally violate others' countries where blame and shame drifted upon their shoulders as stormy rain (go home, we don't need you, go home niggers your place is not here)

Indeed an insult is more striking than an injury-the human dignity should be preserved and if it were for his good intention, the humiliated migrant would never move to the western world-the world that knows more compassions as he himself witnessed the haul cost of the two devastating wars to the extent WB Yeats longed for the second coming and expressed his doom through the slouching of the beast. The migrant of Africa; the Middle

East is still roving as a rogue yet his dignity is deeply surveying his act. He accepted to leave and dodge the bombings of his foolish mates who turned to the civilized world with deafened ears.

Money can render the sane foolish at times the human soul is perishing like winks of eyes, the migrants still on their move and in every mind thousands of tales are enfolded waiting for the stable moment to come to recount. Look at those migrants queuing before the barbed wire at a check point beyond the frontiers .See the moist damping on the collar of his vest, see him sneezing under the western frost in Slovenia-his shape is not quite apparent, a hole leaking in his shoes, he stood as a kingfisher on one foot. Certainly, his toes are numb.

Indeed, silence and numbness are the best cure for many neurotic diseases these days. Most people suffer unstably of physique and mind and when looking at adventurous illegal immigrants who sailed across the sea and die on the shores, one stands perplexed asking himself about the human soul that has no weight today. Infants are devoured by the oceans and furious tides just for the sake of another decent life. See the atrocities of the host countries that do not even care for the moving masses that swarmed the ports and the borders. Where is humanity? Where is the role of religion, who cares? Who challenges, he will never see the same fact in the coming dates catastrophes are everywhere? Who guarantees the stability for the few days to come?

Back to the migrant who abandoned his home country and left his countrymen alone, and even divorced his wife and children to no return is stooping somewhere under the rain, waiting for a departing train that will take him to an unknown destination. How painful to see the migrant's life

torn between his passion to reach his dream in the new found land and his stay under despair in a waste land Elliot has before long talked about-a total devastation will burn the hearts and push its bearer to quit, to chew the cud and travel incognito without any document-a sudden turning of the coat, a sudden upheaval can drive them mad where is the solution then and how will man understand that neither insult nor the blame could turn the man to a past state, but rather this only creates hatred and fury that none on the borders will accept as a civilized act for one good turn deserves another.

It is not then conceivable to chase innocents from their homeland to host them on another ground pretending this is a humane civilized act. A brave man should never fancy of such misdeeds. Bravery can be mirrored only through brave acts and it is the ground that only tells about.

Immigrants as profuse by pictures lived miserably in Europe and those whose destinies are yet on the living are for sure marked to eternity and if the stains do not appear on their physique, their hearts for certain are bleeding, and in the course of their exploration towards the far north, the more their hearts harden with the hardest climates they encounter-they have become numb in their pursuit of the new found land that stayed up mirages in their memories. Migrants look like migratory birds that, in trying to reach the crossed distance in certainty, they lost half of their value in their flight, in their height and in their thinking of their right.

Practical Activities

1. Comprehension Questions

1. What is a nomadic life?
2. What is mobility?
3. How can mobility affect mental and physical stability?
4. How can you qualify an immigrant?
5. According to the author, is the immigrant's life a pleasant one? Illustrate with some examples

2. Lexis: Answer the following

1. What is an alibi?
2. What is the difference between an alibi and an excuse or apology?
3. To stand perplexed
4. To chew the cud
5. What is a mirage?
6. To rock the chair
7. To give a lance to one's feet
8. An insult is more striking than an injury
9. To host someone

3. Writing:

Write a short descriptive account about an immigrant you know relating and describing his pursuit of a decent stable life.

2. The lost

He was lost when people are fed up looking after him under the broken wings of the furious tide there in the foreign country: She was lost when her husband and her family enjoyed her first festive company in the few days of her wedding on the Egypt land. They were lost in an airplane blast on their return to Russia. Thousands of humans are lost every day, yet some will, with time be remembered through their names, yet others will be forever lost-and a lost is a lost. Loss can be material or physical or mental-once upon a time a wise scholar compared a man's life to an oak tree, he said one is like an oak tree; yes, this is an intelligent spell of mind-

In fact, when the mind is lost, human's mind becomes devoid of all vibrating nerves, the man or the woman resembles the infant mind and he /she retreats to that naïve status-A great loss indeed. More illustrated nowadays and portrayed in the nonsense acts of city dwellers roving the streets, aggressing the passersby-they are not totally lunatics but are in the route, they act as rogues and thieves who hit anyone in the street and even reach their mothers with disrespect-For such a category, loss of characters seem to the label that can be obtrusively marked on their tattooed skins-The loss of character that another wise man reiterated: once the character is lost everything is lost.

So, let us not lose our direction, let us not lose our minds and turn lunatic. Loss has always been negatively seen; yet we may lose a bad habit something positive if one persists in doing it ; for every slaughtered matter is a good deed and we should never relinquish in life for we may score goals and lose the game in the end

The lost are those who do not know how to mark their names on the strand of time. There are thousands of ways on how not to lose yourself-the easiest being a helpful, a generous, a man of words, a cheerful person, a man who does not fall at times all people fall-a man of principles-In fact, the lost can be the orphan who does not find enough care in the warmth of his society, the one who does not have anyone by his side to advise him and to take by his hand;

In fact, the lost can be a breadwinner unable to feed his crowded dependents so he stoops and kneels to the circumstances, opens up his arm wide for charitable people; yet none could smile to him. The lost is indeed the aged widow living alone without anyone to care for at times of rainy days, snow and frost, without even some warmth from the neighborhood. This is the acute unprecedented loss to lead an empty life without even having small children to offer you a service-your loss resembles to half death that lingers its shadow on your enfeebled body pacing you closer to the grave.

The lost is the one whose fate does never smile, he works but his salary is very mean and could not suffice to feed the birdies chirping in hunger-he stops in his work and plunges his mind beneath his hands and lap and sees the other dark side of his life, he thinks of committing suicide he dares not commit-he raises up his eyes to the blue sky and gropes to the last strings of his fate and decides in his internal state to live and live by a hope that fluctuates within the departing hair of his mind. He stands up and weighs himself and looks backwards to his past and compares then he sees the other lost who is not better than him. He cools it down and takes the ease.

And not far from ,he remembers his neighbor the other lost - the married couple whose material state overpasses the imagination, many years of marriage, a longing for children, a great devotion and love that surpasses everything, they are waiting for their first child for long, gone through many medical treatments yet nothing, nothing seems on the rise; yet even divorce is impossible to grope to their minds-they are waiting but time is fleeting-this is a kind of loss that they look at and admiring stirringly without doing anything-they are thinking of adopting babies yet that is not the suitable decision-a bitter life that is lengthening in pain and sufferings. On the other side of the dilemma one can turn the page to the great loss, the loss of the divorced couple whose children are grown up or semi grown where the devotion between children to their parents could never be imagined.

The husband who decides to send a divorce notification to his innocent wife where she herself ignores the peevish decision her husband takes can bring foolishness to her mind. Children soon found themselves torn between mother and father- the father cannot remarry, the mother neither does so, the family is broken down and the warm home is split-is not this the great loss? How many people are lost in the fire, in the sea, in accidents, alone, in life, desperate, forsaken, workless, uneducated, homeless, orphaned, and divorced?

In fact, loss is a marking trait in human's life from the day he was born to the end of his life-in this purport, someone uttered that we are born in others' pain and die alone-so what is beyond the abnormal birth ? is there any kind of loss? the sting is always in the end, the lost is the one who loses his life and his beyond life, the one who does

not think that there is the eternal loss behind the misdeeds that smile and smile and seduce him . In fact, these are but symptoms of his real loss-Beware.

Dec 27th, 2015

Practical Activities for Teachers and Learners

Here are some class activities that you can use to develop language skills, spelling, vocabulary, style, mechanics, punctuation, and comprehension:

1. Vocabulary Building: The first activity focuses on vocabulary building. The teacher can ask students to look up the meanings of the following words from the text: furious, festive, obtrusively, reiterate, relinquish, enfeebled, unprecedented, grope, stirring, peevish, and misdeeds. After looking up the words, students can write sentences using them in context.

2. Punctuation Practice: The second activity is focused on punctuation. The teacher can provide students with a copy of the text without any punctuation marks. Students then work in pairs or groups to add the correct punctuation marks. After the activity, the teacher can lead a discussion on the importance of punctuation in writing.

3. Comprehension Check: The third activity focuses on comprehension. The teacher can ask students to read the text and answer the following questions:

- a. Who is lost in the text, and why?
- b. What is the wise scholar's comparison between a man's life and an oak tree?
- c. What does the loss of characters mean?
- d. Can loss be positive? Explain your answer.
- e. Who are some of the lost people mentioned in the text?

4. Grammar and Mechanics: The fourth activity is focused on grammar and mechanics. The teacher can provide students with a worksheet that contains sentences from the text with errors in grammar and mechanics. Students work in pairs or groups to identify and correct the errors. After the activity

3. The oppressed

He was born of seventh or ninth months old; yet he grew mature then old and in this long process he saw and witnessed many things; he learnt new and ancient things that might be forever traced and printed in his lifetime. Oppression was but a marking feature, a stain in his heart digging like poignant fiery pointed object. His heart became immune because that was the thousand times, he felt humiliated. He was in fact oppressed and belittled because he was quite a poor peasant whose life was more or less below the animal's life-downtrodden and exploited from the sunrise till the sunset. He was seen with a half squinting eye, a dim viewed creature because his sweat has never seen a moment of dryness; he works nonstop and he has never complained.

The oppressed is a human of bones and flesh; a creature like us all; a creature that has no shadow, he is the shadow himself because people refused to see his realistic shape. Yes, a scapegoat that is often charged with the heavy load to the extent he could never think of surviving to the next morning. The oppressed is downtrodden as if he is not born equally equal as the others, he descended from another planet-a baby of a mother or a child of the widow or the great man of the grand grand mother : they subdued the same process and then they pertained to the same mold; Why then those men suffer oppression?

Oppression is a misdeed not valued on earth and not valued in heaven. God despises the oppressors and ascribes their deeds to be hanged in the heaven, they are not mounted up and they are not sent down to earth. They receive rewards only when they kneel before the oppressed for forgiveness. The oppressed will soon receive the same sort

of punishment he bestows his victim with-Save the ones that at last discover how painful it is to belittle the human dignity and insult the root.

The oppressed that you see has never born oppressed but time has made of him an enfeebled creature that deserves not the blasphemy he receives from his surroundings. Time has shown that the oppressions of the individuals are less acute than the oppressions one receives from the group. A group of misfits can accelerate the process of oppressing the oppressor and can let the influx of blood rotate in an ever-increasing rate leading thus to neurosis and psychological states where the oppressor, once robust and strong as an elephant in size turns a lunatic like and his mind becomes narrowed and shrunk.

His mind becomes wiser than a bird and more stubborn as a donkey and in the course of time, he starts mocking the others and gradually turns to an oppressor himself because he is marked with this trauma-a trauma that burned his heart to the grave. In fact, oppression breeds oppression and this gives life hatred feelings of eternal doom- a despised sensation that no one with dearest passion could ever bear. It is better then, not oppressing the mean creatures though inhuman to live in eternal bliss and loved by anyone-

Dec 30th, 2015

Questions on the Essay:

1. Who is the oppressed in the essay, and why is he oppressed?
2. What effect has oppression had on the oppressed?
3. What does the author mean by "oppression breeds oppression"?
4. How does the author suggest that oppressors can receive forgiveness and redemption?
5. What is the author's view of oppression, and how does it relate to morality and religion?

Comprehension Activities:

1. Summarize the main points of the essay in one paragraph.
2. Identify three quotes from the essay that support the author's view of oppression.
3. Write a reflection on how the essay has affected your understanding of oppression and the importance of treating others with dignity and respect.

6. The desolate women

Women fall into four categories-there are women who like living in luxury and do not think of the rainy days where the land is covered up with swamp and damp. They like amassing all what is precious as diamond and precious stones. They think lowly and their scope is limited and serves a short span of their lives. There are women who live by the mean and do not incite their husbands to suffer after. They like to live on self-satisfaction. There are women who care much to bring children whatever without caring too much about their husbands' income. They oblige their husbands to work in double, get tired and spend the rest of their lives sleeping in bed. There are women who toil and toil for all their lives, yet they cannot live decently; hard working creatures who feel they had no chance in this life-as desperate as polluted foam that does not serve the thirsty groovy land.

The desolate women are those unfortunate ladies whose social status has not seen too much daylight-they are living, they are moving but they still feel their chance does not smile to them in matters of future expectancies-they share boredom and monotony and see themselves as birds of ill omen-Desperate women who have not yet found their equitable partners that share their load-the physical ,the mental and the spiritual. Women of such rank and file deserve respect because they are too patient to see their elders living in luxury with plenty of happy returns.

Yet, they themselves are in pursuit of pipe dreams where the flail beaters send high their distant sound. They seem desperate because they are socially grown up with age, creatures that have no right to gain and with time they have started to lose their verve. Vain said the viewers who

partake the view that no one is wanted in this life; for we are all wanted in the sphere where we exist.

Still, thousands but millions of desperate women who live in miserable condition, there on the rural region where life seems very primitive; they still amass wood to build a fire or live on torches as a lamp. Desolate women who worked agriculture and do hard breaking jobs, carrying heavy loads along the serpentine narrow paths in darkness bare footed leading the herds to the mountainous pastures surrounded by furious wolves alone fighting the risk.

Desolate are the women who stayed all night surveying their children because they are living as widows on the grottoes. Desolate are the women who travel for distances and commute to gain a piece of cold bread. When they early start at dawn they look as shadows that lengthen in the streets and when coming back home, they linger and stagger as drunks of tiresomeness-what a dreary life for a dreary woman? No right but might-they are still patient and accept this risk taking for the sake of their offspring-Poor creatures enveloped in mean pieces of cloth that give them the shape of humans-they are active, they don't like death-life has made of them shadows that run after survival.

In fact, Darwin laid it right, survival of the fittest; hence without their sacrifice and devotion to hold straight and cling to their thin dream and hope, life would have collapsed in an instant-Thanks to those desolate women that life is still going on they are more than tenacious in filling the gaps their husbands have long relegated to time. Yet those innocent women did not to time cede and falter from their acceptance to the rule. Patients are so resolute to win the decency that will soon come back one day and women will conquer and vanquish.

Let us all be birds of good omen and hope for the better to see those desolate creatures crave for what their predecessors were deprived of. In this way, we bring certain degree of elevation in women's spirits. Women are, in fact, jewels and gems that give a pinch of verve and enthusiasm in human's life. They deserve a great respect.

Jan 1st, 2016

Classroom Activities

1. Comprehension Questions:

Create a set of comprehension questions related to the essay. You can include questions about the different types of women mentioned in the essay, their characteristics and their social status. You can also ask questions related to the challenges and struggles that the desolate women face.

2. Reading Comprehension Activities:

Provide students with a set of questions related to the essay and ask them to read the essay and answer the questions. You can also ask them to summarize the main ideas of the essay in their own words.

3. Vocabulary Building:

Create a list of challenging vocabulary words from the essay, such as desolate, incite, verve, tenacious, vanquish, etc. Have students work in pairs or small groups to define each word and use it in a sentence.

4. Grammar and Style Exercises:

Provide students with examples of different sentence structures used in the essay, such as simple, compound, and complex sentences. Ask students to identify the different types of sentences and to analyze their structures. You can also provide examples of different types of figurative language used in the essay, such as metaphors and similes, and ask students to identify them and explain their meanings.

5. Spelling Practice:

Provide a list of challenging words from the essay and ask students to practice spelling them. You can also provide a list of commonly misspelled words and ask students to practice spelling them correctly.

6. Group Discussions:

Organize a group discussion related to the essay. Ask students to share their thoughts and opinions about the different types of women mentioned in the essay and the challenges faced by the desolate women. Encourage them to express their own opinions and to listen to and respect the opinions of others.

7. Writing Prompt: Ask students to write a paragraph or a short essay about the importance of women in society, using the essay as a reference. Encourage them to use examples from the essay to express their own opinions.

Free extracurricular Activities:

Pair with your peer and think of other series of questions related to desolate men.

5. The Orphan

The concept of an orphan, or a child who has lost one or both parents, has been a prevalent theme in literature, art, and culture for centuries. The orphan is often portrayed as a sympathetic figure, one who is vulnerable, disadvantaged, and in need of protection and care. In this essay, we will explore the various representations of orphans in literature and how these portrayals reflect wider societal attitudes towards the orphan.

Firstly, orphans have been used in literature as a device to evoke sympathy and to highlight the inequalities of society. In Charles Dickens' novel "Oliver Twist," the orphan is depicted as a victim of the harsh treatment meted out to the poor and destitute in Victorian England. Oliver's plight and eventual redemption serve as a critique of the social and economic conditions of the time. Secondly, orphans are often portrayed as outsiders or rebels, challenging the established order of society. In Mark Twain's "The Adventures of Huckleberry Finn," the protagonist is a boy who runs away from his abusive father and teams.

It is in fact a great loss for those whose life was condemned by the loss of one or both parents. People used to pass their hands on the baby orphan as a sign of cooperation and share of feelings. The orphan boy needs a kind of rescue just the moment he lost his parents before the gap widens and the injury digs deep.

It is there the compassionate hearts that start to strengthen.

Orphans constantly weep with their dried eyes; they see and consider, observe and weigh their sufferings alone. They stand as onlookers looking at people in them to and from. When you look at them, you read in their eyes plenty

of latent intentions as if they want to tell something but they could not-It is for the passersby to read their hidden aspirations-Orphans need someone to direct them, to advise them and take by their hands.

We should preserve the orphans' needs because we ourselves are orphans one day when things take another turn. Being orphan is not a weakness or a scar one should be intimidated of ; but on the contrary, orphanage is a great school that breeds contempt yet it rears the generation to rely on themselves and live by the few people possess. Life is not only money but good deeds. These are often more valuable to the human's merit in comparison to wealthy possessions with bad intentions.

Being orphan is a heavenly test God bestows upon the orphans' shoulder to enable them measure their spiritual strength. Indeed, it is more than courageous to leave one's parents while an infant be. It is not given to anyone but to the strong bearers who know the value of living alone at often times secluded by the merciless society where the single grain of wheat is really wanted.

God has in the long run created this isolated atmosphere of total seclusion because he perfectly knows the degree the orphans could resist and endure and then in the other running line, a great virtue and reward will be assigned to those sufferers. And though they suffered miserably in the conflict and the mistreatment within the social flails, the orphans will imbue from the meddled water, they will overcome and succeed at the end to become themselves breadwinners of other dependents that they will teach the true merits of being orphan.

January 6th, 2016

Practical Activities

1. Linguistic activities/exercises:

1. Identify the nouns, verbs, adjectives, and adverbs used in the essay.
2. Rewrite the essay using different sentence structures and varying the length of sentences.
3. Write a summary of the essay in your own words.
4. Write a paragraph describing the tone of the essay.

2. Punctuation activities/exercises:

1. Identify the different types of punctuation used in the essay and explain their functions.
2. Rewrite the essay without any punctuation and then add the correct punctuation.
3. Rewrite the essay using semicolons and colons to connect ideas.
4. Add commas where necessary in the essay.

3. Comprehension activities/exercises:

1. Write a list of questions based on the essay and answer them.
2. Write a paragraph summarizing the main idea of each paragraph in the essay.
3. Rewrite the essay in your own words.
4. Identify the author's purpose and audience in the essay.

4. Stylistic activities/exercises:

1. Identify the figurative language used in the essay and explain their functions.
2. Rewrite the essay using different literary devices such as simile, metaphor, and personification.
3. Write a paragraph analyzing the author's use of tone in the essay.

4. The invalid

The one-armed old aged man crumbled alone in trying to lift up the heavy load. He waited for long to see a passerby that he stopped and begged for help. Unfortunately, the other rescuer had just one arm. When the passerby approached, the man made an SOS message, yet the message was doubly re-sent to him. He could not help. what a pity for such a category of people whose defects made of them creatures living offside by those who did not consider how the lame and the maimed creep upon the miseries of the society to earn a living.

Invalidity breeds contempt to the bearer and builds pity upon the onlookers. People with humane feelings can not only try to treat the invalid's injury by some spiritual healing, but they even interfere to give a helping hand to those in need.

Invalidity should not be seen as a defect; in fact, it is a physical defect but not a mental hamper to those who long for height. Nothing ventured, nothing gained for every because there is a good intent. What is the mind for if we don't use it reasonably? There is a counterpart in any devotional deed for the creeds are truly recompensed. An invalid is sometimes better than a physically sane whose laziness doubled in size day after day.

Look at the realities of life and see how many invalid people drive their cars, score goals in sport activities and set records in academic contests. But they have never faltered and relegated their will to do to other days. They are easy going and however, they give more energy to what they aspire to. They never give a chance to laziness to creep in

their minds and are often good examples for the physically sane.

Invalidity is a heavenly bestow, one should never get fussed with it-Invalid people are accustomed to their own defects to which they are proud of because they believe in themselves that the gift has to be accepted whether it is good or nasty. Hence, whatever the quality of the donation, we have to accept it and be satisfied with-Beggars are not choosers. In fact, nobody is perfect and we all embrace a germ of imperfection within ourselves -some germs are apparent but others are latent.

This is a part of human nature that we humans have to admit.

An invalid should have his place in a normal society; he is needed as a positive member where his contribution has its weight. A blind can produce manual things as brooms and kits though his eyes are impaired. A lame can climb mountains and reach the summit, a stammered can produce a form of language and can convey messages, a deaf and dumb can transfer their vocal load though a compilation of body language and paralinguistic features.

The mystery in all this is that God has assigned different role playing to different people where every single member of the universe deciphers his intentions through this multitude of webbing and connections called communication. Hence, an invalid can transmit his awes to the society where he lives, to the neighbors he every day meets, to the organization in charge of uplifting his sufferings and to his parents.

He can make a Godly request not to heal his validity but as a thanking for the blessed gift he endowed him with. He reiterates it openly, I need my health, my strength to do

better than this-Thank God Almighty, might can bring light and right. Please do not curb my longing for the eternal pursuit of happiness though I feel despised by the other world.

January

6th,2016

Practical Activities

Practical Activity 1: Empathy exercise

1. Divide the group into pairs and assign one person in each pair to be the "invalid" and the other to be the "helper."

2. The "invalid" should think of a physical limitation they currently have or imagine having, such as blindness or a missing limb. They should share this limitation with their partner.

3. The "helper" should ask questions to understand the limitations and then suggest ways to help them with daily tasks, such as opening doors or carrying groceries.

4. After the exercise, have the group reflect on their experience. Did they find it difficult to put themselves in the shoes of the "invalid"? Did they learn anything new about the challenges that people with disabilities face?

Activity 2: Personal reflection

1. Have each person reflect on a time when they witnessed someone with a physical limitation being treated unfairly or not given equal opportunities.

2. Ask them to write down their thoughts and feelings about the situation.

3. Encourage them to think about what they could have done to help or what they can do in the future to prevent similar situations from occurring.

4. After everyone has finished writing, have a group discussion about their experiences and what actions they can take to promote inclusivity and equality for people with disabilities.

Grammar Activity:

1. Choose several sentences from the essay and remove some of the words.

2. Have the students work in pairs to try and fill in the missing words to create grammatically correct sentences.

3. Afterwards, discuss any grammar rules that were used and any common mistakes that were made.

Example: "Invalidity should not be seen as a defect; in fact, it is a physical ____ but not a mental hamper to those who long for ____."

Punctuation Activity:

1. Choose a paragraph from the essay and remove all of the punctuation marks.

2. Have the students work in pairs to add the correct punctuation to the paragraph.

3. Afterwards, discuss the importance of punctuation in writing and how it can affect the meaning of a sentence.

Example: "An invalid is sometimes better than a physically sane whose laziness doubled in size day after day."

Comprehension Activity:

1. Choose several quotes from the essay and write comprehension questions related to them.

2. Have the students read the quotes and answer the questions.

3. Afterwards, discuss the answers as a group and any areas where there was confusion or misunderstanding.

Example: "Invalidity breeds contempt to the bearer and builds pity upon the onlookers." - What does the author mean by "invalidity breeds contempt"?

Reading Activity:

1. Have the students read the essay out loud in small groups.

2. Encourage them to take turns reading sections and ask each other comprehension questions along the way.

3. Afterwards, have the groups share their favorite quotes or ideas from the essay and discuss as a class.

Example: "An invalid should have his place in a normal society; he is needed as a positive member where his contribution has its weight."

7. The imprisoned

He was a bulky stout man with a geisha girl tattooed in his forearm, a sign of cupid bravery that he had for long boosting his enemies against. When he entered the prison in his first days, he was violently becalmed. Furious as a horse he towed and pushed the guards as a horse that tore its harness. Yet little by little the heavy rain came upon the flexible stem to put it to ruin, an enfeebled soul in an enfeebled body.

He started losing most of his energy when put into the arena for contests. Everybody beats him and when looking at him, he appeared as an innocent baby that time had scorned for ages. He was secluded and seemed hurt by the total sum of years he had to pass in prison-In fact, remorse comes at the end when the prisoner discovers at last that a portion of his lifetime has gone.

There he stood near the exit door of his prison-The president gave him a seasonal grace and he saved one more year in his prison life to spend it beside his twins that had already grown to the extent they had not recognized him. Fortunately, his wife, a lady as strong as steel suffered a lot during his absence and who heartedly devoted her life to the twins. Though she was penniless, she managed to borrow some money to give a solemn hearty meal to her husband to lessen from his nostalgic flame and make him feel at home. That was an act of bravery that she did. She was ready to forgive him for his penance that he inflicted upon her person.

He did drink heavily and beat his wife to death. A case of discontentment she suffered alone and she had no one to narrate her story to. She was an orphaned lady that her parents trust to the drunkard husband. He was jobless and

she used to work as house cleaner just to gain the few coins for her own family subsistence. She was beaten many times as a wild beast but she could not do without. She surrendered and gave her own confessions to God; she was waiting for the day she would get rid of her sly husband. There came the day when her husband was caught red handed, he was handcuffed and led to prison. Since then, the lady felt some kind of tranquility where she devoted most of her time breeding the kids.

See how many cases in the world share the same fate, where the husbands turned a deaf ear. They felt irresponsible and finally paid the tribute. Life beneath the cage demolishes faith and ruins the thinking memories. How many imprisoned entered the prison hole very young to depart from it old where everything seems to end just a few years to live, and what life like to live at an old age- everything is awesome and nasty; friends that used to hug you get more distant, your kin no sooner came to see you- One feels a total desolation and the grave seems approaching day by day. See the allegory one may take from the bird eye view upon one destructed life.

Life in the prison is not the right solution for those who think with their heart and abuse their strength in doing childish game until the moment they are summoned to pay. The imprisoned came back to his family reunion and remembered the last days he sat face to face with his wife; yes, he remembered well the jolly atmosphere his wife created by smiling, laughing and adding the pinches of salt in her husband's soup and saying in herself " salt for salty people_ an instinctive voice whispered from her inside informing her of her future with the husband- a bird of ill

omen flew in her memories to the extent she stopped her recreation to sift some water and pause.

One week later, the catastrophe as predicted fell upon her. Her husband accidentally killed a boy in a state of drunkenness. Poor fellow he was taken to the prison. Look how the human's fate is shaped by his own hands. There is no better than modesty in living, in walking, in eating, in speaking and in clothing. Things that are profane should have no place in a good citizen's memories. The imprisoned is the only loser of all that vicious circle; to commit a crime, spend years in prison then a release then imprisonment another time.

Wife suffers, children suffer too; family dislocation, a mental void and separation, another burden for the family and who knows what ensues from the catastrophic situation; a deviation of children or the mother, or the closing of the house. There are many housewives that abandon everything and seek another life, another husband or do commit suicide or commit other wrong doings to join their husbands in the cage where wings will grow and the birdies will be ready for another flight.

January 16th, 2016

Practical Activities

1. What does the geisha girl tattoo on the protagonist's forearm symbolize?
2. How did the protagonist's behavior change over time in prison?
3. What happened when the protagonist was put into the arena for contests?
4. Why did the protagonist's wife borrow money to give him a hearty meal?
5. What led to the protagonist being sent to prison?
6. How did the protagonist's wife suffer during his absence?
7. How did the protagonist feel when he was released from prison?
8. What lesson can be learned from the protagonist's story?
9. What impact does imprisonment have on families?
10. What might be the consequences of a housewife abandoning everything and seeking another life or committing suicide?
11. What is the subject of the passage?
12. What is the geisha girl tattoo a sign of?
13. How did the prisoner's behavior change over time?
14. What happened to the prisoner when he was put into the arena for contests?
15. What did the president do for the prisoner?
16. Who suffered during the prisoner's absence?
17. What did the wife do for her husband when he was released from prison?
18. What did the husband do to his wife?
19. What was the wife's profession before her husband was imprisoned?

20. How did the wife feel about her husband before he was imprisoned?
21. What happened to the wife after her husband was imprisoned?
22. What is the message of the passage?
23. What is the tone of the passage?
24. Is the passage written in first- or third-person point of view?
25. What is the significance of the "bird of ill omen" in the passage?

8. The Dead Before their Death

Scorned be those living in luxurious springs forgetting about the dead masses around the world-there in Asia and in Africa where the mostly famine-stricken creatures creep as reptiles in the pursuit of a cold piece of bread they have ever seen in their dreams. Overwhelmed by the daily burdens of feeding their dependents, laborers snatch at the soil roots, gather the seasonal plants to sell them in the markets, no work that can help them subsist except those risky jobs as working in black mines, gathering garbage, doing hard back breaking jobs with mean interests.

Their days seem interminable as they started working from the early dawn to the late hours of the day. Most of them could have no chance to see daylight and could not even see their offspring whose preoccupation was mostly working as slaves in fields and gardens against few hot meals.

The whole family is recruited to work and in their perspiring occupation, they feel a certain freedom working and doing their jobs with faith. They feel the responsibility of ensuring their sense of integrity. Life for them is but a torrent of downpour of routine problems that end with their demise. Poor, mean creatures that long for the rising sun that could bring some warmth and light to their gloomy dreary life.

In fact, they looked desperate and their lives seem to wade in the unknown silence. They screamed but internally, nobody could hear their enfeebled voices-they are dead before their time. What a living? Their far cry as their disciples in the oppressed world is marked to eternity in a world giving deaf ears. The world does not want to hear them and pay a glimpse to their continuous moaning.

When recounting man's deeds on this earth, one may stand perplexed; for some have attained the zenith and are blessed, a proud act that deserves praise; whereas some others are down trodden and could not have a chance to do charitable acts; they have not even got to satiety in their life time and are caught between to give or not to give and they ultimately fall a prey to time; they suffer and cannot resist, they blame their own lives; yet they die before their time that death could come to them but more than often.

March 8th,2016

Practical activities

1. Reading Comprehension Questions:

1. Who does the author say are scorned in the opening sentence?
2. Where do the famine-stricken creatures mentioned in the essay live?
3. What kind of jobs do the laborers mentioned in the essay do to subsist?
4. Why do most of these laborers not get to see their offspring?
5. How does the author describe the lives of these impoverished individuals?

2. Writing Prompt:

Write a response to the essay that discusses what can be done to help alleviate the suffering of those who are impoverished and overlooked. Provide specific examples of organizations, policies, or individuals who are making a positive difference.

4. Stylistic Analysis:

5. The author uses vivid and emotive language to convey the sense of desperation and hopelessness that many impoverished individuals feel.

1. Sort them out

The repetition of the phrase "dead before their time" throughout the essay underscores the idea that these individuals are not fully living, but merely surviving.

2. Do you agree or disagree-Justify your position

The use of metaphor, such as comparing the laborers to reptiles and the problems in their lives to a torrent of downpour, adds to the evocative tone of the piece.

3. What does it add and how?

The author also makes use of rhetorical questions, such as "What a living?" to prompt the reader to consider the injustices faced by these individuals.

6. Comprehension Analysis: The essay paints a bleak picture of the lives of impoverished individuals in Asia and Africa, who must engage in risky and laborious work to subsist.

7. Can you locate these?

Many of these individuals do not get to see their offspring and are caught in a cycle of poverty and desperation. The author suggests that these individuals are "dead before their time," as they are not truly living, but merely surviving.

8. Elaborate more on this.

The essay highlights the need for greater attention to be paid to these overlooked and marginalized populations.

9. The Sufferers Around the World

Vain is life of sorrows and melancholy that pervades its shadow on the nonchalant victims of the world. The atrocities of life exist everywhere; the sweetness of a decent life seems but a mirage. Everywhere people are living in agonies of wars, mass death that swarmed the papers whose headings are gemmed with bombastic words of tolling deaths. Even the climatic changes have affected the living beings-flood everywhere, people stuck in mud, helpless weak old aged and children send their far cry to the giants; yet no rescue.

Road accidents have ravaged millions of drivers' souls in their mad driving. The world has gone mad for race on the road is marking the day. Though the world is fast changing yet eccentric diseases that never heard of have reemerged to take millions of innocents' lives. A medical treatment, with modern health inventions, has not been too much effective in an advanced age.

Look how all people struggle for survival; a term that social Darwinism has long evoked. People kill one another, oppress themselves, exploit the feeble and get enriched in a world that pretends its true adherence to democracy where equality reigns and freedom of expression is highly applauded. Yet, thousands of journalists are imprisoned because they want simply to transmit their agonies to the entire world.

The daily statistics have thousands of times reiterated the status of women beaten at home, harassed and assaulted. The rate of such dislocation is alarming. People around the world are suffocated by the mute silence the other world is expressing-the world in its unbalanced fabric deserves a

shaking push that renders equity to the oppressed in his appalling woe.

Mortality, delinquency, morbidity in their slow killing acutely stain the human spirit with plenty of marks that in healing one, the individual surrenders to the other. In fact, the sufferers in this world are caught in a quagmire whose thick mud never to man renders his freedom. A caught bird, a one wing caged half broken spirited envying a risky freedom that if not instantly gained will burnt out the sufferer's rest of his life.

March 8th, 2016

Practical Activities

Group Discussion: Have the learners read the essay and then divide them into groups. Each group can then discuss the different types of suffering highlighted in the essay, and then share their thoughts and opinions on the following questions:

1. What are some of the causes of the different types of suffering mentioned in the essay?

2. What solutions can be proposed to help reduce suffering in the world?

3. What role can individuals play in helping to alleviate suffering in their communities?

Debate: Divide the learners into two groups, with one group arguing that individuals are responsible for their own suffering, and the other arguing that external factors, such as societal or political systems, are responsible. Each group can then present their arguments and counter-arguments.

Personal Reflection: Ask each learner to reflect on a time when they or someone they know experienced suffering. They can then write a personal reflection on their experience and share it with the rest of the class.

Research Project: Assign each learner a specific type of suffering mentioned in the essay (e.g. road accidents, climate change, gender-based violence), and ask them to conduct research on the causes and effects of that type of suffering. They can then present their findings to the class.

Creative Writing: Ask the learners to write a short story or poem that illustrates a particular type of suffering mentioned in the essay. They can then share their writing with the rest of the class.

Case Study: Provide the learners with a case study of a person who has experienced significant suffering in their life (e.g. a refugee, a survivor of domestic abuse, a victim of a natural disaster). The learners can then analyze the case study and discuss ways in which the person's suffering could be alleviated.

Guest Speaker: Invite a guest speaker who has experience working with individuals or communities that have experienced significant suffering

10. The Silent Voices

How complex is the human character. How intricate is the understanding of the human construct namely the psychic part of it? Man, by nature differs in behavior, attitudes, drives and aspirations. There are the violent that use their physical power to reach their goals and satisfy their needs. However, there are others who prefer peace as an arm and believe in getting their rights through smooth alterations according to circumstances.

But there are those who stand in between, they neither use their strength nor believe in peace-they are the silent who let things to the providence-they chew the cud, are always silent and confide in their own confinements as if they speak from their eyes. They need special lenses to be seen; they are always left to themselves as if they want to live a secluded life; hence, they suffer loneliness and seclusion

Silence can manifest itself through inner inspirations driven by the sufferer bearing patiently his awe, yet he never has the daring wish to let his secret out. The silent voices are then often let to the face and mind readers to interpret the inner symbolic traits.

When touring this vilest world, one may discover that millions of isolated souls live in a complete overwhelming silence that haunts the forgotten souls spread over the filthy streets of the wounded world. Indeed, those who have refused to say their mind and marry silence or trivial speeches are in history setting records that its pages will never to time detract and set faults. Even the mutes have their own words to say, and even if their abilities are in their prime maturation, they always have something they want to express.

The baby may cry as a fault impression but for sure behind every gesture a secure reason is carefully ascribed. A mother has to hurry for her baby's rescue and if it happens, she does not rush in time, a depressive emotional mark will set upon the baby's mind. Imagine the millions of silent nomadic, refugees, immigrants, globetrotters, the orphans, the maimed who traverse both the lateral as well as the longitudinal course of this universe.

Aren't they silent handing their hands bare in the open as glossy as a glass; some are dark and frosty; others are warm and could not even dare get their hands off their pockets? The world, we hope, will not be silent as most of the lower layers of society are living below zero level. Who cares with a pesting tribute to dare and shake the silent minds, to uncover the awe, the wound and think on how to sooth the impaired souls? Such dire circumstances cannot be hidden but healed. A responsible mature mind has to dig deep then seek the problem from its root cause. It is easy to say but it is difficult to do.

April 6th, 2016

Practical activities

1. Grammar: Identify the verb tenses used in the essay and explain the reason for their use. Rewrite the essay by changing the passive voice to active voice.

2. Reading Comprehension:

1. Create a list of vocabulary words from the essay and define them.

2. Write a summary of the essay in your own words.

3. Spelling and Mechanics:

1. Proofread the essay and correct any spelling or grammatical errors.

2. Edit the essay to improve the sentence structure and clarity.

4. Academic Writing:

Write an argumentative essay on the importance of communication in society, using examples from the essay.

1. Write a research paper on the effects of social isolation on mental health, citing references from the essay and other sources.

5. Reflective Writing: Ask learners to reflect on their own experiences of feeling silenced or unheard, and to write about their thoughts and emotions related to those experiences. Encourage them to explore the similarities and differences between their own experiences and those described in the essay.

6. Group Discussion: Facilitate a group discussion on the themes presented in the essay. Encourage learners to share their thoughts and perspectives on the impact of silence and isolation on individuals and communities.

7. Research Project: Assign a research project on the topic of social isolation and its effects on mental health.

Have learners explore different studies and articles on the subject and present their findings to the class.

8. Creative Writing: Invite learners to express their thoughts and emotions on the topic through creative writing. They can write a poem, short story, or personal essay that explores the theme of silence and isolation.

9. Role-play: Divide learners into pairs and have them role-play a scenario where one person is feeling isolated and unheard, while the other person tries to listen and understand their perspective. Encourage learners to practice active listening and empathy in their role-play.

10. Community Service: Encourage learners to get involved in community service activities that address issues of social isolation and mental health. This can include volunteering at a local homeless shelter or community center, or organizing a fundraising event for a mental health organization.

11. The Divorced

Vain is the husband who declares himself exempt from the burdens of life. Vain hope for those who decide to divorce. A profane name for an unprecedented fame. DIVORCE-a nasty word to proclaim; for its calamities stain the heart and bring harm to the dissolute. Under its shadows, children endure the dire circumstances and drink the gull for no sweetness in living detached from parents and their compassion. The world cannot stand on one leg: live a cock or die a hen. Husbands need to revise their decisions and think of the first days they entered the marital cage; review their promises and see to their own states.

Remorse exists but it is better to know how to shun it at times of anger. There are many ways on how to skin a cat. Let divorce be your final step-you can relegate it to a future time when you sit alone thinking about a perfect outlet for a bright future. Haste makes waste and once the bed is made you must lie.

Divorced couples do not only impair their own lives and cause harm to their own spirit by creating another molehill difficult to climb. The ladder has to be carefully made to succeed to mount the hill, for it is easy to descend than to ascend. As you made it easy for you to marry though marriage demands time, try to make it easy for you to co-exist with your new partner and share the sweet and the bitter with-remember the marital ties on which you first set your premises where you set an oath to live with your future wife through thick and thin.

There is no pleasure in living an isolated desolate life for both the husband and his wife They used to live close to each other when suddenly, things take another turn. Man, in his preceding historical background is a woman's birth,

another fabric of woman's ribs. Clemency at times of distress should be promoted for the hand that kills and causes harm may be licked for compassion. See the little lamb that frets and licks the hand of the butcher who is going to slit his throat. That may happen to a divorcing couple.

The flame of hatred feeling is groping to the hearts fast to get accumulated than deflate in the same manner as William Blake's poem on anger for anger moves rapidly in the veins to blur the human's eyes, to act blindly causing the long ties to dismantle; a peevish act that leaves its stains for a deep scar that none but the couple feel yet in the course of time, the great remorse the next progenitor will sustain.

Hence, pain and another growing pain...please once you feel overwhelmed with craze, hold your tongue; not to utter the profane-divorce divorce where such a peevish word may confine your life into hell and make the sage of the whole nation put upon your belittled person the harshest blame.

May 29th,2016

Potential Classroom Activities

These activities can help students develop a deeper understanding of the complexities of divorce and its impact on individuals, families, and society. It can also provide an opportunity for students to reflect on their personal experiences and share their insights with others.

1. Group Discussion:

Divide the class into small groups and assign them to discuss the essay's central argument. Encourage students to share their personal experiences and opinions on the topic. Facilitate a discussion on the advantages and disadvantages of divorce and the impact it has on individuals, families, and society.

2. Writing Reflection:

Ask students to reflect on their personal experiences with divorce. Have them write a reflection on the emotional, psychological, and social challenges they faced during the divorce process. Encourage students to share their reflections with the class and discuss how their experiences relate to the essay's argument.

3. Research Project:

Divide the class into small groups and assign them to research the social, psychological, and economic impact of divorce on individuals and families. Encourage students to present their findings in a creative way, such as a video, infographic, or podcast.

4. Role-Playing Exercise:

Have students participate in a role-playing exercise where they act out a divorce mediation session. Assign roles for each participant, such as the divorcing couple, lawyers, and mediators. Facilitate a discussion on the challenges and benefits of divorce mediation.

5. Creative Writing Exercise:

Have students write a short story or poem inspired by the essay's themes. Encourage them to explore the emotional, psychological, and social impact of divorce on individuals and families. Facilitate a discussion on the different ways in which literature can help us understand and cope with difficult life experiences.

12. The Empty Soul

The soul, an enigmatic fleeting spirit that embodies the core of the living and the dead, a gifted celestial empowerment that enlivens the heavy bodies as well as the light feathered. The soul dwells the human body to give it energy, another fillip to his eternal life that is controlled by the same soul. It generates endurance as well as it enfeebles the course of human life to its down trodden sphere-death. The soul in its invisible shape dwells the creatures and give them a unique distinct personal feature characterized as light or heavy soul.

Two types of people deserve this appellation. There are those whose souls are heavy lighted and there are those who are light lighted. They pass amidst the other creatures unnoticed, unfelt and when conversing with people, their way of chatting with others appear as a disappearing shadow that people often crave to live long. Yet, their smooth tongues are so particular and well pointed; so they disappear but their soul still hovers around. Thanks to their sweet words and smiling fashion, they are not easily forgotten. Such spirits that die young and fools live long.

What a sterile life without such imminent figures that add more colorful pictures to the steady life? Imagine a serious life that reigns over the various spheres of life where no one is remembered by only private ends that dominate. Life would be dull, monotonous and full of somber dark residues that give more hues to the devilish world.

However, more heavy souls are fluttering their shadows on the earth these days; yet with no principles and no features that give them moralistic trends. They rove the streets as social bores, to disturb the serious lads. They act as pests in the vilest world, to act as villains, as misfits whose material intentions are driven apart. They don't even have the courage to speak trustfully, to convince people about their drives in life.

They lie, they cheat on people and they live, a non-principled life. The way they proceed in life is easily forgotten because they are not as true as they believe. What a fake personality they show and live by. Poor creatures whose fluctuating personalities give them a shaky shape that no one dares believe in. They socially live isolated and marginalized. These are the empty souls that give more harm and injury to human beings and have never in their lives thought on how to do good.

These sorts of people are cursed and their lives get darker the more they live because of their bad intentions. They live as they die and are easily forgotten and left to themselves—they are no more part of history where another page is but on them turned. Poor insane lives, their deeds haunt them wherever they move and the cursed label is still pursuing their offspring; hence solidifying the slogan as father as son, if well noticed, one can observe it through the next generation who bear the same traits; you may kill the

hissing serpent on the body that quickly grows but if you miss the head you miss everything because once upon a time the snake said, “If you hit my body I regenerate but if you impair my head, I’ll live.”

Hence, better kill the wicked people by hitting them on their heads; otherwise they still produce other snakes and the same life story will be told-The empty souls will yield other empty souls and life will soon be inhabited by devilish creatures that impair life for everybody; hence reinforcing the idea that Satan will allure the majority who drive other majorities and Hell will be proclaimed.

July 25th,2016

Practical Activities

Host: As a host, you can organize a classroom activity that focuses on exploring the concept of soul and its impact on human life. The following are a few activity ideas for your consideration:

1. Soul Mapping: Ask the students to create a visual representation of their soul. They can use different colors, shapes, and symbols to represent the different aspects of their soul, such as their personality traits, values, beliefs, and experiences. After creating the soul map, ask the students to reflect on their map and share their insights with the class.

2. Soulful Storytelling: Ask the students to share personal stories that demonstrate the impact of soul on their lives. They can share stories that highlight the importance of values such as kindness, empathy, and love. This activity will help the students understand the significance of soul in shaping human behavior and relationships.

3. Soulful Music: Play some soulful music in the classroom and ask the students to reflect on how the music makes them feel. They can also discuss the role of music in connecting with the soul and how it can impact human emotions and behavior.

4. Soulful Poetry: Ask the students to write a poem that explores the concept of soul. They can use metaphors, similes, and other literary devices to express their thoughts and emotions. This activity will help the students develop their creativity and critical thinking skills.

Varied Practical Activities: Here are a few varied practical activities that can be included in the class to make the learning experience more engaging and interactive:

1. Group Discussions: Divide the class into small groups and assign them different sections of the essay. Ask them to read and discuss the section and share their thoughts and insights with the class.

2. Role-play: Ask the students to role-play as characters from the essay and act out the different scenarios mentioned in the essay.

3. Reflective writing: Ask students to reflect on the concept of the soul and what it means to them. Encourage them to draw on personal experiences, cultural or religious backgrounds, and philosophical readings. Have them share their reflections in class or online discussions.

4. Debate: Divide the class into groups and assign them either the position of defending the idea of heavy-souled individuals or empty-souled individuals. Encourage them to use critical thinking and research to support their arguments. Have them present their arguments in a formal debate format.

5. Character analysis: Assign students to analyze a character from a novel, play, or film who embodies either heavy-souled or empty-souled qualities. Encourage them to identify specific traits, behaviors, and actions that reflect their understanding of the concept.

6. Creative writing: Ask students to write a short story, poem, or song that explores the theme of the soul. Encourage them to use literary techniques such as symbolism, imagery, and metaphor to convey their message.

13. The Devoid life

Many people nowadays give no sense to life as their days once filled up with the flair of the picturesque season, the odor of the fresh recipes, the colorful landscapes that invigorate the cyanic skies, has now turned their head to the rotten infertile and waste land where no sweet rose could grow, only the weeds and the prickly spines that add nothing but the harsh portraits that impair vision. You could stroll over the streets or go out in the countryside and you feel you are overwhelmed with the poor peasants burdened by the high costs, and the elevated taxes.

Governments steal people their wellbeing and comfort and urges them to pay for everything even for the polluted air they breathe in. People also live by their fraudulent means and their cheating attempts; they counterfeit and live through blasphemy taking no account of morals that once were orders of the day. What a hell life like-more awes than gaiety but the social flails-Everybody is at stake; everything is permanently not working perfectly. This is the age where life seems devoid of all the pleasures that people long for-

Diseases, wastes and pollution added to the parching heat and the hot seasons of summer 2016 that was marked by the world agitation, a lot of crimes and terrorists found it a pleasant ground places for their misfit actions-In Iraq, Syria, Yemen, life looks like hell, bombings and incessant shelling ,daily mass destruction, torture, exile, marches along the main roads in the most Western capitals-

Europe the paradise of the north that once flattered by its lofty buildings and high Humanitarian principles is now also affected by the creeping virus of terrorism-It has turned to ghostly continent where shapes of descending ghosts

visit the town with some blood shedding catastrophes-Who to blame the westerners for their interferences in the Middle eastern countries or the Arab whose defense towards they own countries is the legal alibi?

But whatever the circumstances, life is not the attractive life people once dreamed of-Everything has changed, there is no appetite even in meat or in fish-nothing seems sweet, everything is tasteless. Poor future days, that presumably will be darker than todays, no more freshness in everything but staleness. That may be due to the private ends and the lack of sociability between kinship. Then the grand generation will blame the younger one but nobody dares say that even the grand progeniture had once upon a time blames their ancestors' lives; yet this is true, no two generations are alike.

And even those who even favour the modern age confess that the old age is better as life seemed Simpler and Sweet-Glory to the letter 'S' that generates more adjectives that add another charm to life. Sincerity, Seriousness, strength, Serenity, Splendor and Social Security.

July 26th,2016

Practical Activities

1. Vocabulary activity:

a. Ask students to find the meaning of words like "flair," "invigorate," "infertile," "blasphemy," "parching," "creeping," "staleness," and "progeniture."

b. Ask students to use these words in their own sentences to show they understand their meanings.

2. Comprehension activity:

a. Ask students to summarize the main points of the essay in their own words.

b. Ask students to identify the tone of the essay and provide evidence to support their answers.

3. Grammar activity:

4. a. Ask students to identify the verb tense used throughout the essay and explain why the author chose to use that tense.

b. Ask students to identify the subject and predicate of each sentence in the essay.

5. Punctuation activity:

a. Ask students to identify the different types of punctuation used in the essay (e.g., commas, semicolons, periods, etc.) and explain their functions.

b. Ask students to revise one sentence in the essay by adding or removing punctuation marks to improve its clarity.

6. Stylistics activity:

Ask students to identify the figurative language used in the essay (e.g., metaphors, similes, personification, etc.) and explain their meanings.

14. The Disappearance of Friends

Life in its serpentine course never offers its rider the easy ascending or descending path. Man, from birth learns how to shout and how to cry for milk, yet he can discern his parents from outsiders. He learns to crawl alone falling in pitfalls then bit by bit he learns how to support himself to grope to a bed, a table or a door until he can stand alone to move the little steps off his doorsill.

His experience daily grows; hence marking his instant presence in his parents' memories and day after day he imposes his existence upon the family to become spoiled. When seasons start to double in size the little child starts to make friends that share his life and soon the strong ties start to come to life as common bonds start to strengthen.

Friends grow then go. Hence, life in its reeling makes friends come and friends go-how painful to see an old acquaintance passing away in his prime, a friend you grow with, a friend that shares you your thick and thin. How many friends have disappeared to no return-painful moments, my dear to see the wheel of fate hunting us in turn? A very sensitive feeling for those who feel and for those who devotedly want to serve.

What a nasty stand to take when seeing the best bosom friends unleashed from the vilest world to their eternal stead-young in their prime age, they have just sent off their quills to devote some parts of their lives for their own comfort. Every day these best figures go and depart to no return leaving behind a cursed imprint in their friends' memories that life has no desire to live, to taste and even to admire.

Everything seems at a loss, no more sweetness but only gloom pervading the sweetest hearts. We may see friends in their final rest on the dead plywood stretched motionless; yet we follow their coffins in the mysterious process, we stand on their graves in a solemn respectful procession, we devote some of our precious time pledging clemency for their souls, get imprinted deep in hearts for such a tremendous loss, yet back home and with time we relinquish our memories to mere oblivion

We forget their fate to turn the new page and start doing harm that sometimes a human may be classified a monster when he goes back to his bad habits to show his teeth to his kith and kin as if he will never to dust return-what a foolish is that human being who kills himself many times before his real death.

The disappearance of friends can be a difficult and confusing experience. One moment, they are an integral part of our lives, sharing laughter, tears, and experiences, and the next moment, they seem to vanish into thin air. It can be hard to understand why this happens, and even harder to come to terms with the loss.

Reflecting on the disappearance of friends, I can't help but wonder if we sometimes take our friendships for granted. We assume that our friends will always be there, that they will always have our backs, and that our bonds are unbreakable. But the truth is, friendships require effort and attention. We need to check in on our friends regularly, show up for them when they need us, and make time for shared experiences.

Sometimes, though, despite our best efforts, friends still disappear. It could be due to a change in circumstances, a disagreement, or a simple lack of interest. It can be painful

to accept that someone we cared about deeply no longer wants to be a part of our lives. But it's important to remember that friendships, like all relationships, are fluid and dynamic. People grow and change, and sometimes, that means that friendships must end.

In the end, the disappearance of friends is a reminder that nothing in life is permanent. We can cherish the memories and the connections we shared, but we must also learn to let go and move on. It's a chance to reflect on what we value in our relationships and to recommit to the friends who remain in our lives. And who knows, maybe someday those disappeared friends will reappear, and we can reconnect and build new memories together.

July 13th,2016

Practical Activities

1. Writing:

1. Write a personal reflection on the theme of the essay, "The Disappearance of Friends," discussing your own experiences and feelings on the subject.

2. Write a creative piece, such as a short story or poem, inspired by the essay and its themes.

3. Write an argumentative essay, either supporting or challenging the author's perspective on the transient nature of friendships.

2. Reading:

1. Read other essays or literature that explore similar themes of loss and friendship, and compare and contrast their perspectives with the one presented in this essay.

2. Analyze the language and style of the essay, paying attention to the author's use of figurative language, sentence structure, and rhetorical devices.

3. Discuss the essay with a friend or classmate, sharing your thoughts and impressions and asking for their own interpretation and perspective.

3. Punctuation:

1. Identify and correct any errors in punctuation that you find in the essay, and explain the rules behind the corrections.

2. Rewrite the essay, experimenting with different punctuation styles to see how it affects the tone and flow of the writing.

3. Create a punctuation guide or cheat sheet based on the rules and examples presented in the essay.

4. Comment on Quotations:

1. Identify and analyze any quotations used in the essay, discussing their relevance and significance to the essay's overall theme.

2. Research the origins of any quotations used in the essay, and discuss how their context and authorship might affect their interpretation.

3. Create a list of your own favorite quotations on the theme of friendship and loss, and discuss why they resonate with you.

5. Comprehension:

1. Write a summary of the essay, highlighting its main points and themes.

2. Create a list of discussion questions based on the essay, encouraging critical thinking and reflection.

3. Take a quiz or test on the essay, testing your comprehension of its content and themes.

6. Discussion/Debate:

1. Hold a group discussion or debate on the theme of the essay, discussing your own perspectives and experiences on the subject.

2. Research and present different cultural perspectives on friendship and loss, discussing how they compare and contrast with the essay's perspective.

3. Write a persuasive speech, either supporting or challenging the author's perspective on the transient nature of friendships, and present it to a group or class.

15. A stand on the embarking shadow

All happened by that night of July 14th, a national celebration of the glorious French Revolution, where thousands of tourists were swarming the street of Nice namely The English lane overlooking the sea. A starry night with a somber hews that shadowed its gloom over that unexpected event where the fatal and deadly catastrophe occurred. A truck driver, foolish and full of anxious driving motives headed his way straight through the thronged street killing a hundred of innocent children, wives and children who came from the different parts of the world to witness the festivities; yet alas, their fate was short lived to see their end of life.

Atrocities of the scene were reportedly shocking as photos quickly spread over the TV channels to add other flails to the sick world. One may stand on the embarking shadows of the disappearing souls that just a fewer moments before were roving on the street, sharing and eternal bliss. See how things take another turn in such a peevish moment. Those predators have nothing to lose except to kill the innocents. Was it a tit for tat ore just a revenge that killers get in their inside and that grows bit by bit to ignite at moments of despair? See the agitated world, the enflamed spirit that seek only the sufferings of human being-

Who is the loser in the end-? The innocent people whose intention is to stay away from the political conflicts and the social plight? Or those who chase people in their own homes killing and bombing the innocents in Baghdad and Damascus? The way to truth is often difficult to find but just to stand and admire the struggles nibbling the world

daily. Man the great hero is, in fact a fearful person whose courage fluctuates between fear and killing; a choice he sometimes accepts because his belief opts for this but his truth with himself has never been opaque to his own belief. Sometimes the killer kills just for the sake of killing-a kind of nihilism and fetishism he senses within himself.

Poor innocents who lost their lives in an age where protection is not at its heydays. Nobody is secure in this alarming vilest world where economic, political striving forces push and pull where the poor laborers pay the greatest bill. The poor is still getting poorer amidst the striving wave where atmospheric conditions of that summer pledges its parching heat on the African continent whose plights worsened with the decreasing oil prices, the hot climate, hazards including dryness and diseases that attack the southern African regions characterized by south Sudan rioting and oppressive conflicts; the Nigerian Boko Haram whose intentions to kill the Christians is not the right device for religious conflicts have to be quietened for every religious cult is to be respected.

In fact, the embarking shadows are everywhere in the world, the disappearing souls are in constant move. Saved the man whose intentions are purely motivating-?

July 5th, 2016

Practical Activities

1. Writing activity: Students could be asked to write an essay or a short story about a fictional character who witnesses the Nice attack and how it affects their life. They could also be asked to write a reflection on how they would feel if they were in the same situation.

2. Current events discussion: Students could be asked to research and discuss current events related to terrorism and political conflicts in different parts of the world. They could analyze how these events affect people's lives and how they are reported in the media.

3. Vocabulary building: The essay uses a lot of descriptive language to describe the scene of the attack. Students could be asked to identify and define some of the words that are used in the essay, such as "somber," "agitated," and "enflamed."

4. Cultural analysis: The essay briefly mentions the French Revolution and its celebration on July 14th. Students could be asked to research and discuss the significance of the French Revolution and its impact on French culture.

5. Debate: Students could be divided into groups and asked to debate the issue of religious conflicts and tolerance. They could discuss the importance of respecting different religions and ways of life, and the potential consequences of intolerance and violence.

6. Artistic interpretation: Students could be asked to create a piece of artwork, such as a painting or a sculpture, that represents their interpretation of the "embarking shadows" mentioned in the essay. They could also write a reflection on their artistic choices and what they hope to convey through their artwork.

7. Historical analysis: The essay briefly mentions the economic and political forces that affect people's lives. Students could be asked to research and analyze a specific historical event or period, such as the Great Depression or the Civil Rights Movement, and how economic and political forces impacted people's lives during that time.

8. Media literacy: The essay mentions how the media quickly spread photos of the attack. Students could be asked to research and analyze how the media covers events related to terrorism and political conflicts, and how media coverage can influence people's perceptions and beliefs.

16. The stranger

A staggering shape trots its way downward the city with heavy tracks, loaded with a backbreaking bag that contains but few rags left from his first days of his union with his wife. She died in her prime when he was busy working in the south. She died alone in a lethal loneliness, far from her parents and her friends. She screamed yet no one could hear her, she died in despair. How deadly is solitude for men namely for women? Loneliness too kills-a stranger filled up with plenty of souvenirs rested for few minutes to collect his scattered wits and breathed fresh air.

While pausing he wondered to himself relating the good souvenirs of the past. Strange was the feeling of loss, of despair. He could not even keep the same place, he stood to peruse over the long and dark horizon that stood gloomy before his eyes. He gaped and in his aghast, he sent a deep breathing sorrow.

The feeling of being a stranger in one's country is killing; oppression and lack of opportunities, lack of chance make man fall down in an infinite ocean of sorrow. He walked but in his tumultuous agitation, he shuddered in fear of evoking strangeness.

Strangeness ,a wicked emotive feeling of separateness that encounters a human being in trying not to find a confiding mate; it is the state of being isolated-a psychological trance that adds more distance to the person to stay aloof, an inner feeling of depravity, of incompleteness where the individual sees everything eccentric apart himself. Strangeness derives much solitude and brings about hatred feelings of despise.

Strangeness makes its bearer unequal with others and wishes more seclusion from the mundane life. It is the sensation one evokes when the world is encapsulated in gloom and confusion. A chaotic drive that seems infertile in the person's eyes, stops all at a sudden from beautifully admiring the decorative scene. Nothing seems perfect in the sufferers of separateness; nothing seems pleasant in the hearts that endure loneliness-

Strangeness is another fellow to loneliness, the more we feel strange the more we live in seclusion. However, there are many outlets to strangeness if it bears it to the daylight- we may breathe and ask the providence to open up one's path to more positive enlightenment.

Strangeness is not the great doom; we may create our own comfort by giving another new page to our state of being; Gloom should not be pervaded all along our spirit; we need to relax, to smile, to talk to people, to listen to them and in doing so we may discharge some the sorrowful burden. Indeed, we are all strangers in this life and we have to confess it that even living in a stable environment, the feeling of strangeness can embody our emblematic souls and haunt us. Even then our children that we comfortably live with can cause it to appear.

June 16th, 2016

Practical Activities

1. Analyze the author's use of imagery and figurative language in the essay. What do the descriptions of the stranger's appearance and actions convey about his emotional state and experiences? How do the author's choices of words and phrases help to create a sense of atmosphere and mood?

2. Reflect on your own experiences of feeling like a stranger in a particular context or situation. What emotions did you experience, and how did you cope with them? How did your sense of identity and belonging change as a result of this experience?

3. Use critical thinking skills to evaluate the arguments and evidence presented in the essay. What are the key points the author is making about the psychological impact of loneliness and strangeness? Are there any assumptions or biases that underlie the author's claims? What evidence would you need to evaluate the validity of these claims?

4. Analyze the writing style of the essay, focusing on aspects such as sentence structure, tone, and point of view. How does the author use these stylistic elements to create a sense of narrative voice and persona? What effect does this have on the reader's engagement with the essay?

5. Apply concepts from educational psychology to analyze the impact of social isolation and loneliness on learning and development. What are the potential consequences of these experiences for cognitive and emotional development, and how might educators address these issues in the classroom?

6. Reflect on the role of empathy and compassion in addressing feelings of strangeness and isolation. How can we cultivate these qualities in ourselves and others, and

what impact might this have on our relationships and sense of community?

7. Use critical thinking skills to analyze the cultural and social contexts that contribute to feelings of strangeness and isolation.

17. The Internal Conflict

A split-up personality is the most dangerous thing; live steadily knowing about your course than coarsely living a sad life where more repentance eats up your mind. The aftermath of such disturbed life resides in the internal conflict that the bearer often feels inside himself at the right time of taking decisions-You see a grown body within a split up, weak mind that fluctuates like a weather cock; he falters and hesitates in the stream of life that waits for no man and even when taking decisions; it is too late to mend. Then, it is not profane to cry over the spilt milk; a hasty decision that ends in smoke. The result of a mind divided against itself is often bitter and it becomes a bad habit -an incurable virus that enfeebles the spirit and the body. There is no trust in everything, for everything seems fuzzy and unclear. No clear-cut plans, no ever people who wait for, no listening ear that trusts, no pure conversing atmosphere. Everything seems oblivious and trivial.

The sufferer of this internal conflict often dies hard, dies alone in distress; he knows nothing because he has never, in his life, taken the right decision. This case is often observed within husbands whose intentions to divorce ruminates for long-They want to divorce; yet they have no courage to do so. They hesitate so they bitterly suffer. This internal conflict is also found within every human being

with a variety of ranging degrees; some people like giving; yet sometimes the bad spirit forces them not to give; they falter within themselves and become happy or sad with no motives-Simply because they are born like this with their internal conflicting drives that in psychology can drive to insanity if ever it persists. Psychologists are often puzzled by the strange behavior of normal people who often act amazingly as if they live foolish.

And when you want to find reasonable explanation to their comportment, you feel baffled because you hear them say I did it because I feel it counter heart and it does not really reflect what I intend to-It looks as if the decision is forced and one has to take it though its consequences are deadly. That's what explains a lot of misdeeds and bad acts-Take the example of a divorced couple who officially divorced and went to the attorney general to ask for redemption, to unite again.

Listen to what they previously divorced for-Both the husband and his wife stood before the Attorney

“What do you want from your husband?”

Asked the Attorney General

“I want him to build a separate house for me.”

“What do you want from your wife?”

Asked the Attorney general

“I want her to build a separate house for me”

Stupefied by the two answers, the Attorney refused their divorce and sent them out.

July 25th, 2016

Practical Activities

1. Syntax: Rewrite the following sentence using different syntactical structures:

"The sufferer of this internal conflict often dies hard, dies alone in distress; he knows nothing because he has never, in his life, taken the right decision."

What do think of these possible rewrites? Justify your answer

1. Often does the sufferer of this internal conflict die hard, die alone in distress, knowing nothing because he has never taken the right decision in his life.

2. Because the sufferer of this internal conflict has never taken the right decision in his life, he often dies hard, dies alone in distress, and knows nothing.

3. The sufferer of this internal conflict, who often dies hard, dies alone in distress, and knows nothing, has never taken the right decision in his life.

2. Semantics: Identify the key concepts and ideas in the passage and explain their meanings and significance.

Key concepts: split-up personality, internal conflict, decision-making, regret, hesitation, trust, communication, divorce, misdeeds, bad acts.

Work in pairs and discuss the suggested meanings of the concepts.

1. **Split-up personality** refers to a condition where a person's mind is divided against itself, causing internal conflict and making decision-making difficult.

2. **Internal conflict** is the struggle between different desires, motivations, or values within a person's mind.

3. **Decision-making** is the process of choosing a course of action among alternatives. Regret is the feeling of sadness or disappointment caused by something that has happened or something that one has done or not done.

4. **Hesitation** is the act of pausing before making a decision or taking action.

5. **Trust** is the belief that someone or something is reliable, good, honest, and effective. Communication is the exchange of information, ideas, and feelings between people. Divorce is the legal termination of a marriage.

6. **Misdeeds** and bad acts refer to actions that are morally or legally wrong, such as lying, stealing, cheating, or harming others.

The significance of these concepts is that they reflect the challenges and complexities of human nature and behavior.

- **Split-up personality and internal conflict** illustrate how conflicting desires and motives can cause inner turmoil and affect decision-making.

- **Regret and hesitation** show how people may be haunted by their past mistakes and struggle to move on.

- **Trust and communication** demonstrate the importance of building and maintaining healthy relationships based on honesty, respect, and understanding.

- **Divorce and misdeeds** reveal the consequences of failed relationships and unethical behavior.

3. **Stylistics:** Analyze the author's use of language, tone, and imagery in the passage.

The author's language is formal and sophisticated, using complex sentence structures and a wide range of vocabulary. The tone is introspective and philosophical, reflecting on the nature of human experience and the challenges of decision-making. The imagery is vivid and

metaphorical, creating powerful visual and emotional associations. For example, the comparison of a split-up personality to a weathercock suggests the instability and unpredictability of such a condition. The metaphor of an incurable virus that enfeebles the spirit and the body reinforces the idea of the damaging effects of internal conflict.

4. **Discussion:** Share your own experiences or thoughts on internal conflict and decision-making.

Internal conflict and decision-making are universal and complex issues that affect everyone at some point in their lives. It can be challenging to reconcile conflicting desires or values and make the right choice. Regret and hesitation can be painful and paralyzing, while trust and communication are crucial for building healthy relationships.

1. Have you ever experienced internal conflict or struggled with decision-making?

2. How did you cope with it?

3. What factors did you consider?

4. What did you learn from it? How do you build trust and communicate effectively in your relationships?

5. How does the use of dialogue in the example of the divorced couple adds a dramatic and ironic touch to the narrative?

Discuss these questions with a partner or a group.

18. The loss of truth

Truth, a key factor for anything, a cornerstone in building social relations, in gaining confidence with the others, in being honest and open minded with one's partner. Truth and only truth are pledged right at courts-nothing is really more valuable in moralist principles than being truthful. With truth we gain friends but with malice we try them, we evict their presence among us because we want not their presence.

Truth is an oath; it is a sermon one has to take to be honest with himself first before being honest with the others. Truth is culture and it can represent the individual as well as the place he belongs to. It is part of the culture and it can mirror it. Truthfulness is a good deed when well performed; it multiplies friendship and generates a multitude of sound relation. A truthful person is the one who knows how to gain good company. The loss of truth is a critical issue that affects not only individuals but also society as a whole

People share knowledge and are very conscious on how to select friends. If your name as a non-truthful person or a turn coat casts rapidly amidst your community; you see your friends disappear one by one. Hence to be truthful to people is the best sign of a good bound and it is better than to be poor and telling the truth than being rich and be a liar. Truth is good when the person persists in keeping it by holding one's tongue and by avoiding being a liar; for liars need good memories.

Throughout history, many liars have been executed because of their lack of earnestness; they lied and concocted conspiracies that ruined whole nations. Truth makes of its

owner a hero though not materially well off. It can also downfall its believer to a downtrodden position. Man is known by his tongue, by the degree of his telling the truth and by his keeping secrets. Hence, the loss of truth implies the loss of one's personality, the loss of confidence, the loss of self-respect. The non-serious man whose word fluctuates between truth and untruth is not generally frequented by people; he is despised and badly viewed. People around talk about him as a man disrespecting his words and does not deserve any trust.

Trust generates trustees to congregate and share openly what they feel-The world has changed into a ghost that devours the dishonest. If you upkeep to your promises, you give a chance to yourself to stand among the noblest, you give a name to yourself and though you are absent , people will not stab your back-you are protected because you maintain your promise and you deserve all respect from the gentle countrymen like you.

Philosophically, truth has been a subject of debate and discussion for centuries. From ancient philosophers like Plato and Aristotle to modern thinkers like Immanuel Kant and Friedrich Nietzsche, truth has been a central concept in philosophical discourse. Epistemology, the study of knowledge and belief, has explored the nature and criteria of truth. Critical thinking and reasoning have been used to evaluate arguments and evidence to arrive at truthful conclusions.

In academic writing, truth is a fundamental principle. Scholars are expected to conduct research with integrity, using reliable sources, and presenting accurate and truthful information. They are also required to cite their sources properly, giving credit where credit is due. Academic

dishonesty, such as plagiarism, fabrication, and falsification, undermines the truth-seeking process and damages the credibility of the academic community.

The loss of truth is a pressing issue in contemporary society. The rise of fake news, disinformation, and propaganda has led to a growing distrust of the media, politicians, and institutions. The erosion of truth has also contributed to the polarization and division of society, as people retreat into their echo chambers and reject opposing viewpoints. To counter the loss of truth, individuals need to cultivate critical thinking skills, evaluate information carefully, and seek out reliable sources. Society needs to promote transparency, accountability, and ethical behavior to rebuild trust and respect.

August 6th, 2016

Quotes

- "The truth is rarely pure and never simple." - Oscar Wilde, *The Importance of Being Earnest*
- "The pursuit of truth and beauty is a sphere of activity in which we are permitted to remain children all our lives." - Albert Einstein

Practical Part for Teachers

1. Grammar: Identify the Verb Provide students with a paragraph or sentence from the essay and ask them to identify the verb in each sentence. This activity will help them understand the basic structure of a sentence and how the verb is essential to conveying meaning.

2. Vocabulary: Word Associations Ask students to identify key vocabulary words from the essay and then have them brainstorm related words and concepts. For example, for the word "truth," students could come up with honesty, integrity, trust, and so on. This activity will help build their vocabulary and deepen their understanding of the topic.

3. Comprehension: Discussion Questions Provide students with a set of discussion questions related to the essay. These questions should be designed to help them analyze the text, identify key ideas, and think critically about the topic. For example, "What are the consequences of not being truthful?" or "Why is truth important in personal and social contexts?"

4. Grammar: Sentence Construction Provide students with a set of jumbled sentences from the essay and ask them to reconstruct them in the correct order. This activity will help them develop their understanding of sentence structure and help them to identify the role of each word in a sentence.

5. Vocabulary: Word Meanings Provide students with a set of vocabulary words from the essay and ask them to find the definitions. This activity will help build their vocabulary and deepen their understanding of the topic.

6. Comprehension: Summarizing Ask students to summarize the key ideas of the essay in their own words. This activity will help them to develop their comprehension skills and to articulate their understanding of the topic.

7. Grammar: Punctuation Provide students with a set of sentences from the essay and ask them to identify the punctuation marks used in each sentence. This activity will help them to understand how punctuation is used to convey meaning and to improve their own writing skills.

8. Vocabulary: Word Usage Provide students with a set of sentences from the essay and ask them to identify the words that are used in a figurative or metaphorical sense. This activity will help them to understand how language can be used creatively to convey meaning.

19. Back to the Past

Let the dead past bury its dead, a slogan that is often righteous in the sense that the past reminds us of the bad souvenirs and experiences in life, the awful moments of despair and the emptiness overwhelming us. Yet, we need the past that helps us see our growth and the suffering we endured by the loss of friends, parents and our dearest teachers. The past is the fillip to our present and we can never image a present without a past.

So, thanks to the past that we keep on going, it is the reel that stretches its cobweb to the multitude where the contact is made. The more we grow up the more the images of our far past get their flashes upon us especially the infancy where we have played, the places where we have fallen down, where he has wept and where we were once offended by an elder, bitten by an invigilator or received an injection.

All these hard events with their social impacts, grown together, they form the individual's personality with its sweet and bitter moments. The present we are now living is incomplete with that stock of accumulated images of our premises gathered from the distant past.

The past is tremendously great in comparison to the present because we have already lived the past but we are consuming our present that we do not know when it ends.

People with no past are ignorant, they have no identities, and they are unknown and so they die as they appear. They go unwept for and unrecognized. It is good to remember your past and have a retrospective view upon its stretched dimensions-You may recall the past faults and profit from as you may learn from your lapses and avoid them in your present or your future. To go back to the past is very

advantageous in pursuing the right parental morals, teachings of the sage and the different wisdom one might have adopted as canon in one's lifetime.

The world without past is sick and in order to construe a good present and future; we need a historical push to move forward into the continuity in life.

The world moves forward and backward so if people want to build up their brighter future, they need to take their inspirations from their past-This critical phase helps the human to jump higher, and then stoop to conquer.

Potential Activities for lecturers and senior Learners

1. Critical Reading: Have the learners read and analyze an article or book related to the importance of the past in shaping our identity and informing our present decisions. Encourage them to look for supporting evidence and examples in the text.

2. Group Discussion: Organize a group discussion where the learners can share their personal experiences related to the past, such as the memories of their childhood, the role of their parents and teachers in shaping their personalities, and how their past experiences influence their present actions.

3. Writing Activity: Assign a reflective essay where learners can reflect on the importance of their past experiences in shaping their identity, and how they can use those experiences to inform their present decisions and create a brighter future.

4. Lexis and Syntax Exercise: Provide a list of words and phrases related to the topic, and have learners create sentences using those words in different syntactical

structures. This activity will reinforce their lexis and syntax skills.

5. Research Project: Assign a research project on the historical events that have shaped the learners' countries or regions. Encourage learners to analyze the impact of those events on their society, culture, and identity, and how those events have influenced the present.

6. Critical Thinking Activity: Provide a case study related to the theme of the essay, and have learners analyze the case study using critical thinking skills. Encourage them to identify the key issues, analyze the evidence, and propose solutions based on sound reasoning.

7. Multimedia Project: Assign a multimedia project where learners can create a short video or podcast on the importance of the past in shaping our identity and informing our present actions. Encourage them to use visual and audio elements to support their arguments.

8. Debate Activity: Organize a debate on the theme of the essay, where learners can argue for or against the importance of the past in shaping our identity and informing our present decisions. This activity will reinforce their critical thinking and reasoning skills.

9. Cross-cultural Comparison: Assign a comparative analysis of how different cultures view the importance of the past in shaping our identity and informing our present actions. Encourage learners to analyze the similarities and differences and draw conclusions based on sound reasoning.

20. Fleeting Time

Our age is characterized by its shortness though the age of the past is the same age as the present; yet we live our times and we feel it fleeting from our hands. It seems that our lives start to shrink and the days as well as the nights run faster than before. And the more one grows up, the more one loses the charm of life; for no desire and no more sweetness is to taste. Our age is far distant than the modern age; lots of problems humanity is suffering these days, greed has inhabited people and private ends stand above all. No more blessings sought by the new generations; violations to the norms and ancestral habits. Consequently, life satisfaction has risen up and gone with the departure of the old generation. People nowadays live an age of controversies and contradictions, disrespect of promises, no man of words ideally exists; social flails surround every side of the world. Life has become senseless, no congregation as used to be except gossips everywhere. People have opted for silence and prefer holding their tongues than talking about people's interests.

Is time truly fleeting or we are ourselves abnormal? They say time is time it has never changed but only circumstances that have made it look as it is. In fact, time is time but people have changed a lot and whatever the age we live long or short, we believe it run fast and we see it go and fleet yet we have nothing to do. When one looks at the average life we live, it is equally the same though in the past we live short and we die big because our lives seem long and full of good deeds; in comparison to the present day, though we live long, we die short because our lives are empty and void.

The process of seeing our lives dwindling is simply due to our deeds that we eventually associate with what we

do. In fact, those who are known by their good deeds live long because God has sent them to the service of humanity and if they die young, they will not make the others profit. I believe life is related to what we do. -Blessings add to longevity, greed reduces life to sufferings and low position. We are all sure that time is fleeting, yet we have to work it out and fill it with good deeds to make it seem long. Organize your time-eat, sleep, work, practice sports and soon you see your time completely taken up. Then, when you wake up after a hard-toiling day, you feel you have never slept and the next day you feel it as tall as a poplar.

August 7th, 2016

Philosophical Stances on the Fleeting Nature of Time:

1. Stoicism: The stoics believed in living in the present moment and accepting the fleeting nature of time. As Seneca said, "It is not that we have a short time to live, but that we waste a lot of it." This philosophy emphasizes the importance of making the most of the time we have, and not dwelling on the past or worrying about the future.

2. Existentialism: Existentialism emphasizes the individual's responsibility to create meaning in a seemingly meaningless world. Jean-Paul Sartre famously wrote, "Man is condemned to be free." In the face of the fleeting nature of time, the existentialist must take responsibility for their own life and make it meaningful.

3. Buddhism: Buddhism teaches that all things are impermanent, including time. The Buddha said, "Everything that has a beginning has an end." The goal of Buddhist practice is to achieve enlightenment and transcend the fleeting nature of time and existence.

Epistemological Views on the Fleeting Nature of Time:

1. Empiricism: Empiricists believe that all knowledge comes from experience. In the case of the fleeting nature of time, our perception of time is based on our experiences of it. As we grow older, time seems to move faster because our experiences become more routine and less novel.

2. Rationalism: Rationalists believe that some knowledge comes from reason alone, independent of experience. In the case of time, rationalists might argue that our perception of time is not solely based on our experiences of it, but also on our innate understanding of the concept of time itself.

3. Constructivism: Constructivists believe that knowledge is constructed by the individual based on their

experiences and interactions with the world. In the case of time, our perception of it is constructed through our experiences and interactions with the world, but also through cultural and societal norms and beliefs about time.

Sound Reasoning Case Studies:

1. The “time flies when you're having fun” phenomenon. This common saying is often used to describe how time seems to pass more quickly during enjoyable experiences. Research has shown that this perception is likely due to the fact that we pay less attention to the passing of time when we are engaged in enjoyable activities.

2. The experience of jet lag. When traveling across time zones, our body's internal clock can become disrupted, causing us to feel disoriented and confused about the passing of time. This experience highlights the role of our biological rhythms in our perception of time.

3. The effects of aging on the perception of time. As we grow older, our perception of time changes. Time seems to pass more quickly because we have more experiences to look back on, and our days become more routine and less novel. This phenomenon is likely due to a combination of biological, psychological, and cultural factors.

Semantically Oriented Viewpoints with Sources:

1. The impact of language on the perception of time. Linguistic relativity suggests that the language we speak can influence our perception of the world, including time. For example, speakers of languages that do not have a future tense (such as Hopi) have been found to have a different perception of time than speakers of languages that do have a future tense (such as English).

2. The role of cultural beliefs about time. Different cultures have different beliefs about time, which can influence the way time is perceived and valued. For example, in Western cultures, time is often seen as a commodity to be used and valued, while in some Indigenous cultures, time is seen as cyclical and interconnected with nature.

3. The impact of technology on the perception of time. The rise of digital technologies has changed the way we experience and perceive time.

References:

Stoicism:

- Irvine, William B. *A Guide to the Good Life: The Ancient Art of Stoic Joy*. Oxford University Press, 2008.
- Seneca. *On the Shortness of Life*. Penguin Classics, 2005.

Existentialism:

- Camus, Albert. *The Myth of Sisyphus and Other Essays*. Vintage International, 1991.
- Sartre, Jean-Paul. *Being and Nothingness: An Essay on Phenomenological Ontology*. Routledge, 2003.

Buddhism:

- Bhikkhu Bodhi (trans.). *The Middle Length Discourses of the Buddha: A Translation of the Majjhima Nikaya*. Wisdom Publications, 1995.
- Dalai Lama. *The Path to Tranquility: Daily Meditations*. Penguin, 2001.

Epistemological Views:

- Descartes, René. *Meditations on First Philosophy*. Cambridge University Press, 1996.
- Locke, John. *An Essay Concerning Human Understanding*. Dover Publications, 2003.
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21. Dried Tears

What a marvelous age we are living! This is an age full of miseries and troubles. Everywhere wars ravaging the countries. Even nature is angry at human beings-floods, fires, hurricanes, killings swaying the world. Refugees move incessantly across borders, split families; yet dried tears. People are always weeping and when you see them you feel dried tears over their cheeks. Today, they seem not to weep with their eyes but with their hearts.

What is miraculous is when one evokes the idea of kidnapping small innocent children and selling out their organs. Kidnappers have turned to cannibals and wild animals. They kill every moving creature. This atrocity in life is unequally measurable to any violent deed. How many mothers have lost their young kids in the plain days to no return? This act deserves capital punishment-there should be a tit for tat to curb such wrong doings.

It seems that the human soul has lost its weight at times when people kill one another for nothing. Everybody weeps even internally. Teaching lessons, peaceful commitments have never ceased to claim peaceful deeds on the planet; yet lots of massacres overwhelm the injured world.

What happened to this blind world? terrorism everywhere, fear of death, phobias, genocides in Africa, in Syria and Iraq, hurricanes in America, flood in Asia, military coup in Turkey, countries controlling their borders, enmity everywhere. Europe is confused up at a time Britain has withdrawn from the European Union in addition to terrorists' acts. How can humanity cease to drift tears for these incessant violent acts?

Tears over tears are the marking signs of a shaken world that overwhelmingly appears in dried tears-Everyone wishes to lift up some of the inside burden he feels through eyes that are dried due to the intense weeping-the world is tremendously bleeding and injured-This is truth a humiliated world where everyone seems tamed to circumstances.

August 7th, 2016

Potential activities for learners

Grammar:

1. Identify the verb tenses used in the essay. How do they contribute to the overall tone and mood of the essay?
2. Choose one sentence from the essay and identify its parts of speech.
3. Rewrite one sentence in the passive voice.

Comprehension:

1. What is the main idea of the essay?
2. What is the author's tone towards the current state of the world?
3. What does the author suggest should be done to curb the kidnapping and organ-selling atrocity?

Written Expression:

1. Write a paragraph about your opinion on the author's suggestion for capital punishment for kidnappers who sell children's organs.
2. Write a letter to a politician in your country expressing your concern about the state of the world and suggesting ways to promote peace and unity.
3. Write a short story inspired by the themes in the essay.

Reading:

1. Find and define two new vocabulary words from the essay.
2. Identify and explain two examples of figurative language used in the essay.
3. Explain how the essay's structure and organization contribute to its overall effectiveness.

Vocabulary:

1. Create a word map of all the words related to violence and suffering used in the essay.

2. Write a sentence using the word "refugee" in context.

3. Rewrite a sentence in the essay using a synonym for one of the words used.

22. Absent-mindedness

Absent-mindedness has become a more frequent phenomenon these days. It is even considered a disease due to lots of factors among which stands the diversity of open files and battlefields the individual is plunged into. Consequently, the affected by this disease often forgets about serious things and soon has this black out-a dark curtain that blocks his vision. Some of the noteworthy signs are –the individual often walks in the streets; he talks to himself and does not see the passers-by around him.

You often talk to him but his mind is not present with you. I believe this happens to someone who has a lot of things to do or to finish at a given time. Hence, his mental capacity is split in concentration and he does not master any situation. He sometimes feels blocked. This happens with business men or with people whose drives are purely materialistic-the boss, the manager or the company holder as well as statesmen.

The lack of concentration in addition to the improper balance in sleeping can lead to this awful state. In addition, absent mindedness has something to do with the lack of interest. If someone is not concentrating on a matter and not interested in and you talk to him about, he does not care and give you attention. The result is that you think the person is absent minded but in reality, he is not related to your

problem but rather he is with his own; that is why he does not bother himself listening to your skirmishes.

Absent-mindedness is a common phenomenon that refers to a state of mind where an individual is forgetful or inattentive to their surroundings or current activities. It is often characterized by forgetfulness, a tendency to lose track of time, and a lack of focus on the task at hand.

Absent-mindedness can have various causes, including stress, fatigue, or a lack of sleep. It can also be a symptom of certain medical conditions, such as attention deficit hyperactivity disorder (ADHD) or Alzheimer's disease.

While absent-mindedness may seem like a minor inconvenience, it can have significant impacts on an individual's daily life. It can lead to missed appointments, forgotten tasks, and even dangerous situations, such as leaving the stove on or forgetting to lock the door.

Fortunately, there are various strategies that individuals can use to improve their focus and reduce absent-mindedness. These include getting enough sleep, practicing mindfulness techniques, using reminders and checklists, and minimizing distractions.

In conclusion, absent-mindedness is a common experience that can have significant impacts on an individual's daily life. By understanding its causes and implementing strategies to improve focus and reduce distractions, individuals can better manage this phenomenon and lead more productive and fulfilling lives.

August 8th, 2016

Practical Activities

1. Brainstorming and discussion: Divide the class into small groups and ask them to brainstorm different causes and effects of absent-mindedness, as well as possible strategies to address it. Then, have each group share their ideas with the rest of the class and facilitate a discussion about the most effective approaches.

2. Mindfulness exercise: Lead the class in a short mindfulness meditation, focusing on breathing and being present in the moment. Afterward, ask them to reflect on how it felt and whether they think it could be a useful strategy to reduce absent-mindedness.

3. Role-playing: Assign each student a role in a hypothetical scenario where absent-mindedness could lead to negative consequences, such as forgetting to submit a crucial assignment or missing a flight. Ask them to act out the scenario and then debrief as a group, discussing what could have been done differently to prevent the situation.

4. Writing prompt: Ask students to reflect on a time when they or someone they know experienced absent-mindedness and what the consequences were. Then, have them write a short essay discussing possible causes and strategies to address the issue.

5. Group project: Divide the class into groups and assign each group a different strategy for reducing absent-mindedness, such as using a planner, practicing meditation, or getting enough sleep. Ask them to research the strategy and present their findings to the class, including how it works, why it's effective, and any potential drawbacks.

References:

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23. Cold Love

Love is a sacred feeling, an affective exchange of warm feeling between two lovers. One condition of respectful love is that it should be shared, expressive of strong bonds, built upon mutual interests. One-way love is treason to the first marital relations-If one loves and the other does not, this results in cold love.

Cold love does lead nowhere because one shows a strong desire to have a partner that shares him his experiences while the other hides his secrets upon the other. Then the degree of attachment is not equal and leads to a disruptive relationship. Cold love is simply one-way love where coldness dominates; there is a total absence of one partner. People nowadays, not in all cases, but according to what we see and what we hear, people have lost their warm welcome, hospitality and assistance to one another.

How many refugees and orphans are abandoned in the open air, they are free at large roving from place to place to be coldly welcomed. The warmth of the past decades starts to disappear as if it is the apocalypse; no humane feelings dominate the world atmosphere, only aggression, atrocities and killings. It seems the world has gone all lunatic where the psychological cases have increased. Where are the cozy congregations of the poor decades where people sheltered and fed one another when food was scarce and more valuable?

To be honest, the world has taken another face and has created a kind of enmity where kinship has turned into rivalry. Cold love is plainly read on people's faces. Only dim views and prejudices are traced on the wrinkled faces. There is no trust and no confidence; the world turns a wild

forest where people are seen monsters and material is their only currency. As poor as you are, you are lost and you have no place in the modern fantasy of the age, you are eaten up. Be ready to defend your territory and there is no expectation of any good sign for the positive.

Since warm love has turned cold, wait for the bell to toll on you one day when you find yourself chewing the cud, musing alone and on the dying bed evoking the past souvenir where blood was rapidly circulating with too much energy abundance giving blood relation its due lot. Please, don't leave me die before you feel my pulse and tell me if my blood is hot or cold?

August 8th, 2016

Practical Activities

1. Grammar:

- Identify and correct any grammatical errors in the essay.
 - Rewrite the essay in a different tense (e.g., present tense, future tense) or mood (e.g., imperative, interrogative).
 - Identify the verb tense used throughout the essay and explain why it was chosen.
 - Rewrite the essay in the present tense and compare the two versions.
 - Identify and correct any subject-verb agreement errors in the essay.

2. Style:

- Analyze the author's writing style (e.g., formal, informal, persuasive, descriptive).
- Identify the use of rhetorical devices (e.g., metaphor, simile, hyperbole) in the essay and explain their purpose.
 - Discuss the author's use of figurative language and its effect on the reader.
 - Rewrite the essay in a different style (e.g., more formal, more informal) and compare the two versions.
 - Identify the author's tone and analyze how it contributes to the overall message of the essay.

3. Reflection:

- Reflect on the message of the essay and its relevance to current events or personal experiences.
 - Write a personal response to the essay, expressing agreement or disagreement with the author's ideas.
 - Write a reflection on the author's view of love and its relationship to societal changes.

- Discuss how the author's ideas relate to your personal experiences with love and relationships.

- Write a letter to the author, responding to the essay and asking questions for clarification.

4. Comprehension:

- Test comprehension of the essay by asking questions about its content and meaning.

- Summarize the main points of the essay and explain how they relate to each other.

- Write a quiz based on the essay, including multiple-choice and short-answer questions.

- Write a summary of the essay in your own words, highlighting the author's main ideas and arguments.

- Identify any ambiguities or inconsistencies in the essay and suggest possible interpretations.

5. Reading:

- Analyze the author's use of literary techniques (e.g., imagery, symbolism, foreshadowing).

- Compare and contrast the essay with other literary works on the same topic.

- Identify any literary devices used in the essay and explain their purpose.

- Compare the essay to other works on the topic of love and relationships.

- Analyze how the author's use of language contributes to the overall meaning of the essay.

6. Critical thinking:

- Evaluate the author's arguments and evidence, and identify any logical fallacies.

- Generate alternative interpretations or solutions to the issues raised in the essay.

- Analyze the author's argument and identify any logical fallacies or weak points.
- Generate alternative solutions to the issue of "cold love" raised in the essay.
- Critique the author's use of evidence and suggest additional sources that could be used to support their argument.

Here are some possible references related to the topic of "cold love":

1. "The Art of Loving" by Erich Fromm - a classic book on the nature of love, which emphasizes the importance of mutual respect, care, and responsibility in healthy relationships.

2. "The Five Love Languages" by Gary Chapman - a popular book that explores different ways people express and experience love, and suggests practical strategies for improving communication and intimacy in relationships.

3. "The Unbearable Lightness of Being" by Milan Kundera - a novel that explores the complexities of love, desire, and betrayal in the context of the political upheavals of 1960s Prague.

4. "The Bell Jar" by Sylvia Plath - a semi-autobiographical novel that deals with themes of mental illness, gender roles, and social conformity, including the protagonist's struggles to find meaningful connections with others.

5. "The Road Less Traveled" by M. Scott Peck - a self-help book that discusses the importance of personal growth, self-awareness, and spiritual development in achieving healthy relationships and fulfilling lives.

6. "Love in the Time of Cholera" by Gabriel Garcia Marquez - a novel that explores the enduring power of love, as well as its potential to cause suffering and conflict, through the story of a decades-long romance between two characters.

7. "The Anatomy of Love" by Helen Fisher - a scientific exploration of the biological and psychological basis of romantic love, including its evolutionary origins and its effects on the brain and behavior.

8. "The Alchemist" by Paulo Coelho - a novel that combines elements of spirituality, philosophy, and adventure, and explores themes of destiny, self-discovery, and the search for meaning and purpose in life.

APA-style references for the sources

1. Fromm, E. (1956). *The art of loving*. Harper & Row.
2. Chapman, G. (2015). *The five love languages: The secret to love that lasts*. Northfield Publishing.
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5. Peck, M. S. (1978). *The road less traveled: A new psychology of love, traditional values, and spiritual growth*. Simon & Schuster.
6. Garcia Marquez, G. (1985). *Love in the time of cholera*. Alfred A. Knopf.
7. Fisher, H. (1992). *Anatomy of love: A natural history of mating, marriage, and why we stray*. W. W. Norton & Company.
8. Coelho, P. (1993). *The alchemist*. HarperCollins.

24. The Craze for the Material World

Everywhere your feet trudge the soil, people speak of money, praise money as if it is everything. It is true that money can bring happiness and ensure a decent life; yet it is not everything. People believe it is the currency that facilitates business transactions but still it is not an absolute necessity. The craze for material things has increased the people's appetite to the extent that they become money servants and killers, profiteers, terrorists, kidnappers and offenders.

You may amass great amounts of money but you die poor or you turn lunatic because you have no time to count your money and soon you grow a maniac doubting yourself. The craze for money possession is a bad habit—People invite one another on the materialistic basis and think rich people can better communicate with the rich. I personally believe that sometimes it is good to talk to a poor and sit discussing trivial things better to talk and sit with a rich person conversing on business. Life is not only money because, as experience has shown, no ever a rich man has taken his material with him.

Please see how life functions and take lessons from the previous living souls who used to run after money; yet they depart with even nothing on, one is eaten up by fire, the other is gone with the blowing wind, and the other dies unknown and buried by the poor peasants that he once enslaved.

A word to the wise could help them heal their souls—Stop thinking about the materialistic world and start devoting some of your time to the eternal deeds that remain once your soul to heaven go—A bit of help to the poor, a smile to the stressed and the oppressed, a donation to the needy, a

moving hand on the orphan's hand can lead to paradise-
these are the good deeds I want people to marry in this life-
The world of the poor is richer than the material world you
think will save you from God's wicked punishments-Live
your life and think of the others who are downtrodden with
no mere things to subsist on-The craze for money is over
now-Turn your eyes and see for tides and time wait for no
more-cling at and make it go.

August 8th, 2016

Practical Activities

1. Language skills activity: Rewrite the essay using a more formal language style.

2. Meaning activity: Write a summary of the essay in your own words, highlighting the author's main message.

3. Syntax activity: Identify and analyze the author's use of sentence structure, such as sentence length, complexity, and variation.

4. Economic theories activity: Research and write about economic theories related to materialism and consumer culture, such as the theories of consumer behavior, conspicuous consumption, or the trickle-down effect.

5. Critical thinking activity: Evaluate the author's arguments and evidence. Are they convincing? Are there any counterarguments that should be considered?

6. Reflections activity: Write a personal reflection on the author's message and its relevance to your own life. What are your thoughts on materialism and the pursuit of wealth?

References:

Easterlin, R. A. (2001). Income and happiness: Towards a unified theory. *The Economic Journal*, 111(473), 465-484.

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Galbraith, J. K. (1958). *The affluent society*. Houghton Mifflin.

Kasser, T. (2002). *The high price of materialism*. MIT Press.

Schor, J. B. (2010). *Plenitude: The new economics of true wealth*. Penguin.

Veblen, T. (1899). The theory of the leisure class: An economic study of institutions. Macmillan.

Quotes:

- "Money is only a tool. It will take you wherever you wish, but it will not replace you as the driver." - Ayn Rand
- "The things you own end up owning you." - Chuck Palahniuk, Fight Club
- "A wise person should have money in their head, but not in their heart." - Jonathan Swift
- "There is no art which one government sooner learns of another than that of draining money from the pockets of the people." - Adam Smith
- "I make myself rich by making my wants few." - Henry David Thoreau

25. The Rejected

What do we mean by the rejected? Who is supposed to be the rejected? The rejected is the one whose benefits do not appear in the society; the one who is despised by all; the one whose harmful acts disturb the norms of life. He is the badly seen, the wicked, the despised. People do not give him any importance and he is socially secluded as punishment for his wrong deeds.

The rejected from society can be due to various causes. He can be not accepted because of his poignant ideas that are religiously insane; he may be a lunatic, a neurotic, a psychologically depressed, a maniac, a man or a woman unwanted by the social milieu because of their influence-political, religious or cultural. A wizard can be rejected; an extremist can be dejected, a gossip, an intruder, someone who interferes in others' affairs to the extent of creating crime conflicts cannot be accepted by a family.

Hence, a rejected, in short, is not the wanted individual; someone whose disappearance is beneficial for the common rank and file; he is someone whose disappearance does not create disequilibrium in the function he assumes.

The rejected is the poor not accepted by a rich society, not accepted by a religious congregation because of his offending ideas.

A rejected can be a member of a conservative family and comes with strange more liberal ideas and for fear not to influence or cause any effect upon the family, he is sent out as soon as his ideas start to spread as wild fire.

A rejected is the one who does not comply with cultural norms and tries to blindly react against the dictates of the group. A rejected need to be injected some dozes of stable

life; a dose that gives him a tranquility of mind to live hand in hand with the wise, the sage ,respect his community, listen to the universal norms and be a gentle citizen, not negatively but through positive consent with the wise eldest as to gain his pass to another wiser stage.

August 8th, 2016

Practical Activities

1. What is meant by "the rejected" in the essay?
2. What are some of the causes for a person being rejected by society?
3. Can a rejected person be someone who holds extreme political, religious, or cultural views?
4. Why might a rejected person be socially isolated?
5. How does a rejected person differ from a person who is accepted by society?
6. Can a rejected person change their status and become accepted by society?
7. Is rejection always a punishment for wrongdoing?
8. How can a rejected person gain acceptance from society?
9. How might a rejected person react to their status in society?
10. Can a person be rejected by their family? If so, why?
11. What is the impact of the rejected-on society?
12. According to the author, what can be done to help the rejected?
13. How does the rejection of a person affect their mental state?
14. How can society benefit from embracing the rejected and their ideas?
15. Can the rejected change their circumstances? If so, how?
16. How does the concept of the rejected relate to social justice?
17. In what ways can the rejected be seen as a reflection of society's values and norms?

Grammar Activities:

1. Sentence Diagramming: Students can learn about sentence structure and parts of speech by diagramming sentences.(choose sentences from the text)
2. Error Correction: Provide students with sentences with common grammatical errors and have them correct the errors.

Academic Writing Activities:

1. Thesis Writing: Have students practice writing a thesis statement for different types of essays.
2. Outlining: Have students practice outlining of the essay (the rejected)

26. The Extremist

Extremism is one degree more to reclusive ideas and thinking-It is a kind of radicalism in opinion, a side over what is normal; a kind of leftism or rightism in thinking. It is no good to be in extremism but the best policy is to stay in the middle-There is no good point than mode racy in taking decisions or in approaching a thing. Extremists are not appraised but despised; for they are all the time maintaining their slant points. They tend to be more conservative and very harsh.

Leniency spreads from listening to the others with an open moderation, a soft transitioning in getting what one wants but through peaceful means rather than harsh measure taking. The way to the world transaction should be based on negotiation rather than on violence and oppression. Extremism should have no way to the modern understanding. People despise any kind of extremism and praise the subtle ways of treating matters without focusing more on hypocrisy.

The extremist then is the one who keeps his ideas forward to the extreme to an extent he hits the goal or loses everything-He wants but his ideas to rise and floats over what his rivals pretend. He pushes his thinking to generate one way and never accepts his ideas to be overthrown. He withstands his point of view and never gives a chance to the other part to convince him. His mind is closed and impervious to conviction. He dies as cold as his ideas that remain farfetched and sterile.

Modern understanding should result in mutual conversation based on this give and take philosophy mi-towed and mi-pushed where positive consent is reached. Extremism in everything is not good. An extremist needs to

reflect upon his own decision taking and should stand open to different criticism that, in a way or another, adjusts his own position to unleash his inert introversion.

August 8th, 2016

Practical Activities

1. Comprehension questions: a. What is extremism, according to the essay? b. Why is it not advisable to be an extremist? c. How does leniency help in handling matters? d. What is the problem with extremists? e. What is the ideal way to handle matters, according to the essay?

2. Matching tables: Match the following terms with their definitions:

- a. Extremism
- b. Leniency
- c. Hypocrisy
- d. Conviction
- e. Introversion

Definitions:

- i. Excessive, radical views or opinions.
- ii. Tendency to be harsh or strict in judgment or discipline.
- iii. Pretending to have qualities or beliefs that one does not have.
- iv. Tendency to look inward or focus on oneself.
- v. Tolerance, flexibility or indulgence towards others.

3. Fill in the gaps: Fill in the gaps with appropriate words from the essay: a. It is no good to be in _____ but the best policy is to stay in the middle. b. _____ spreads from listening to others with an open moderation. c. Extremists tend to be more _____ and very harsh. d. The way to the world transaction should be based on _____ rather than on violence and oppression. e. An extremist needs to reflect upon his own _____ taking.

4. Scrambled order sentences: Arrange the following sentences in the correct order as they appear in the essay: a. The extremist then is the one who keeps his

ideas forward to the extreme to an extent he hits the goal or loses everything. b. He wants but his ideas to rise and floats over what his rivals pretend. c. Modern understanding should result in mutual conversation based on this give and take philosophy. d. Extremism in everything is not good. e. An extremist needs to reflect upon his own decision taking and should stand open to different criticism that, in a way or another, adjusts his own position to unleash his inert introversion.

5. Psychology related to egoism, extremism, fanaticism, and hard-headedness:

a. Define egoism and give an example of how it can lead to extremist behavior.

b. Explain how fanaticism differs from extremism.

c. What is the impact of hard-headedness on decision-making and problem solving?

d. How can cognitive dissonance theory help in understanding extremist behavior?

e. How can social identity theory explain why some people become fanatics or extremists?

27. The Human's Controversy

What is controversial in human? His nature, his habits, his demeanor? Certainly, since the existence of Adam and Eve, man has always been a different creature in nature: he has combined different positive and negative traits. He is the irritable, the selfish, and the jealous. His personality is fluctuating; he is neither stable nor righteous in his decision. He likes himself and his private ends pass before everything else. He likes getting but never likes giving except in the few rare cases.

He is born with the sense of being crossed when things hurt him, mean when blessings are bestowed upon his person. He likes to be patient but once hungry he kills. Poor man full of contradictions; he often acts in a way similar to a non-civilized creature. Blasphemy, insults, violence and offence are features belonging to his state at times of anger.

Man has often got strange habits concerning his own relation with himself. He often feels a failure before hard moments because he lacks tenacity and will. He becomes frightful and timid. One of his bad habits is that he is not able to keep his words and when he talks, he does not respect promises; does not keep to dates and when he is confided in, he betrays.

The absolute truth with man is that he is far from perfection because this has already gone with Adam and Eve and the story of the forbidden tree. Man mirrors God the creature on earth; yet some of his manners are Godly whereas others are devilish. His demeanor is most of times elevated to seraphs in heaven but once angry, he turns downfall and shows nervousness and stubbornness. He becomes less than human and more intelligent than animal in apprehension.

The same man that smiles in your face and helps you as his neighbor, salutes you every morning, yet once he feels you are away, he easily becomes your first intruder and your house burglar. There is no confidence in this gentle and docile man but only pretensions. So, be careful you friend of man the teeth of a lion are sharper.

Experience has shown that man is the most difficult creature to understand due to the psychological complexity not often well expressed through the face. The face is not always the index of the mind as Shakespeare said.

A villain can be a hero and an insane at the same time. One may smile and smile and be villain. This explains everything-We may confide in the man as we may distrust his company, the wicked for you is the better for me as the good for you is the one to avoid. As tastes differ so man's nature. This imperfection is the reason Adam and Eve were expelled from Eden for. Malediction falls on man, so he commits wrong doings, blessings may fall upon him in heaps and if does not confess God's bestow, he is doomed to live his life and stay forever in hell. God bless us all to see the right path and follow.

August 13th, 2016

Practical Activities

Comprehension Questions

1. What are some of the positive and negative traits that characterize human nature according to the author?
2. Why is it difficult to understand human behavior according to the author?
3. How does the author describe the complexity of human psychology?
4. What does the author mean when they say that "the face is not always the index of the mind"?
5. In what ways does the author suggest that human nature is imperfect?

Matching table: Match the following traits with the corresponding characterization of human nature in the essay.

Traits:

- a) Irritable
- b) Selfish
- c) Jealous
- d) Fluctuating personality
- e) Likes getting but not giving
- f) Impatient
- g) Betrayal of trust
- h) Psychological complexity

Characterizations:

1. Poor man full of contradictions
2. Man often feels like a failure before hard moments
3. Man mirrors God on earth
4. Man is the most difficult creature to understand
5. Man's behavior is not always well expressed through the face

6. Man is far from perfection
7. There is no confidence in man, only pretensions
8. Man often acts in a way similar to a non-civilized creature

Definitions: Define the following terms

1. Psychological complexity:
2. Seraphs:
3. Villain:

Analysis:

1. How does the author's characterization of human nature compare to other perspectives on the topic? 2. What evidence does the author provide to support their claims?

Critical Reading: 1. What is the author's purpose in writing this essay? 2. What message is the author trying to convey about human nature? 3. What are some possible implications of the author's perspective on human nature?

Quotes:

1. "Poor man full of contradictions"
2. "Man mirrors God on earth"
3. "The face is not always the index of the mind"
Shakespeare
4. "One may smile and smile and be a villain" William
Shakespeare

28. The Miser

Misery is a state of wretchedness, of suffering due to poverty where the miser subdues a case of mental and emotional unhappiness, a case of distress and intense form of discomfort. The miser then is the person who suffers privation, pain or ailment. He does not live suitably because his mental or physical states are below the living standards. As he lives in misery, he looks at the others as richer than him; so his groping sense to others' possessions made of him an envious person, a jealous and full of greed.

The miser never wishes to get out of his state and with time he sees himself below and never up: he lives desperate because he believes there is no chance for him to be uplifted; it is too late for his case, there is no hope for recovery.

The state of suffering and want is the result of physical circumstances or extreme poverty. According to religion, a man is born of rich or poor descendance and whether he is in one category or another, he has to accept his fate and never calls it bad names. We may be misers but respect rituals and religious principles as we may be rich and blasphemous.

Every creature should admit vehemence and modesty to the creature for no five fingers look alike. This is the fate that we have to follow, the fate that has been haunting us and that we have to accept whether it is good or bad.

Living miserably has not to be scorned for because life, as experience has shown, it is ups and downs and if ever we are born true sufferers in this life, we have to bear it to the end: otherwise, we collapse because our creator knows the

rich from the poor and he has put his believers into practical test to check the degree of their belief and patience. Be the right man the one who is patient in whatever aspects of life he is tested. If he keeps patient God will compensate for his overbearing.

August 14th, 2016

Practical Activities

Comprehension: To what extent do you believe the statements under are right or wrong? Discuss

1. The essay discusses the concept of a miser, who is someone living in a state of poverty and misery.
2. The miser's suffering is not only physical but also mental and emotional.
3. The miser often becomes envious and greedy, looking at others' possessions.
4. The essay touches on the idea of fate and how we should accept our circumstances, whether good or bad.
5. The essay suggests that patience and belief in God can lead to compensation for suffering.

Discussion:

1. What are some strategies for finding contentment and happiness in difficult circumstances, such as poverty or illness?
2. How can we combat feelings of envy and greed, even when we are not in a state of extreme hardship?
3. Is acceptance of fate always a helpful mindset, or are there situations where it can be harmful or limiting?
4. How can we balance the idea of accepting our circumstances with the desire to strive for improvement and change?
5. How can religion or spirituality be a source of comfort or meaning in the face of suffering?

Human traits/ psychology of the individual: Do you agree or disagree?

1. The essay touches on the concept of envy and greed, which are negative emotions that can arise from a state of poverty and misery.

2. The idea of acceptance of fate suggests that individuals may have different levels of tolerance for uncertainty or discomfort.

3. The essay also implies that religion or spirituality can provide a sense of purpose and meaning in the face of suffering.

Quotes/proverbs:

- "Every creature should admit vehemence and modesty to the creature for no five fingers look alike." (implies acceptance of diversity and differences among individuals)

- "Life, as experience has shown, is ups and downs." (implies that suffering is a natural part of life)

- "Be the right man the one who is patient in whatever aspects of life he is tested." (suggests the importance of patience and perseverance in the face of hardship)

29. The Timid

No one dares say the hero can live better in a timid world. The hero is a hero but a timid is another facet of the human social strata. The timid is by nature born with certain deficit as to face the world as it should be raw, crude and untamed. The timid, in the new facet of life, is restless to the outside influences-he reluctantly acts and in his own self ashamed of his own deeds-he feels inapt to boldly face circumstances; he gets red faced each time he hesitatingly falters to do an act properly. Timidity is a devil sin for those who persist to kick it off; yet they could not get rid of. It is a psychological and social disease that does not quit its actors. Fair is the person who deservingly finds the sources to appease in its inner self and its aggravation will mount to an extent where the affected cannot stand in the face of reality.

Being timid is not the right philosophy in life. Timid people have to face the different situations boldly and never take things to heart-They should persistently be risk takers, take the time by the forlorn and dive deep like true explorers.

Timidity enfeebles the person to a lower degree of not even defending one's right. It leads the timid to scorn himself for more than often and in each instance, it engulfs his enterprises not to emerge. He senses indoctrinated within himself and unable to speak up his rights.

Timidity is a disease that can, with time, be remedied-the timid needs to face himself in the mirror, talk to himself, sit with others and share debates and discussions and keep to his words through persuasive arguments; he should face the reality to speak confidently and seriously when the right word is truly valued.

A Timid is an awesome character whose personality transcends into lack of self-insurance, courage and tenacity for adventure: he is weak willed, easily alarmed and shy. In the course of time, a timid person is inflicted by fear and he is often powerless to admit his scarce feelings. He psychologically swims in hesitations, intrinsically void, with no enterprise, no long-term vision, no perspectives on the horizon-He feels perplexed and day after day, if he could not resist changing this bad habit, he will be stuck in timidity and hence, it becomes difficult for him to uproot.

To make sure of not frequenting this habit for long, it is rather good for him to sway away from and put this fast-growing habit into oblivion. It is just a matter of strong will and challenge, Timidity can be overcome with time and the timid will soon discover that it was just a passing cloud that turns into rain.

Nov 8th, 2019

Practical Activities

Comprehension questions: Answer the questions below

1. What is the definition of a timid person according to the essay?
2. Is timidity a psychological and social disease?
3. How can a timid person overcome their timidity?

Debating points:

1. Is being timid always a negative trait?
2. Are some people more prone to timidity than others are?
3. Can being timid be advantageous in some situations?

Psychological traits: Explain the following terms

1. Lack of self-confidence:
2. Weak-willed:
3. Easily alarmed:
4. Shy:
5. Intrinsic void:
6. Fearful:
7. Hesitant:

Personality:

1. Timid:
2. Courageous:
3. Adventurous:
4. Risk-taker:
5. Tenacious:
6. Self-assured:

Reading activities:

1. Discuss the reasons why people may become timid.
2. Write an essay on the advantages and disadvantages of being timid.

3. List the different methods that a timid person can use to overcome their timidity.

Matching lists: Match the following pairs:

- | | |
|-----------------|-------------------------------------|
| 1. Timidity - | a. lack of self-confidence |
| 2. Courageous - | b. opposite of timid |
| 3. Shy - | c. characteristic of a timid person |
| 4. Adventure - | d. trait of a self-assured person |
| 5. Hesitant - | e. a psychological trait of a timid |

person

Proverbs: be ready to explain the proverbs

1. "He who hesitates is lost"
2. "Fortune favors the bold"
3. "A ship in harbor is safe, but that is not what ships are built for"

Emotive vocabulary: Use these emotive words in meaningful sentences

1. Enfeebles
2. Scorn
3. Intrinsically void
4. Perplexed
5. Passing cloud

30. The Hypocrite

Hypocrisy grows like a germ and creeps with every creature. We tend to be serious but in reality we are hypocrite because we do not admit to tell the truth and contradict ourselves, we may eat at someone's party and just after we show very harsh critic-Living in hypocrisy is a trademark that every individual bears but it differs in degrees with persons-We kill people, walk in their funerals

and mourn for their departure. We praise people when facing them for fear to blame or just to gain bonuses but once these people take the lead, we scorn their deeds-How double-faced people are? What kind of masks they would wear?

Hypocrisy is quickly discovered to become flagrantly discovered. We promise not to talk to hypocrites but when the parasite is amply scared, we become ourselves hypocrite without knowing. So, whether you admit it or not no one is sane because we all encapsulate the germ of incompleteness which creeps inside us.

Being hypocrite is often admissible in the world full of hypocrites. I believe this could be accepted because one has to admit his own weaknesses at cases of misfortune. Being too serious nowadays may bring shame and not fame. The world seems shaky and timid and you have to go hypocrite. The more you are sincere the more you are met with violence and turn coats do not admit your defiance only when they see you battered to death. This is the policy of life, you have to fear the others, to fear even oneself and hence hypocrisy is a label enforced upon you-

The mask you wear will serve against you-So beware being a hypocrite in a sane world for there is no room for feigned habits-Then, it is good to be frank with yourself first then with others and bear it wisely that everyone is a hypocrite, honest and sage on the stage. People talk at open speeches, deliver smooth and sweet messages to blow cotton in peoples' eyes about faulty paths but in truth, they are just misfits, troublemakers and rogues thinking only about their private ends.

Nov 8th, 2019

Practical Part

1. Syntax Exercise: Rewrite the following sentence, keeping the same meaning but using different sentence structure.(Paraphrasing)

Original Sentence: "The more you are sincere the more you are met with violence and turn coats do not admit your defiance only when they see you battered to death."

2. Definitions Exercise: Define the term "hypocrisy" in your own words, and then compare it with a dictionary definition.

My definition:

.....
.....
.....
.....

Dictionary definition: The practice of claiming to have moral standards or beliefs to which one's own behavior does not conform; pretense.

3. Matching Lists Exercise: Match the following hypocritical actions with their corresponding descriptions.

Actions:

1. Praising someone to their face but speaking ill of them behind their back
2. Attending a funeral for someone you had a hand in killing
3. Criticizing the food at a party after eating it

Descriptions:

- a. Saying one thing and doing the opposite
- b. Pretending to have feelings or beliefs that are not genuine

c. Expressing different attitudes or opinions to different people

Answers:

.....

Gap Filling Exercise: Fill in the blanks with the appropriate words from the essay.

Hypocrisy _____1_____ like a germ and _____2_____ with every creature. Being hypocrite is often _____3_____ in the world full of hypocrites. The more you are _____4_____ the more you are met with violence and turn coats do not admit your defiance only when they see you battered to death.

Answers:

.....

Discussion Questions: Be ready to discuss the questions below with your mate

a. Do you think everyone is a hypocrite to some degree? Why or why not?

b. What are some examples of hypocrisy that you have witnessed in your own life or in society?

c. Is it possible to live a completely honest and authentic life, or is some level of hypocrisy necessary for social survival?

5. Quotes with References: Discuss the quotes stated below

a. "Hypocrisy grows like a germ and creeps with every creature." (Essay)

b. "Being hypocrite is often admissible in the world full of hypocrites." (Essay)

c. "The mask you wear will serve against you." (Essay)

31. The Adventurer

Taking the risk to be an adventurer is in itself on a journey adventure where the adventurer often ventures in the wilderness to explore a hidden secret growing fast in himself. The desire to runaway to peace, to a sacred place that nobody has ever exploited or go in quest of a new career, a new profession. The idea of travelling to unknown destination reveals plenty of unexpected secrets. The adventurer is often faced with multitude of unexpectancies where he, at each point of his course, stops to question. It is really a puzzled timeline in the history of those who travel incognito. Being an adventurer demands tricks, flexibility and diligence of mind for sometimes, this adventurer takes the risk of delving deep; yet he receives and gains nothing.

Playing truants does often lead to concrete things while at certain cases it proves a vain hope. See the Irish Rover who thought to amass plunders of precious material things; yet he proved penniless and suffered his way home. See Huck Finn, the young boy who roved all along the Mississippi in quest of justice. The adventurer is the deprived longing for a better life, a cozy place where to satisfy his lust. He does not know where his feet could land him, he trots his way through miserable circumstances, lost among the wilderness. He often fasts, gets thirsty, lost, got wet under the torrent rain, met with harsh people and wild creatures. He is not also spared of strange diseases he can contract anytime-Poor adventurer who thinks he can make it all through his life; yet the harsh constraints often made of him a desperate person.

The adventurer is the most wretched, the forlorn of his time-Indeed, if the adventurer travels alone, this is less

fierce than travelling with his offspring-But still if he leaves his family behind that could be the worst of all. Wait and see how many adventurers have gone to no return because of their blind mistakes-Even adventuring requires a reflection, a relaxing period of muscle stretch-where is no wondering to quest the famous saying-the best traveler is the one who knows when to return-Life is brain, preparation, know-how and wisdom. Being an adventurer does not require a high level of education as it does with high diligence, a great command of the self and a stop over the different stations in life. Venturing is risky, troublesome, tiring and time consuming-If one wants to reach the standards of a perfect adventurer, he has to escalate the ladder of wisdom, time conservation, good control of oneself and sociability.

Nov 9th, 2019

Practical Activities

Synonyms: Briefly explain the following terms-synonyms and antonyms

- Explorer:
- Pioneer
- Wanderer:
- Nomad:
- Traveler:
- Voyager:
- Roamer:
- Wayfarer:

Antonyms:

- Homebody:
- Settler:
- Stay-at-home:
- Conformist:
- Traditionalist:
- Conservative:

Comprehension Questions: answer the following questions

1. What is an adventurer?
2. What are some of the challenges an adventurer may face?
3. Is education important for being an adventurer? Why or why not?
4. What is the saying about the best traveler?
5. What qualities are important for a perfect adventurer?

Paraphrasing: Paraphrase the following passage

The adventurer embarks on a journey of exploration and self-discovery, often taking risks and facing unexpected challenges along the way. While some adventurers may

find success and fortune, others may come up empty-handed or even suffer negative consequences. It is important for adventurers to have a strong sense of self-control, adaptability, and sociability, as well as the wisdom to know when to call it quits and return home.

Standpoints: What is view on the adventurer as explained below? Speculate

Some may view the adventurer as a **heroic figure**, daring to push the limits of what is possible and charting new territories for humanity. Others may see the adventurer as a **reckless individual**, needlessly endangering themselves and others in pursuit of personal glory or gain. Still others may view adventuring **as a valuable means of self-discovery and personal growth**, or as a way to connect with nature and the world around us.

People's Views as Quotes with References:

1. "Adventure is worthwhile in itself."
- Amelia Earhart
2. "The biggest adventure you can ever take is to live the life of your dreams." - Oprah Winfrey
3. "Adventure is not outside man; it is within."
- George Eliot
4. "The very basic core of a man's living spirit is his passion for adventure."
- Christopher McCandless

32. The Patience Bearer

Patience is the plaster for all pains-indeed, patience necessitates confidence in one's abilities to achieve success-it demands high degree of tolerance to get to what one wants-It needs procrastination and not speedy thinking. Patients have to cultivate the sense of time lapses, not to rush, not to expect things to be done in an eve- Never think of seeing plants when cultivating them the other night for everything has its time. Being patient is a philosophy that appeases the heart beats to slow in the human's dynamism-keep cool and soon things start to grow in your eyes-Let things generate in the course of time and never disrupts their timeline-

Patience is a great school that teaches us how to value our efforts and see the work as an extension to success that without patience it could never be achieved. Hence patience generates energy, saves efforts, and relaxes the nerves to get them ready for another spring. Patient bearers will ripe the fruits as sweet as hard labour-There is no flowery path that leads to fame if it is not frowned with patience-Patience makes one discover what life is hiding for man, who mistakenly rush to get what he wants in a peevish moment.

Thanks to patience that artistic handy crafts are settled, historians, adventurers, doctors, pregnant women are but instances of those who suffer pursuing a purpose in life. the true merits of patience are not night born and instant achieved but rather are long termed expectations. Bear it with me and you will soon see the fruits sweet under your own agitation.

Patient bearers never in their attitudes falter to see the bloom of their aspirations-see the ancient Chinese, the Greek philosophers, the various sages of the world, see the

alchemists, the religious men in their sanctified grottos experimenting their knowledge in gloom and fire. They were great patients who lost their lives and their eyes for the sake of knowledge and wisdom .Hence, without patience their efforts would have evaporated in vain-Vain is the dream that is not crowned with patience-Patience is the light for hard hearts and energy for tender spots-Take patience with confidence and be determined to exploit the world and you will soon discover that you can harness difficulties with a minimum repair-This is life, the great school where patience is the great ingredient.

Nov 9th, 2019

Practical Activities

Matching List: Match the following words with their definitions:

1. Patience
2. Tolerance
3. Procrastination
4. Philosophy
5. Merits
6. Aspirations
7. Confidence
8. Dynamism
9. Energy
10. Relaxation

- A. Delaying or postponing something
- B. The quality of being patient
- C. The benefits or advantages of something
- D. The belief or study of fundamental truths and principles
- E. The ability to withstand or endure something
- F. A strong desire or ambition
- G. A feeling of trust in one's abilities or qualities
- H. The quality of being dynamic or full of energy
- I. The ability to do work or cause change
- J. The state of being free from tension or anxiety

Reading Comprehension Questions:

1. What is patience, and why is it important?
2. How does patience help individuals achieve success?
3. What are some characteristics of patient bearers?
4. What is the relationship between patience and hard work?

5. How have patient individuals made significant contributions to society?
6. What is the significance of patience in the pursuit of knowledge and wisdom?
7. How can one develop patience?
8. What are some of the benefits of practicing patience?
9. What is the role of confidence in cultivating patience?
10. How does patience help individuals deal with difficulties and challenges?

Matching List: Match the following words with their definitions:

1. Patience
 2. Tolerance
 3. Procrastination
 4. Philosophy
 5. Merits
 6. Aspirations
 7. Confidence
 8. Dynamism
 9. Energy
 10. Relaxation
- A. Delaying or postponing something
 - B. The quality of being patient
 - C. The benefits or advantages of something
 - D. The belief or study of fundamental truths and principles
 - E. The ability to withstand or endure something
 - F. A strong desire or ambition
 - G. A feeling of trust in one's abilities or qualities
 - H. The quality of being dynamic or full of energy

I. The ability to do work or cause change

J. The state of being free from tension or anxiety

Reading Comprehension Questions: After reading the passage about patience, have participants answer questions about the main ideas and details presented.

1. What is patience, and why is it important?
2. How does patience help individuals achieve success?
3. What are some characteristics of patient bearers?
4. What is the relationship between patience and hard work?
5. How have patient individuals made significant contributions to society?
6. What is the significance of patience in the pursuit of knowledge and wisdom?
7. How can one develop patience?
8. What are some of the benefits of practicing patience?
9. What is the role of confidence in cultivating patience?
10. How does patience help individuals deal with difficulties and challenges?

Journaling activity: Write about a time when you struggled with being patient. What did you learn from that experience? How did you handle the situation? Did you find that patience helped you achieve your goals in the end?

1. Discussion activity: Have a group discussion about the benefits of patience. Share personal stories or examples of how patience has helped you achieve success or overcome challenges. Ask group members to reflect on how they can incorporate more patience into their lives.

2. Visualization activity: Have participants close their eyes and imagine a plant growing from a seed. Ask them to picture the slow and steady process of growth, from the initial sprout to a mature plant. After the visualization, have participants reflect on how this process relates to the concept of patience.

3. Creative writing activity: Have participants write a short story or poem about the theme of patience. Encourage them to use descriptive language and imagery to convey the importance of patience in their lives. Afterward, have participants share their writing with the group and discuss how the theme of patience is reflected in their work.

Quotes on Patience

1. "Patience is bitter, but its fruit is sweet." - **Aristotle**

2. "Patience is not the ability to wait. Patience is to be calm no matter what happens, constantly take action to turn it to positive growth opportunities, and have faith to believe that it will all work out in the end while you are waiting." - **Roy T. Bennett**, *The Light in the Heart*

3. "Adopt the pace of nature: her secret is patience." - **Ralph Waldo Emerson**

4. "Patience and perseverance have a magical effect before which difficulties disappear and obstacles vanish." - **John Quincy Adams**

5. "Have patience. All things are difficult before they become easy." - **Saadi**

6. "Patience is a conquering virtue."

- **Geoffrey Chaucer**

7. "Patience is the companion of wisdom."

- **Saint Augustine**

8. "The two most powerful warriors are patience and time." - **Leo Tolstoy**, *War and Peace*

9. "Patience is the key to paradise."

- **Turkish Proverb**

10. "Patience is not simply the ability to wait - it's how we behave while we're waiting." - Joyce Meyer

References:

1. Aristotle. "Nicomachean Ethics." Book II, Chapter 3.

2. Bennett, Roy T. The Light in the Heart. 2016.

3. Emerson, Ralph Waldo. "Experience." Essays: Second Series.

4. Adams, John Quincy. "Address to the House of Representatives of Massachusetts." 1825.

5. Saadi. "Gulistan." Chapter V, Story 14.

6. Chaucer, Geoffrey. "The Canterbury Tales." Prologue, Line 316.

7. Augustine of Hippo. "Confessions." Book IV, Chapter 11.

8. Tolstoy, Leo. War and Peace. 1869.

9. Turkish Proverb.

10. Meyer, Joyce. "New Day, New Attitude." September 19, 2003.

33. The man without heart

Symbolically a man without heart is inhuman for no blood can circulate and only coagulation persists. The man without heart is alive, a man of flesh and blood, a man who lives incessantly a decent life full of verve, vivacity and heart throb; yet he is devoid from any verve, from consanguinity; he does not feel, does not breath and does not sense it sweet. The man without heart looks like a scarecrow empty from inside-He may appear robust, strong, fatty yet his heart is extremely dead-a puff of smoke in a windy day. He is lifeless body swollen but a pipe driven with wind and airless flat balloon like.

The man without heart is the one who appears healthy, vigilant; yet, he does not bring fear or anger to people. You see him floating on the streets, full of pride, self-esteemed and carefully walking as if he possesses all the belongings of the world. When you look at him, you just see a mound of bad habits ranging from laughter, humour to wide loathed mouth. He talks from his nose, speaks under his jaws, just mumbling and gibbering with a down trodden pace. He tries to make people laugh yet his persuasive talk is empty; no sense of humour but only tongue twisting, with no clear message on the rise.

This is the man without heart; he thinks with his heart-What a heart? a dead sinew that vibrates and flickers like a low battery devoid of charge. He flickers just to illuminate the two feet afar-a broken reed in the blowing wind-no one to take care about what he says only those like him ape gibbers give him some attention when just later, they disperse leaving him alone.

His talks remain nonsense-no followers, no disciples, he keeps singing alone in the infinite moats where the ancient dead recounts their stories to the men without hearts like him-indeed, an empty vessel makes too much noise.

Nov 9th, 2019

Practical Activities

Linguistic Reflections:

- The use of symbolism in the essay is a powerful tool to convey the message effectively. How does the writer use symbols to create meaning?
- The use of language to describe the man without a heart is very vivid and descriptive. What literary techniques does the author use to create such a vivid picture?
- The author employs a negative tone to describe the man without heart. How does tone affect the reader's perception of the subject matter?

Psychological Reflections:

- The essay raises the question of what it means to be human. What psychological factors contribute to our understanding of humanity?
- The man without heart is described as devoid of emotion. How does emotion play a role in our daily lives and decision-making?
- The author suggests that the man without heart thinks with his heart. How does this contradict our understanding of the brain's role in decision-making and emotion?

Social Reflections:

- The essay highlights the social implications of being a man without heart. What are the consequences of being emotionally disconnected from others?
- The author suggests that the man without heart appears to be healthy and self-assured. How does this perception affect the way we interact with others?
- The essay raises the issue of social conformity. How do we define what is considered "normal" behavior and how does this impact those who do not conform?

Activities:

- Have a group discussion about the symbolism used in the essay and how it contributes to the overall message.
- Analyze the author's use of tone and discuss how it affects the reader's perception of the subject matter.
- Have students write their own descriptive essay about a similar topic, using literary techniques to create vivid imagery.
- Discuss the psychological implications of being emotionally disconnected from others and have students share personal experiences.
- Analyze how social conformity affects our behavior and have students share their own experiences of conforming or not conforming to social norms.

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Here are a few common proverbs along with their references:

1. "Actions speak louder than words." This proverb is often attributed to John Ray, an English naturalist and writer, and is first recorded in his book "A Collection of English Proverbs" in 1670.

2. "All's fair in love and war." This proverb has been attributed to several authors, including John Lyly in his play "Euphues and his England" from 1579 and Miguel de Cervantes in his novel "Don Quixote" from 1605.

3. "Honesty is the best policy." This proverb has been attributed to several authors, including Benjamin Franklin in his essay "Silence Do good" from 1722 and William Shakespeare in his play "All's Well That Ends Well" from 1604.

4. "You can't have your cake and eat it too." This proverb dates back to at least the 16th century and has been used by several authors, including John Heywood in his book "A Dialogue Conteynyng the Number in Effect of All the Prouerbes in the Englishe Tongue" from 1546.

5. "When in Rome, do as the Romans do." This proverb has been attributed to St. Ambrose, a Christian bishop who lived in the 4th century, and is believed to have originated from a letter he wrote to St. Augustine.

6. "Don't count your chickens before they hatched" This proverb is believed to date back to Aesop's fables, specifically the story of "The Milkmaid and Her Pail," which was written in ancient Greece in the 6th century BCE.

7. **"Where there's smoke, there's fire."** This proverb is believed to have originated in ancient Rome and was recorded in the 1st century CE by the Roman philosopher Plautus in his play "Curculio."

References:

- **"Dictionary of Proverbs"** by George Latimer Apperson and Martin H. Manser
- **"The Oxford Dictionary of Proverbs"** edited by Jennifer Speake
- **"Brewer's Dictionary of Phrase and Fable"** edited by John Ayto
- **"The Penguin Dictionary of Proverbs"** by Rosalind Fergusson
- **"Aesop's Fables"** translated by Laura Gibbs

34. The Widow

I have seen her stammering the door of her cabin-a piece of plywood serving the dogs or some other rodents from not entering the slum. She is walking bare footed and her toes touching the cold asphalt- she walks with a scarf taken away by the wind-she looks nonchalant moving from corner to corner following the flickering light-ponds of water touch her cold bare feet and, in their movements, some splash of water rise and fall. She looks in her fifties with a curved puff of hair that has not seen water for long-Only dust cover her limbs-

This widow is the eldest progenitor of her dead parents-she is left alone; she has no children to care about and to care of her-she lives alone in the corner side of the village nearly far from city dwellers. The dilemma is that she moves alone, in the darkness and she is not afraid of wild animals. She looks frail because she is slim and she has no cover clothes and has not eaten for days. She lives by charity She sits in the nearby waiting for piteous people to give her something to subsist on-She is always sitting alone keeping a piece of old rags as company. She is desperate in life; she has no company except the very females passing by the street who curiously go to her for brief talks and where they offer her some hot meals.

What a poor widow chewing the cud alone in ample days where some people seem to jump with joy. The little widow whose body is shrinking day by day is a sign of a resistant lady- a lady who lives alone without any support to give a sense to life, a symbol but a microcosm of all the widowed suffering the same fate. Widows today are mostly neglected and people often offer services to those who rove in the streets and pass night in the open but neglect those who do

not hand their hands-the forgotten, the hidden, the down trodden and the invisible.

Listen to the muse of Jibran Khalil Jibran echoing from the mounts of Lebanon saying-It is good to give when asked but is better to give when unasked-indeed, we humans ,we have to have humane feelings for those invisible creatures dying alone in their quasi homes-Let us all put hand in hand and fetch them, nurse them, feed them and care for their lives as they cared for ours the days we were small lambs hip hopping on the green grass -Remember life is but turns, a gyre that rotates giving us a chance to

save ourselves from bad turns- remember that your turn will soon come up....Remember.

Nov 9th, 2019

Quotes on the Essay

- Research and find a quote about helping those in need from a famous personality.
- Discuss the relevance of the quote to the essay and the widow's situation.
- Provide a reference for the quote.

Practical Activities

1. Comprehension Questions:

1. Who is the protagonist of the essay?
2. How does the author describe the widow's physical appearance?
3. What is the widow's situation in life?
4. How does the widow survive?
5. How do people usually treat widows?

2. Stylistic Questions:

1. What is the tone of the essay?
2. What literary devices does the author use to describe the widow and her situation?
3. How does the author use language to create an emotional response in the reader?

3. Grammar:

1. Identify the verb tense used in the sentence "She has no children to care about and to care of her."
2. Identify the type of sentence used in the sentence "The little widow whose body is shrinking day by day is a sign of a resistant lady."
3. Identify the adjectives used to describe the widow.

4. Vocabulary:

Explain the following words

1. nonchalant:
2. progenitor:
3. subsist:
4. down trodden:
5. invisible:

1. **Create a word association map using the word "widow."**

5. Religious Viewpoints:

1. Discuss the role of widows in different religions.

2. How do religious teachings influence people's attitudes towards widows?

3. What can be done to ensure that widows are treated with respect and dignity in different cultures and religions?

35. Failure in Marriage

Marriage is a strong bond between husband and wife; a bond that is weaved to stay for long and not an ephemeral tie. It is a blessed accord with two partners; a promise to live together under the same umbrella of hot and cold. However, the truth with marriage as a Godly blessing is that most of the youngsters today ignore its real value. Consequently, lots of divorces occur in winks of eyes. And the real victims are two weak creatures who decided to join hands but forgot to pave the ground for marriage of one night demands a deep consent.

The problem that arises then is when parents do not join-and where the authorities are not even notified. Failures in marriages are mostly due to the alluring physical traits that the young bridegrooms fail to treat and consider. A young bride, before being driven into her future home, should test herself on many levels-psychological, sociological, ethical, physical, emotional and even intellectual. She is not going to upkeep with things she wishes to cling at because she would travel within the unknown and hence, she would train herself to resist the unexpected. The husband in his turn should consider the same fate as he himself has to delve into the unknown. But, unfortunately, young people in the present time think of marriage as a set of a play, where they can rotate their minds upon a vacuum.

Another cause for marriage failure is the young relates it with material consideration.it is good to be wealthy and live in comfort and luxury but be cautious when one of the partners lose the intended ethics. Conservative families do not bear a lot upon richness and high living standard when ethical considered start to dwindle. Ethics are the essential

value when things start to devalue. Even persons are poor yet poverty does not kill and when characters are lost, all is lost.

To join hands with what sociologists have advanced in ethics, it is very recommended to absolutely focus on the good conduct, good behaviour and flexibility of exchange. Smooth tongues always win favour and if one does not know how to speak, he loses the thread of what he intends to say. Precision and concentration add to the social position as man is determined through his personality. Too much blurring and babbling may reduce from the respectful personality. A bride should keep a distance from his wife and she has to do the same-too much familiarity brings contempt and soon discordance rises with a hatred exchanges of intimidations, blames and misconducts occur to end in a peevish divorce. Divorce is the cruelest social and human trait that everyone despises. To avoid such failures in marriages, we counsel both brides and bridegrooms to think well before taking any risky endeavour, to find the good partner and to forget thinking about high dowries that curb the poor husband's initiatives, to accept the meanest offers, to seek the sources and not the superficial overflow of feigned emotions and lenient hearts .Don't let yourself be taken by the modern violent wind of new fashion, decoration and artificiality. See to your own potentials and read well the minds of your counterparts before reading their hearts.

April 4th,2020

Quotes on Marriage with Sources:

1. A long-lasting marriage is built by two people who believe in -and live by- the solemn promise they made." - Darlene Schacht

2. "A successful marriage requires falling in love many times, always with the same person." - Mignon McLaughlin

3. "Marriage is not just spiritual communion; it is also remembering to take out the trash." - Joyce Brothers

4. "The greatest thing you'll ever learn is to love and be loved in return." - Nat King Cole

5. "A happy marriage is a long conversation which always seems too short." - Andre Maurois.

6. "A great marriage is not when the 'perfect couple' comes together. It is when an imperfect couple learns to enjoy their differences." - Dave Meurer

7. "Marriage is not a noun; it's a verb. It isn't something you get. It's something you do. It's the way you love your partner every day." - Barbara De Angelis

8. "Marriage is a mosaic you build with your spouse. Millions of tiny moments that create your love story." - Jennifer Smith

9. ""A happy marriage is a long conversation which always seems too short." - Andre Maurois.

Practical Activities

1. Comprehension Questions:

- a) What is marriage according to the essay?
- b) What are the causes of failure in marriages according to the essay?
- c) What does the author suggest as a solution to avoid failure in marriages?

2. Matching Lists: Match the following terms to their meanings:

- a) Sociological
- b) Ethical
- c) Psychological
- d) Intellectual
- e) Emotional

1. Pertaining to the study of society and its behavior

2. Concerned with the principles of right and wrong behavior

3. Relating to the mind and mental processes

4. Relating to the ability to reason and understand

5. Relating to feelings and attitudes

3. Completing Gaps: Fill in the blanks with the correct words from the essay: a) Marriage is a _____ bond between husband and wife.

b) Failures in marriages are mostly due to the alluring _____ traits that young bridegrooms fail to treat and consider.

c) Another cause for marriage failure is when young people _____ it with material considerations.

d) Smooth tongues always win favor, and if one does not know how to speak, he loses the thread of what he intends to _____.

e) To avoid such failures in marriages, we counsel both brides and bridegrooms to think well before taking any risky endeavor and to find the good partner and to forget thinking about high _____ that curb the poor husband's initiatives.

4. Reordering Information: Rearrange the following sentences to form a coherent paragraph.

a) Ethics are the essential value when things start to devalue.

b) A young bride, before being driven into her future home, should test herself on many levels-psychological, sociological, ethical, physical, emotional and even intellectual.

c) Conservative families do not bear a lot upon richness and high living standards when ethical considerations start to dwindle.

d) The problem that arises then is when parents do not join-and where the authorities are not even notified.

e) To join hands with what sociologists have advanced in ethics, it is very recommended to absolutely focus on the good conduct, good behavior, and flexibility of exchange.

5. Discussion Questions:

a) Do you agree with the author's views on the causes of failure in marriages? Why or why not?

b) What are some steps that individuals can take to ensure a successful and long-lasting marriage?

c) How important do you think ethical considerations are in a marriage? Can a marriage succeed without them?

36. The Wicked Fate

I do believe in fate and I am the one who fears bad circumstances but when something comes and hurts, I accept it with a great endorsement because in my inner self that is the thing destined to hurt me at that moment. Thus, in its true vision, what happened to me yesterday at that moment was not the same that did happen to me because what was supposed to hit me has happened today and not yesterday. This shows that when an awesome thing happens, I welcome it because it is meant for me and not for others. This existential feeling of belonging adds to my personality to accept, reflect and never reject.

When we muse about the existence of one's fate, we often think of good and bad and we never say bad things when an awesome thing happens because we have to believe in the other side of the coin-sometimes good and sometimes bad. This is life; we are never endowed and crowned with the good only but the wicked too.

Fate is said to be drawn right from beginning; the starting point is the day of birth. Indeed, it is at that moment that everything is traced whether good or bad it marked your destiny. However, it is up to the person to divert the bad into good with good will and power. Facing the controversial matter, it is also said God prescribes something for humans and it is done and once it is achieved, we believe this is a God endowment.

Wickedness in fate is not a curse and malediction but rather it is a test on our potential for resistance. It is an inner admittance of negative endowments or a rejection of God sacredness' is a kind of empowerment to the degree of our withstanding towards things that bring in alertness. This is life, any negative thing is harmful and any positive is

fruitful; however, one has to admit that God does not give us all.

We need to cultivate the culture of wicked fate and get people aware that cursedness is not a choice that casts its shadows upon the wicked or the poor but it is part of a fate that for some it is welcomed. Hence, one needs to accept what is destined for him as share and never curse it and call it bad names.

April 4th, 2020

Practical Activities

Grammar Activities:

1. Identify the parts of speech in the passage above (nouns, verbs, adjectives, etc.)
2. Rewrite some of the sentences using different verb tenses (past, present, future)
3. Identify and correct any grammar or punctuation errors in the passage

Discussion Activities:

1. Have a group discussion about personal beliefs regarding fate and the idea of being predestined
2. Discuss the role of religion in shaping one's beliefs about fate and destiny
3. Explore the concept of "wicked fate" and how individuals might react to experiencing negative circumstances that are believed to be predestined

Religious Views:

- Research different religious perspectives on fate and predestination (e.g. Christianity, Islam, Hinduism) and compare and contrast their beliefs

- Discuss how religious beliefs about fate might influence personal attitudes and behaviors towards life events

Quotes on Fate:

- Compile a list of inspiring quotes related to fate, destiny, and acceptance (e.g. "It is not in the stars to hold our destiny but in ourselves" - William Shakespeare)
- Discuss how these quotes might be relevant to one's personal experiences with fate and predestination

Critical Debate:

- Organize a debate on the topic of whether individuals have free will or are predestined to experience certain events in their lives
- Debate the concept of "wicked fate" and whether negative circumstances are predetermined or the result of individual choices and actions

Academic Writing on Wicked Fate:

1. Write an academic essay exploring the concept of "wicked fate" and its implications for personal attitudes and behaviors
2. Conduct research on historical or literary examples of characters who experience "wicked fate" and analyze their responses and outcomes
3. Analyze the role of cultural and societal attitudes towards fate and destiny in shaping individual beliefs and actions.

37. The Bride's Dowry

Dowry is a common practice in many parts of the world, especially in South Asia and several Middle East and North Africa countries. Dowry is most common in nations with inadequate male-biased inheritance laws and patrilineal societies, which expect women to live with or near their husband's family. The dowry is generally intended to help set up the couple's new household, especially in cultures where it is rare for a woman to work outside the home. A dowry is the money or goods that a husband's family gives to her new wife and/or her family when marriage is for sure going to take place. In more explicit terms, the bride price refers to money that a groom would pay to his bride's father in exchange for her hand in marriage.

A dowry could be made up of any combination of valuable things-money or golden jewelries or precious metals, home furnishings, and more. The new wife will spend the husband's money in buying her "trousseau" or hope chest. A trousseau is the collection of goods that a woman gathers in preparation for her future marriage. The "mahr" (in Islamic term) is the right of the wife, and it is not permitted for her father or anyone else to take it except with her approval. Dowry is seen as prestige in some aspects and in some other it is viewed as a prejudice.

The dowry culture is increasing day by day as the rich are giving more dowry to their daughters and spending lavishly in their marriages which sometimes is a problem for the poor families who cannot even have the opportunity to buy even the simplest things. Most families try getting higher status grooms in the belief that their daughters will live in higher standards of living levels; hence they try to

maintain this household in a high position as a sign of show off and prestige.

Nowadays, offering a dowry even at its meanest prices costs a lot to poor families especially those where three, four and even five girls exist as maid. Poor parents cannot marry them all. This compels them to oblige their daughters to stay unmarried, go out to work and collect money to marry or hunt a rich husband. In Islam, the dowry is not a must and parents are recommended not to sacrifice their lives for the sake of gathering a priceless dowry. The most important is to get their daughters marry to escape adultery.

April 11th, 2020

Practical Activities

Exercise 1: Comprehension

1. What is a dowry?
2. Where is dowry most common?
3. What is the purpose of a dowry?
4. What is a trousseau?
5. What is the "mahr" in Islamic culture?
6. Why do some families offer a dowry?
7. What is the problem faced by poor families related to dowry?
8. Is dowry a must in Islamic culture?

Exercise 2: Definitions-Define the following terms

1. Patrilineal -
2. Inheritance laws

Exercise 3: Find synonyms and antonyms to the following words

2. Inadequate
3. insufficient

4. lacking,
5. Common
6. Lavishly
7. extravagantly
8. bias,
9. discrimination -

4: Reflections about cases and discussion

1. What are some of the negative consequences of the dowry system, especially in cultures where it is mandatory or viewed as a necessity?

2. How can we as a society work towards reducing the practice of dowry?

3. In some cultures, dowry is viewed as a symbol of prestige. How can we shift this mindset and promote more positive symbols of prestige and social status?

38. The Naïve

Naivety is a personal trait that differs from person to person. It is deeply engraved in character and its owner possesses a strong hold to it and shows impervious features for any change. Naivety is spiritually welcomed by all but its implication in the modern world seems tricky. People are still curious to see a real naïve person living in a world of intense mockery and trickery. The modern world is hard growing for naïve persons.

Naïve people are simplistic in mood and temperament as they believe in primitive occurrences and do not in most of times think intelligently about causes. They are biased by their own perceptions to things and do not bother knocking their brains on futile things because they themselves are lowly spirited and very complex things are out of their scope. There exist lots of naïve people in this life and people still give them a due respect because they think these are sacred intelligences that no body dare bother. They live their own lives and they are never considered as harmful.

The world is mysterious for those who pretend knowing everything and that they could harness its power. However, an intelligent wisdom from a naïve may let these kinds of people think all night. Naive people are wise and live through their own instinctive powers, simplicity, modesty in life and thinking-They often act as religious people whose tongues are cute and hurtful in case of being hurt.

They are a few but rare in everything.

One could keep distant from hurting them or offending their beliefs- So live and let live-Naïve construct an important strata in the social milieu-They are venerated by the creator because their minds are pure, honest in wits, serious in attitudes and behaviour-They pass in this life

unobserved, they are satiated with the meanest things they possess and in their roving around their private ends ,they thank God for every blessing.

April 11th,2020

Practical Activities

1. Group Discussion:

One way to explore the topic of naivety is to have a group discussion where students can share their personal experiences and perspectives on the subject. The discussion could be framed around questions such as:

1. What does it mean to be naive?
2. How does naivety impact an individual's worldview?
3. Can naivety be a positive trait?
4. How can naivety be harmful?
5. What are some common misconceptions about naive individuals?

2. Reflective Writing: To encourage reflection on the topic of naivety,

students could be asked to write a reflective essay or journal entry on their own experiences with naivety. They could be asked to consider questions such as:

1. Have they ever been called naive?
2. Do they consider themselves to be naive?
3. Have they ever encountered a naive individual and, if so, how did they react?
4. What are their thoughts on the concept of naivety, and how does it relate to other personal traits such as wisdom, intelligence, or emotional intelligence?

3. Research Project: Another option is to have students conduct research on the topic of naivety, using a variety of sources such as academic articles, news stories,

and personal narratives. They could be asked to explore questions such as:

1. How is naivety defined in different cultures and societies?

2. What are the psychological or neurological factors that contribute to naivety?

3. Are there any positive aspects to naivety, and if so, what are they?

4. How do different individuals respond to naivety, and what are the potential consequences for naive individuals in different situations?

4. **Creative Project:** Finally, students could be asked to create a creative project that explores the theme of naivety. They could be given a prompt, such as "Exploring the Positive Aspects of Naivety" or "The Challenges Faced by Naive Individuals in the Modern World." The project could be completed individually or in groups, and could be presented to the class for discussion and feedback.

1. "The naive are those who are not really naive; they are those who are trapped in a world that is too cynical for them to believe in." - Jean Baudrillard, *Simulacra and Simulation*

2. "The truly naive are those who have never been hurt, and who are therefore unaware of the dangers that exist in the world." - Alice Hoffman, *The Museum of Extraordinary Things*

3. "It is the mark of an educated mind to be able to entertain a thought without accepting it." - Aristotle, *Metaphysics*

4. "The naive man's vision is not confined to the surface of things, but extends to their essence and their significance." - Albert Camus, *The Myth of Sisyphus*

5. "The naive man is one who does not think about what he is doing, but simply does it without any thought of the consequences." - Friedrich Nietzsche, *Beyond Good and Evil*

6. "The truly naive are those who believe that they can change the world without changing themselves." - Paulo Coelho, *The Alchemist*

7. "The naive are those who see the world as they wish it to be, rather than as it is." - John F. Kennedy, Inaugural Address

8. "The naive are those who trust others without first learning their true intentions." - Lao Tzu, *Tao Te Ching*

9.

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39. The Gossiper

The gossiper is ranked a devilish, a high-spirited offender whose sharp tongue is compared to lucifer. He is not appalled to the senses and despised by all because he does not keep to his limits-His tongue extends to everybody. His eyes are like stars shining over lowly matters and he causes troubles to people and even to brothers under the common shelter. The gossiper is the one who gossips; who speaks to nothing to say; yet he meddles into people's affairs and cause disputes.

Gossipers' rewards are in their pointed tongues-they screamed like squirrels in their ship shape; they grumble like bears and drink from the other's blood. They leave no one at peace; they are after every creature whether rich or poor, very curious in their upbeats, they make fuss to couples and the innocents. Their weapon is their mouth and their indecency is in their bold faces.

In God words, gossipers are compared to human flesh eaters because they talk on their behalf and induce them harm. An insult is more injurious than the blade of a sword and harm done from a human to his brother the human cannot be forgiven. Oblivious of all, it remained pending until the hereafter in case forgiveness is not humanly sought.

Gossipers words act upon them in the course of their perverse talkative acts the more they negatively talk about and on people's behaving acts, the more sins they amass, and when accumulated it throw them in a hellish repentance that would never be forgiven. The world in the gossipers' eyes is vast and endless; yet they have never thought that their ending life is short and soon their sins will generate other sins and the mount will grow to a molehill.

I recommend gossipers to refrain from their vain course in pursuing people's acts. To just seek their own interests and forget about the others; for every creature has shell to squeeze into-Live and let others live, everybody has got an eyes and the eye of God is great-an eye that sees all the creatures whether small or big with an amplified scope where every small is big in his eyes and every big is small -God may smite the sinners in a peevish moment and let them escalate down to hell and raise the down trodden to a high elevated range is Eden paradise.

Gossipers-a wise word to you-You are marooned in this world, think of the savior that holds his arms open to your bereavement-confess before it is too late, too late then to drink from the brink of the bitter eternal spring.

April 11th;2020

Proverbs and Quotes with References:

1. "A gossip betrays a confidence; so avoid anyone who talks too much." - Proverbs 20:19
2. "Words have power, and when you speak you give them life." - Unknown
3. "Great minds discuss ideas; average minds discuss events; small minds discuss people." - Eleanor Roosevelt
4. "Gossip is just a tool to distract people who have nothing better to do from feeling jealous of those few of us still remaining with noble hearts." - Anna Godbersen
5. "What you say about others says a lot about you." - Unknown

Practical Activities

Comprehension Exercises:

1. Who is the gossipiper?
2. How is the gossipiper's tongue compared to Lucifer?
3. What are the rewards of the gossipipers?
4. According to God's words, how are gossipipers compared to human flesh eaters?
5. What is the recommendation given to gossipipers?

Analysis Exercises:

1. What are the consequences of gossiping?
2. How does gossiping affect the gossipiper?
3. What is the significance of comparing gossipipers to human flesh eaters?
4. What does the author mean when they say "Live and let others live"?
5. What is the message conveyed in the essay about the importance of seeking forgiveness and redemption?

Synthesis Exercises:

1. Write an essay discussing the negative impact of gossiping on individuals and society as a whole.
2. Compare and contrast the consequences of gossiping with those of spreading false information or rumors.
3. Discuss the importance of forgiveness and seeking redemption in preventing the negative consequences of gossiping.
4. Write a persuasive essay urging people to refrain from gossiping and instead focus on their own lives and interests.

Reading Exercises:

1. Find another literary work that discusses the theme of gossiping and compare it with this essay.
2. Research the impact of gossiping on workplace dynamics and write a summary of your findings.
3. Read a news article that discusses the negative impact of gossiping on a community and discuss its relevance to the essay.

Writing Exercises:

1. Write a short story about a character who learns the consequences of gossiping.
2. Write a letter to a friend or family member who has been gossiping, urging them to stop and seek forgiveness.
3. Write a poem about the destructive nature of gossiping.
4. Write a persuasive speech to deliver to a group of friends or acquaintances, urging them to refrain from gossiping.

Discussion Exercises:

1. Discuss the role of personal responsibility in preventing gossiping.
2. Have you ever been a victim of gossiping? How did it make you feel?
3. How can one distinguish between harmless gossip and malicious gossip?
4. Discuss the role of forgiveness and redemption in preventing the negative consequences of gossiping.
5. Can gossiping ever be justified? Why or why not?

40. The Materialist

Everybody has a good flair for money, for the material contents whatsoever its nature. People who adhere to this world are devotedly in love with it to the degree they become addict to. It is easy to be seduced by material if you give rein to your personal desire. Becoming a materialist needs a whole philosophy to delve into. There are plenty of vices that stimulate the materialist. He has to admire the material world, promise to invest his energy and potential and be ready for self-sacrifice. We may be materialist but we do not give sense to the material we possess; hence, materialism demands some courage for gifts and donations. Man is known by the property he invests for the needy and the poor. If he persists with his donations his wealth will start to grow and accumulate.

The materialist who reinvests in humanitarian projects can see his wealth generate. Materialism is a whole philosophy to adopt. If a materialist passes whole moments counting his lot, he will never finish thinking of how to get it grow bigger and bigger. And if ever he follows his instigation for more greed, he will eat up his life doing nothing in the after world. Money is a serious sin if it is properly managed.

Being poor has never been a problem affecting life in all its longitude or latitude; however, being materialist seems to a great problem for those who get the custom to material wealth and cannot endure once it lacks and therefore, he turns too lunatic for its loss.

The materialist, in comparison to the poor, seems the less fortunate with great sums of money to count and to watch out for. The poor has nothing to lose, he sleeps well but does not eat well; yet, his conscience is stable, at rest and dreams

of eternal peace and tranquility. However, the materialist is rather somnolent, spends most of time musing about what to do with wealth, how to keep it safe and how to make it grow.

Poor materialist who does not give his life a tender moment ,thinking about his mates the indigenou, the downtrodden will soon see his end evaporates-An act like Covid 19 can annihilate his life in a sudden to leave his fortunes lagging behind, at the mercy of some inheritors that deserve nothing to the heir-What is the real benefit for then? -all is lost and the materialist goes to his eternal stead with plenty of bad deeds that when counted will overwhelm his whole life of misconduct and malevolence.

Think my dear before your material world will stand against you and you will be overthrown somewhere in hell. Take a bit for today and send a bit to tomorrow, that bit will perhaps save your soul from the parching heat of the enflamed fire.

April 12th, 2020

Proverbs and Quotes Exercise:

a) Find a proverb or quote that reflects the theme of materialism. Explain its meaning and relevance to the essay.

b) Create your own proverb or quote that reflects your personal philosophy on material possessions.

Practical Activities

1. Comprehension Exercise:

- a) Summarize the main idea of the essay in one sentence.
- b) List the vices that stimulate the materialist.
- c) Explain why the materialist needs courage for gifts and donations.
- d) What is the difference between being poor and being a materialist, according to the essay?

2. Analysis Exercise:

- a) Identify the rhetorical devices used in the essay (e.g. metaphor, personification, repetition, etc.)
- b) Analyze the tone of the essay. Is it persuasive, informative, critical, or ironic?
- c) Explain the use of the proverb "Take a bit for today and send a bit to tomorrow" in the essay.
- d) What is the author's purpose in writing the essay? Is it to inform, persuade, or entertain?

3. Synthesis Exercise:

- a) Write a paragraph that compares and contrasts the materialist and the ascetic (a person who renounces material possessions for spiritual reasons).
- b) Write an essay that discusses the impact of materialism on society. Support your argument with evidence from the essay and other sources.

4. Reading Exercise:

- a) Find a news article or opinion piece that discusses the issue of materialism.
- b) Summarize the main points of the article and compare them with the arguments presented in the essay.
- c) Write a paragraph that analyzes the credibility of the source and the author's bias.

5. Writing Exercise:

a) Write a personal reflection on your own relationship with material possessions. How does the essay resonate with your own experience?

b) Write a short story that illustrates the consequences of materialism.

6. Discussion Exercise:

a) Discuss the role of consumerism in modern society. What are the advantages and disadvantages of a consumerist culture?

b) Debate the following statement: "Money can buy happiness."

41.The Turn Coat

Being a turn-coat is a lavish trait in personality study. They said a person may have two faces, one the real one, we see, we encounter in our daily life and one hidden where the character of the person may not show, this is the internal part. A turn coat has to do only with the external part that he often changes for unknown reasons. A turn coat is someone who can easily divert his personal course to a given cause. He is a friend to you as he can turn to your enemy in an instant. A turn coat is a person that cannot respect his own attitudes; he can betray you anytime he wants and; thus, he is not to confide for wealth, material and word.

A turn coat has a lowly personality that no one can admire even physically. He is pointed by fingers as slavish in decision making; a person who does not keep to his words and he is always marooned and isolated. All the world despises his wickedness for his words no more interest people of his age. He is known by his betrayal to the causes of his community.

Turncoats are eliminated during the different wars because their existence is a real danger for the whole community. They are isolated and secluded everywhere they go. They turn their coats and they also turn their faces; they die many times before their death-they are like traitors who are divinely abused of in life; their mental spirit is divided against itself. They are punished in life and the symptoms are quite apparent on their offspring who suffer diseases, crippling and many other agonies. God has reserved for them his utmost punishment rules in the actual life in the thereafter.

Old parents have said everything and did not leave for us anything to say. Ancients reiterated that it is better to live for one day a cock than to live one thousand days as a hen. Turn coats have not yet the courage to apply this slogan in their lives-they prefer cold death as cowards who died unburied, uncoffined and unread for.

April 12th, 2020

Practical Activities

Exercise 1: Psychology and Personality

1. Define the term "turn coat" and explain the traits associated with it.
2. What are the possible reasons behind a person being a turn coat?
3. What are the psychological implications of being a turn coat?
4. Can a turn coat change his behavior? If yes, how?

Exercise 2: Identity and Role in Society

1. How does a turn coat affect the community he is a part of?
2. How does the society perceive and treat turn coats?
3. Is a turn coat a threat to the social fabric of society? Why or why not?
4. What can be done to prevent individuals from becoming turn coats?

Exercise 3: Trust through Reading, Discussion and Decision Making

1. Can turn coats be trusted? Why or why not?
2. How can one identify if someone is a turn coat?
3. Should turn coats be given a second chance? Why or why not?

4. How can trust be established and maintained in relationships and communities?

Exercise 4: Lists

1. Make a list of traits that a person with a strong sense of identity possesses.

2. Make a list of traits that a person lacking in identity may exhibit.

3. Make a list of reasons why people may betray others.

4. Make a list of steps that can be taken to build trust in relationships and communities.

Quotes and Proverbs

1. "A double-minded man is unstable in all his ways."
- James 1:8
2. "The true test of character is not how much we know how to do, but how we behave when we don't know what to do." - **John Holt**
3. "It is better to have a lion at the head of an army of sheep, than a sheep at the head of an army of lions." - Daniel Defoe
4. "It is not titles that honor men, but men that honor titles." - **Niccolo Machiavelli**
5. "A house divided against itself cannot stand."
- **Abraham Lincoln**
6. "The man who views the world at fifty the same as he did at twenty has wasted thirty years of his life."
- **Muhammad Ali**
7. "A good reputation is more valuable than money."
- Publilius Syrus
8. "Trust is like a vase, once it's broken, though you can fix it, the vase will never be the same again." - Walter Anderson
9. "It is better to trust in the Lord than to put confidence in man." - Psalm 118:8
10. "Honesty is the first chapter in the book of wisdom."
- Thomas Jefferson
11. "The only way to do great work is to love what you do." - Steve Jobs
12. "We make a living by what we get, but we make a life by what we give." - Winston Churchill
13. "The greatness of a man is not in how much wealth he acquires, but in his integrity and his ability to affect those around him positively." - Bob Marley

14. "The best way to find yourself is to lose yourself in the service of others." - Mahatma Gandhi

15. "The measure of a man's real character is what he would do if he knew he would never be found out."
- Thomas Babington Macaulay.

42. Covid 19 Infected Victims

Coronaviruses pertain to a family of viruses that are dangerous when causing diseases to the globe; hence showing acute symptoms - cold, severe acute respiratory syndrome (SARS) and Middle East respiratory syndrome (MERS) People who are affected by the virus may stay in the Hospital for 1 to 14 days waiting for the symptoms to develop. This sanitary stay is a kind of incubation period to test the emergence of the virus symptoms positive or negative. The infected victim will show up with fever, tiredness, and dry cough leading very serious and even fatal syndromes. The virus attacks the old aged people, and people with other permanent diseases (such as asthma, diabetes, or heart disease), who are more vulnerable to become easily affected and severely ill.

Though doctors are still puzzled about the way this virus develops and how it spreads among persons, they still speculate that it spreads from person to person within a space range of contact - (within about 6 feet, or 2 meters). Doctors said the various is very intelligent and changes its shape from nation to nation and from country to another-It is invisible and it is fast spreading. The virus spreads through respiratory droplets released when an affected

person coughs, sneezes or talks or through hand shaking, hugging and kissing one another. It can also spread through physical contact, for example, when a person touches an infected surface and moves his hand over his face, his eyes and nose or touches another person or when a salesman gives some money change to customers.

Although there is no known vaccine available to prevent infection with the new coronavirus, any person can take some precaution steps to avoid being infected. To protect oneself, a person needs to wash his hands very well with bar soaps or liquid soaps, he can also use an alcohol-based hand sanitizer with at least 60% alcohol avoid mass social gatherings as parties, and the public. In addition, the affected person needs to cover his mouth and nose with his elbow or a tissue like a scarf when coughing or sneezing. Also, a person can wear plastic or cotton masks that he has to change every four hours to prevent any risk of infection. He has to throw used up tissues or masks far from the reach of children.

To protect himself from this hazardous disease, a person has to avoid using the same household instruments with others if he feels he is sick, as sharing dishes, glasses, bedding and other household items if you're sick. He needs also to be careful touching the surfaces without washing his hands. The best counsel for the non-infected by Corona (Covid 19) is to stay at home, avoid any contact with the external world, work, school, friends and go out only in urgent cases. This is a great opportunity for parents to sit with their children, advising them, helping them doing their assignments, talking to them with a bit of meditation to God the creator. We need to repent on our bad deeds, we have stretched the point a little by abusing the world with our

wrong acts towards the humanity, the environment and towards ourselves-We should confess about our faults that deserve this worldly malediction.

April 12th, 2020

Practical Activities

Reading and discussing scientific articles:

1. Have students read articles about the coronavirus pandemic from reputable sources such as the Centers for Disease Control and Prevention (CDC) or the World Health Organization (WHO).

2. Have students discuss the articles in small groups, focusing on the scientific concepts presented and any new vocabulary they encountered.

Synonyms and antonyms:

1. Have students create a list of synonyms and antonyms for words related to the coronavirus pandemic, such as "symptom," "incubation," "virus," "vulnerable," and "precaution."

2. Discuss the importance of using precise language in scientific writing.

Definitions: 1. Have students create a glossary of key terms related to the coronavirus pandemic, such as "respiratory droplets," "incubation period," and "asymptomatic."

2..Discuss the importance of defining terms clearly in scientific writing.

Style:

1. Have students read examples of scientific writing related to the coronavirus pandemic and analyze the writing style.

2. Have students practice writing their own scientific descriptions of the virus and its effects, focusing on clarity and precision.

Discussion:

- Encourage students to ask questions and challenge each other's assumptions.

Evidenced material:

1. Have students research and analyze data related to the coronavirus pandemic, such as infection rates and mortality rates.

2. Have students use this data to draw conclusions and make predictions about the course of the pandemic.

Scientific writing principles:

Have students practice writing scientific reports or articles about the coronavirus pandemic, focusing on the principles of clarity, precision, and evidence-based reasoning. Encourage students to revise their writing based on peer feedback and to cite their sources accurately.

43. The Dreamer of a Vain World

The dreamer of a vain world is a person who is engrossed in their own illusions, unaware of the reality that surrounds them. They are so lost in their own world that they fail to see the beauty and truth in the world around them. Such people often live in a bubble of their own making, disconnected from the reality of the world and its problems.

In today's fast-paced and competitive world, many people fall into the trap of vanity. They become so obsessed with their own success and image that they forget about the larger picture. They believe that material possessions and superficial qualities are the keys to happiness and fulfillment. They dream of a world where they are the center of attention, where everything revolves around them.

But this dream is a false one. It is built on the shaky foundation of ego and self-importance. It blinds people to the suffering and struggles of others and prevents them from seeing the true value of life. The dreamer of a vain world is caught in a cycle of never-ending desires and cravings, always wanting more, never satisfied with what they have.

The dreamer of a vain world is not just a single person but a collective phenomenon. It is a mindset that is perpetuated by society and its norms. The media bombards us with images of perfect bodies, flawless skin, and luxurious lifestyles. We are told that success and happiness are measured by our bank balance, the car we drive, and the clothes we wear. We are encouraged to focus on ourselves, to put our needs and wants above all else.

But this way of living is unsustainable. It leads to a sense of emptiness and dissatisfaction, as people realize that the things they thought would make them happy do not bring

lasting fulfillment. The dreamer of a vain world is left with a sense of disillusionment, wondering why they are not happy despite having everything they ever wanted.

The solution to this problem lies in a shift of perspective. The dreamer of a vain world needs to step back and see the world for what it truly is. They need to recognize the interconnectedness of all things and the value of empathy and compassion. They need to focus on the things that truly matter – love, kindness, and service to others. By doing so, they can break free from the cycle of vanity and find true happiness and fulfillment.

In conclusion, the dreamer of a vain world is a cautionary tale for us all. It reminds us of the dangers of living in a bubble of our own making and the importance of connecting with the world around us. It calls us to question the values and norms that society promotes and to seek a deeper understanding of what truly matters in life. Only then can we break free from the illusions that hold us back and become the best versions of ourselves.

Practical Activities

Comprehension Questions:

- a) What is the meaning of "the dreamer of a vain world"?
- b) What are the consequences of living in a bubble of our own making?
- c) How does society perpetuate the mindset of the dreamer of a vain world?
- d) What is the solution to break free from the cycle of vanity and find true happiness?

Reflection:

- a) Have you ever caught yourself being a dreamer of a vain world? If so, how did you realize it and what did you do to break free from it?
- b) What are some examples of societal norms that promote the mindset of the dreamer of a vain world?
- c) Do you think that social media has contributed to the perpetuation of the dreamer of a vain world mindset? Why or why not?

Personal Application:

- a) What can you do in your daily life to shift your perspective and focus on the things that truly matter?
- b) How can you cultivate empathy and compassion towards others in your daily interactions?
- c) What are some concrete steps you can take to break free from the cycle of vanity and find true happiness and fulfillment in your life?

Vocabulary:

- a) Identify five new vocabulary words from the essay and write their definitions.
- b) Use each vocabulary word in a sentence.

Debate:

a) Divide the class into two groups: one arguing for the importance of material possessions and superficial qualities in achieving happiness and fulfillment, and the other arguing against it.

b) Each group should prepare their arguments and present them to the class. c) After each group presents, allow time for rebuttals and questions.

Writing:

a) Write a reflection on the essay and your thoughts on the dreamer of a vain world mindset.

b) Write an opinion piece on how society can shift its values to focus on the things that truly matter.

Role-play:

a) Divide the class into pairs.

b) One student will play the role of the dreamer of a vain world, and the other will play the role of a friend who is trying to help them break free from their illusions.

c) The friend should ask questions and offer advice on how to shift their perspective and focus on the things that truly matter.

Research:

a) Research and identify a person or group who has shifted their values away from the dreamer of a vain world mindset and towards a more empathetic and compassionate perspective.

b) Write a report on their journey and the steps they took to make the shift.

44. The Satiated

The idea of a "satiated person" is one that has been explored in literature and philosophy for centuries. Essentially, a satiated person is someone who has achieved a state of contentment and satisfaction in life, and who no longer feels the need to strive for more. This concept is often seen as being at odds with the traditional Western ideal of constantly striving for success and achievement.

One of the most famous explorations of the idea of the satiated person is found in the short story "The Satiated" by Isaac Bashevis Singer. In this story, the protagonist, Isaac Kumer, is a wealthy man who has achieved great success in business and has everything he could possibly want in life. However, he is plagued by a sense of dissatisfaction and restlessness, and feels that something is missing from his life.

Kumer's search for fulfillment leads him to the study of Kabbalah, a Jewish mystical tradition that emphasizes the pursuit of spiritual knowledge and enlightenment. Through his studies, Kumer comes to understand that the key to achieving true satisfaction in life is to let go of his attachment to material possessions and worldly success, and to focus instead on spiritual growth and self-improvement. This is very similar to Islamic principles.

The idea of the satiated person is also explored in the philosophy of Stoicism, which teaches that true happiness can only be found by focusing on one's inner virtues and values, rather than external circumstances. According to this philosophy, a person who is truly satiated is one who has achieved a state of inner peace and contentment, regardless of their external circumstances.

Of course, the idea of the satiated person is not without its critics. Some argue that the pursuit of contentment and satisfaction can lead to complacency and a lack of ambition, and that it is important to continue striving for new goals and achievements in order to grow and develop as a person.

Ultimately, whether one sees the idea of the satiated person as a positive or negative concept depends on one's individual values and beliefs. For some, the pursuit of contentment and inner peace may be the ultimate goal in life, while for others, the constant pursuit of success and achievement may be more important. Regardless of one's stance on the issue, however, the concept of the satiated person remains an interesting and thought-provoking one that continues to be explored in literature, philosophy, and beyond.

Critics of the idea of the satiated person argue that the pursuit of contentment and satisfaction can lead to complacency and a lack of ambition. However, others see the pursuit of inner peace and contentment as the ultimate goal in life.

In conclusion, the concept of the satiated person is an interesting and thought-provoking one that continues to be explored in literature, philosophy, and beyond. The pursuit of contentment and inner peace may not be for everyone, but it is worth considering as we navigate our own paths in life.

Practical Activities

1. Synonyms and Antonyms:

Create a list of words related to the theme of the essay, such as "contentment," "satisfaction," "fulfillment," "restlessness," "ambition," and "complacency." Have students work in pairs or small groups to identify synonyms and antonyms for each word. Encourage them to use a thesaurus or dictionary to expand their vocabulary.

2. Definitions:

Have students look up the definitions of the key terms mentioned in the essay, such as "Kabbalah," "Stoicism," and "complacency." Then, have them write their own definitions of these terms in their own words. Encourage them to use examples to illustrate their understanding.

3. Matching Lists:

Create a matching game where students match the names of authors, philosophers, or other individuals mentioned in the essay with their respective quotes or ideas related to the theme of the satiated person. This can be done as a group activity or individually.

4. Sound Reasoning:

Have students engage in a debate or discussion on the topic of the satiated person. Divide the class into two groups and assign each group a position to argue for or against the idea of the satiated person. Encourage students to use sound reasoning, evidence from the text, and logical arguments to support their position.

5. Paraphrasing:

Provide students with a passage from the essay and have them practice paraphrasing it in their own words. This can be done individually or in pairs. Encourage students to

focus on conveying the meaning of the original passage while using their own language and sentence structure.

6. Close Reading:

Have students read "The Satiated" by Isaac Bashevis Singer closely, paying attention to the author's use of language and literary devices. Encourage them to identify examples of imagery, symbolism, and figurative language used in the story, and discuss how these elements contribute to the theme of the satiated person.

7. Creative Writing:

Ask students to write a short story or personal reflection on the theme of the satiated person. Encourage them to use descriptive language and vivid imagery to convey their ideas and emotions.

8. Vocabulary Expansion:

Have students identify unfamiliar words or phrases in the essay and use context clues to determine their meaning. Then, have them create flashcards or a word wall to practice and expand their vocabulary.

9. Collaborative Discussion:

Divide students into small groups and have them discuss the following questions related to the essay:

1. What does it mean to be a satiated person?
2. Is it possible to achieve true contentment in life?
3. How does the pursuit of material possessions affect our happiness and well-being?

Encourage students to share their opinions and ideas and to listen respectfully to others.

45. Social Inequity

Social inequity refers to the unequal distribution of resources, opportunities, and power among different groups of people in society. This type of inequality can manifest in various forms, including economic, political, educational, and social. Unfortunately, social inequity has been a persistent problem throughout human history, affecting individuals and communities in different ways and with varying degrees of severity.

One of the most significant forms of social inequity is economic inequality. This type of inequality occurs when some individuals or groups have more resources and wealth than others. Economic inequality can be influenced by several factors, including access to education, job opportunities, and social networks. Those who are born into poverty often face significant obstacles to success, including a lack of access to quality education, limited job opportunities, and discrimination. This can lead to a vicious cycle of poverty, where individuals and families are unable to break out of their economic circumstances.

Another form of social inequity is political inequality. This type of inequality occurs when some groups have more power and influence than others, which can lead to unfair policies and laws. For example, wealthy individuals and corporations often have more influence over government policies than everyday citizens, which can lead to policies that benefit the wealthy at the expense of others. Political inequality can also manifest in the form of voter suppression, where certain groups are systematically denied the right to vote or have their votes discounted.

Practical Activities

The following activities can help students develop critical thinking skills, deepen their understanding of the essay's content and structure, and improve their language skills in areas such as synonyms, sentence structure, comprehension, proverbs, grammar, and style.

1. Synonym Hunt: Have students identify and highlight synonyms or words with similar meanings in the essay. For example, they can identify words such as "inequality," "inequity," "resources," "opportunities," "power," "economic," "political," "education," "job," "discrimination," "poverty," "influence," "policies," etc. They can create a list of synonyms and discuss why the author might have used different words to convey similar meanings.

2. Scrambled Order: Provide the paragraphs of the essay in a scrambled order and have students work in pairs or small groups to rearrange the paragraphs in the correct sequence. This activity can help students practice reading for coherence and organization, as well as understanding how ideas flow logically in a piece of writing.

3. Syntax Switch: Have students analyze the sentence structure in the essay and identify different types of sentences, such as simple, compound, complex, or compound-complex sentences. Then, ask them to choose a paragraph or a section of the essay and rewrite it by switching the sentence types. For example, they can turn simple sentences into compound or complex sentences, and vice versa. This activity can help students understand how sentence structure affects the flow and effectiveness of writing.

4. Comprehension Questions: Provide a set of comprehension questions related to the content of the essay. These questions can be used for individual or group discussions, or as a written response. Example questions could include:

1. What is social inequity?
2. What are some forms of social inequity mentioned in the essay?
3. What are some factors that contribute to economic inequality?
4. How does political inequality manifest in society?
5. What are the consequences of social inequity?

Proverb Analysis: Choose a relevant proverb related to social inequity, such as

"The rich get richer and the poor get poorer,"

"All men are created equal,"

Or "Power corrupts."

Have students discuss the meaning and relevance of the proverb in the context of the essay. They can also explore other proverbs or sayings that reflect different perspectives on social inequity and discuss their implications.

5. Grammar Review: Select specific grammar concepts, such as verb tense, subject-verb agreement, or pronoun usage, that are relevant to the essay. Create grammar exercises or worksheets based on these concepts and have students practice identifying and correcting the grammar errors in the essay. This can help reinforce their understanding of grammar rules and their application in writing.

6. Style Analysis: Have students analyze the writing style used in the essay, such as formal or informal language, tone, voice, and word choice. Ask them to identify specific

examples from the essay and discuss how these stylistic choices contribute to the overall effectiveness of the writing in conveying the author's message. Students can also experiment with different writing styles by rewriting a paragraph or a section of the essay in a different style.

46. The Truant

Truancy is a serious problem that affects students, schools, and communities across the world. Truancy refers to the act of skipping school without permission, and it can have negative consequences for the students who engage in it, as well as for their families and communities.

One of the most significant consequences of truancy is academic underachievement. When students miss school, they miss out on important instruction, assignments, and assessments. This can lead to poor grades, lower graduation rates, and limited opportunities for post-secondary education and career advancement. Students who are chronically absent are also more likely to drop out of school, which can have long-term consequences for their lives and their communities.

Truancy can also have negative social and emotional consequences. Students who skip school are more likely to engage in risky behaviors, such as drug and alcohol use, delinquency, and gang involvement. They may also experience feelings of isolation, anxiety, and depression, which can have long-term effects on their mental health and well-being.

There are many factors that contribute to truancy, including poverty, family instability, and mental health issues. Students who come from low-income households are more likely to miss school due to transportation issues, lack of resources, and the need to work to support their families. Students who experience family instability, such as divorce or frequent moves, may also struggle with attendance and engagement in school. Finally, students who struggle with mental health issues, such as anxiety or

depression, may find it difficult to attend school regularly and engage in academic and social activities.

To address truancy, schools and communities must work together to provide students with the support and resources they need to attend school regularly and succeed academically. This may involve providing transportation services, counseling and mental health services, and after-school programs that engage students in positive activities and help them develop the skills they need to succeed in school and in life. Schools may also need to work with families to address issues that may be contributing to truancy, such as poverty, family instability, and mental health issues necessary to prevent truancy. Truancy can have a negative impact on a student's academic performance and can lead to negative outcomes later in life. Therefore, it is important to take proactive steps to prevent truancy and address the underlying issues that may be contributing to it.

One of the most effective ways to prevent truancy is through early intervention. This can involve identifying students who are at risk of truancy and providing them with additional support and resources to help them stay engaged in school. For example, schools can provide tutoring, counseling, and mentoring services to students who are struggling academically or socially. By providing students with these resources, schools can help them overcome the barriers that may be contributing to truancy.

Another important strategy for addressing truancy is to establish strong relationships between schools, families, and communities. Parents and caregivers can play a critical role in supporting their children's education by communicating regularly with their child's teachers,

monitoring their child's attendance and academic performance, and providing a stable home environment. Schools can also partner with community organizations and local businesses to provide additional resources and support for students and families.

In addition, schools can take a proactive approach to addressing the underlying issues that may be contributing to truancy. This may involve implementing policies and programs that promote a positive school climate, such as restorative justice practices, social-emotional learning programs, and positive behavior interventions and supports. By creating a positive and supportive school environment, schools can help students feel more connected to their school community and reduce the likelihood

Practical Activities for Teachers and Students

1. Reading Practice: Read articles, books, and news related to truancy to improve your reading skills. You can also use online resources such as news websites, blogs, and forums to practice your reading comprehension skills. Here are some resources that may be helpful:

2. Speaking Practice: Practice your speaking skills by engaging in discussions about truancy with friends, family, or classmates. You can also join public speaking groups, participate in debates, or deliver speeches related to truancy.

Discussion Topics

Here are some discussion topics that you can use:

- What are the consequences of truancy for students, families, and communities?
- What are some reasons why students skip school?
- What can schools and communities do to prevent truancy?
- What are some effective strategies for addressing truancy?

3. Writing Practice: Improve your writing skills by writing essays, reports, or research papers on truancy. You can also practice your writing skills by keeping a journal, writing blog posts, or writing letters to local officials advocating for truancy prevention programs. Here are some writing prompts that you can use:

- Discuss the impact of truancy on academic performance and long-term outcomes.
- Analyze the factors that contribute to truancy and propose solutions to address them.
- Compare and contrast truancy prevention programs in different schools or communities.
- Reflect on your personal experiences with truancy or absenteeism and discuss how they affected your academic performance and life outcomes.

4. Vocabulary Practice: Improve your vocabulary skills by studying key terms related to truancy. You can use online resources such as flashcards, quizzes, and games to practice your vocabulary skills. Here are some key terms that you should know:

- Truancy
- Chronic absenteeism
- Academic underachievement

- Graduation rates
- Post-secondary education
- Delinquency
- Gang involvement
- Family instability
- Mental health issues
- Early intervention
- Restorative justice
- Social-emotional learning
- Positive behavior interventions and supports

5. Grammar and Spelling Practice: Improve your grammar and spelling skills by proofreading your writing and using online tools such as grammar checkers and spell checkers. You can also practice your grammar and spelling skills by completing exercises and quizzes on grammar and spelling rules. Here are some common grammar and spelling mistakes that you should avoid:

- Using the wrong tense (e.g., "I skipt school yesterday")
- Confusing homophones (e.g., "their" vs. "there" vs. "they're")
 - Using run-on sentences or sentence fragments
 - Forgetting to capitalize proper nouns and the first letter of sentences
- Using incorrect subject-verb agreement (e.g., "The students is skipping school")

47. The Misfortunate

Misfortune is a term used to describe a situation or a circumstance that is unfortunate or unlucky. Misfortune can manifest in different forms, such as financial loss, illness, accidents, or personal struggles. It is an inevitable part of life that everyone experiences at some point, and how one deals with it can determine their future success or failure.

One of the most significant misfortunes that people face is financial loss. This can result from various reasons, such as economic recession, job loss, or poor financial decisions. Financial misfortunes can have severe consequences, including bankruptcy, homelessness, or even depression. Coping with financial misfortunes can be challenging, but it is essential to remain optimistic and seek help from professionals if necessary.

Another form of misfortune is illness. Illness can take various forms, such as chronic diseases, mental health disorders, or life-threatening illnesses. Illness can cause immense physical and emotional pain, and it can disrupt one's daily life. Coping with illness can be difficult, but it is crucial to seek medical attention and support from family and friends.

Accidents are another form of misfortune that people experience. Accidents can occur in different settings, such as on the road, at work, or at home. Accidents can cause physical injuries and emotional trauma, and they can also be fatal. Coping with accidents involves seeking medical attention and support from loved ones, as well as taking steps to prevent future accidents.

Personal struggles are also a form of misfortune that people face. These can include relationship problems, family conflicts, or personal issues such as addiction or low network error

Grammar and Vocabulary Activities: For Teachers

1. Word Association: Students can brainstorm and write down as many words associated with misfortune as they can in a given time frame. This activity will help them expand their vocabulary and improve their word recognition skills.

2. Fill in the Blanks: Provide a paragraph or a sentence with missing words related to misfortune, and students can fill in the blanks with the correct words. This activity will reinforce their understanding of the meaning of the words and their usage in context.

3. Synonym and Antonym Matching: Provide a list of words related to misfortune and their synonyms and antonyms. Students can match the words with their synonyms and antonyms, which will help them understand the nuances of the words and their relationships with other words.

4. Sentence Scramble: Create sentences related to misfortune and scramble the words. Students can rearrange the words to form grammatically correct sentences. This activity will help them practice their sentence construction and order of words in a sentence.

Essay Activities: for students

1. Comprehension Questions: After reading the essay, students can answer questions related to the content and details in the essay. This activity will test their comprehension skills and understanding of the essay.

2. Analysis and Interpretation: Students can analyze and interpret the essay by answering questions related to the author's purpose, tone, and message. This activity will help them improve their critical thinking skills and develop their ability to analyze texts.

3. Structuring an Essay: Students can practice structuring an essay by writing an essay on a similar topic. This activity will help them develop their writing skills and learn how to structure an essay effectively.

4. Reading Comprehension: Provide a short story or article related to misfortune and ask students to read and answer questions related to the text. This activity will improve their reading comprehension skills and help them understand the impact of misfortune on people's lives.

48. The Refugee

The refugee crisis is one of the most pressing issues of our time. The United Nations High Commissioner for Refugees (UNHCR) estimates that there are over 26 million refugees worldwide, with millions more displaced within their own countries. This crisis is caused by a variety of factors, including war, persecution, and natural disasters. Regardless of the cause, however, the plight of refugees is a humanitarian crisis that demands attention and action from the international community.

A refugee is someone who has been forced to flee their home due to persecution, war, or violence. They are unable to return home and may have to cross international borders to seek safety. Refugees are often in a state of extreme vulnerability, having lost their homes, possessions, and loved ones. They may have no access to food, shelter, or medical care, and may be at risk of exploitation and abuse.

The international community has a responsibility to protect refugees and provide them with assistance. The 1951 Convention relating to the Status of Refugees and its 1967 Protocol define the rights of refugees and the obligations of states to protect them. These include the right to non-refoulement, which means that refugees cannot be returned to a country where they would face persecution, and the right to access to education, healthcare, and employment.

Despite these protections, refugees face numerous challenges that can make their journey and resettlement incredibly difficult. One major issue that refugees face is the trauma of leaving their homes and communities behind. Many refugees have experienced violence and persecution, leaving them with physical and psychological scars that can

take years to heal. Additionally, refugees often face a daunting journey to reach safety. They may have to cross borders illegally, travel through dangerous terrain, or rely on smugglers or human traffickers to make the journey.

Once refugees arrive in their host country, they may face additional challenges. They may not speak the language, have trouble finding housing, or struggle to find employment due to discrimination or lack of qualifications. Refugees may also face social isolation, as they are often separated from their families and communities. These challenges can contribute to mental health issues such as depression, anxiety, and post-traumatic stress disorder.

The international community has taken steps to address the challenges faced by refugees. The United Nations High Commissioner for Refugees (UNHCR) is responsible for protecting refugees and helping them to find a safe place to live. The UNHCR works with governments and NGOs to provide refugees with shelter, food, medical care, and education. In addition, the UNHCR helps refugees to resettle in a new country if they are unable to return to their home country.

Despite these efforts, the refugee crisis remains a complex and ongoing issue. In recent years, conflicts in Syria, Afghanistan, and Myanmar have forced millions of people to flee their homes. The COVID-19 pandemic has also made it more difficult for refugees to access essential services, as borders have closed and travel restrictions have been put in place.

In conclusion, the refugee crisis is a global issue that requires the cooperation of the international community to address. While refugees are protected under international law, they still face numerous challenges that can make their journey and resettlement incredibly difficult.

As a global community, we must continue to work towards providing refugees with the support and resources they need to rebuild their lives and find a safe place to call home.

Classroom Activities for Both Teachers and Students

1. Research a specific refugee crisis: Choose a refugee crisis that has occurred in recent years, such as the Syrian refugee crisis, Rohingya refugee crisis, or the Venezuelan refugee crisis, and research the causes, impact, and response of the international community.

2. Refugee simulation exercise: Participate in a refugee simulation exercise to gain a better understanding of the challenges faced by refugees. This can involve role-playing as a refugee and going through the process of seeking asylum, finding shelter, food, and medical care, and navigating a new country.

3. Volunteer with a refugee organization: Find a local or national organization that works with refugees and volunteer your time to support their efforts. This can involve assisting with language classes, providing transportation, or donating resources to support refugees in your community.

4. Attend a refugee event or seminar: Attend a refugee event or seminar to learn more about the issue and hear from experts in the field. This can provide a deeper understanding of the challenges faced by refugees and the response of the international community.

5. Write to your elected officials: Write to your elected officials to express your support for policies that protect and support refugees. This can include advocating for increased funding for refugee resettlement programs or calling for policies that promote the rights and safety of refugees.

6. Fundraise for a refugee organization: Raise funds for a refugee organization by organizing a fundraising event or starting a crowdfunding campaign. This can help support the work of organizations that provide critical services to refugees around the world.

7. Host a refugee speaker: Invite a refugee speaker to share their story and experience with your community. This can provide a firsthand account of the challenges faced by refugees and help promote empathy and understanding.

Classroom Activities for Students

1. Vocabulary matching game: Create a vocabulary matching game with words related to refugees such as "asylum," "persecution," "trauma," "resettlement," "non-refoulement," and "humanitarian crisis." Students can match the words with their definitions and use them in sentences.

2. Grammar review worksheet: Create a grammar review worksheet that focuses on sentence structure and parts of speech. Provide sentences related to refugees and ask students to identify the subject, verb, object, and any modifiers. This can help reinforce basic grammar concepts while also providing content related to refugees.

3. Punctuation practice: Provide students with a passage related to refugees and ask them to practice proper punctuation by adding commas, periods, semicolons, and other marks where needed. This can help students improve their writing skills while also engaging with content related to refugees.

4. Word association activity: Provide a list of words related to refugees such as "flee," "displacement," "violence," and "human rights." Ask students to come up with other words or phrases that are associated with each

word. This can help build vocabulary skills and promote deeper engagement with the topic of refugees.

5. Story writing activity: Ask students to write a short story or essay related to refugees. Provide a prompt such as "Write a story about a refugee who has just arrived in a new country" or "Write an essay about the challenges faced by refugees in finding housing and employment." This can help students practice writing skills while also engaging with the issue of refugees.

6. Vocabulary fill-in-the-blank activity: Provide a passage related to refugees with key vocabulary words removed. Ask students to fill in the blanks with the correct words to complete the passage. This can help reinforce vocabulary skills and promote deeper engagement with the topic.

7. Grammar editing exercise: Provide a passage related to refugees with grammatical errors such as run-on sentences, subject-verb agreement errors, or misplaced modifiers. Ask students to identify and correct the errors. This can help reinforce grammar skills while also engaging with content related to refugees.

49.The Old Aged

Old age is a stage of life that every individual is bound to reach. It is a period in one's life that is often characterized by changes in physical, mental, and emotional health. As individuals grow old, they become more vulnerable to various health issues and require special care and attention. In this essay, we will discuss some of the challenges faced by old-aged individuals and how society can help them live a comfortable life.

One of the major challenges faced by old-aged individuals is declining physical health. As the body ages, it becomes more susceptible to diseases and injuries. This can lead to chronic pain, limited mobility, and loss of independence. To overcome these challenges, old-aged individuals need access to proper medical care, regular exercise, and healthy diets. Unfortunately, many old-aged individuals do not have access to these basic necessities, which can make their lives extremely difficult.

Another challenge faced by old-aged individuals is loneliness and social isolation. As people age, they may lose their spouses, friends, and family members, leaving them feeling isolated and alone. This can lead to depression, anxiety, and other mental health issues. It is important for society to provide support and companionship to old-aged individuals, either through community programs or by encouraging family members to stay in touch.

Financial insecurity is another challenge faced by many old-aged individuals. Many seniors do not have adequate savings or retirement plans to support them in their old age. This can lead to poverty, homelessness, and even hunger. Governments and non-profit organizations should work to

ensure that all old-aged individuals have access to basic necessities such as housing, food, and medical care.

Lastly, old-aged individuals also face challenges related to cognitive decline. As people age, they may experience memory loss, dementia, and other cognitive disorders. It is important for society

Classroom Activities For Both Teachers and Students

Here are some activities and exercises for both teachers and students based on the topic of old age and the challenges faced by old-aged individuals:

1. Research and Presentations: Assign students to research different aspects of old age such as physical health, mental health, financial security, and social isolation. Have them present their findings to the class, discussing the challenges faced by old-aged individuals and possible solutions to address these challenges.

2. Volunteer at a Senior Center: Encourage students to volunteer at a local senior center or retirement home. This will provide them with an opportunity to interact with old-aged individuals and understand their needs and challenges.

3. Write a Letter: Ask students to write a letter to an old-aged individual in a nursing home or retirement home. The letter can express gratitude for their contributions to society, provide comfort and support, and offer encouragement.

4. Empathy Activities: Conduct empathy activities in the classroom to help students understand the challenges faced by old-aged individuals. For example, ask students to wear gloves to simulate arthritis, or use earplugs to simulate hearing loss. These activities will help students develop empathy and compassion towards the elderly.

5. Debate: Conduct a debate in the classroom on the topic of whether society is doing enough to support old-aged individuals. Divide the class into teams and have them argue for or against the motion. This will encourage critical thinking and help students develop persuasive speaking skills.

6. Intergenerational Activities: Encourage students to interact with the elderly in their family or community. This can involve activities such as cooking a meal together, playing board games, or simply engaging in conversation. This will help break down barriers between generations and foster mutual understanding and respect.

7. Community Service Projects:

Organize community service projects that benefit the elderly, such as organizing a food drive or hosting a fundraiser for a local nursing home. This will provide students with an opportunity to make a positive impact on their community while also learning about the needs of old-aged individuals.

These activities and exercises will help students develop empathy, compassion, and understanding towards old-aged individuals, while also providing them with an opportunity to make a positive impact on their community.

1. Research and present on the challenges faced by old-aged individuals: Have students work in small groups to research and present on one of the challenges faced by old-aged individuals, such as declining physical health, loneliness and social isolation, financial insecurity, or cognitive decline. Encourage students to gather data and statistics, as well as personal stories and experiences, to help illustrate the issue.

2. Interview an older adult: Arrange for students to interview an older adult in their community, such as a grandparent, neighbor, or family friend. Encourage students to ask questions about the challenges and joys of aging, as well as any advice they have for younger generations.

3. Create a resource guide for seniors:

Have students work in pairs or small groups to create a resource guide for seniors in their community. The guide could include information on local resources for medical care, exercise classes, social events, and financial assistance.

4. Host a senior citizen panel: Invite a group of senior citizens to come speak to the class about their experiences and challenges related to aging. Allow time for students to ask questions and engage in discussion with the panel.

5. Write a letter to a senior citizen: Have students write letters to senior citizens in their community, either through a local retirement home or community center. Encourage students to share their own experiences and ask questions about the seniors' lives.

6. Conduct a fundraiser for a senior-related cause: Have students brainstorm and plan a fundraiser to support a local organization or cause that benefits senior citizens. This could include a bake sale, car wash, or charity run/walk.

50. The homeless

Homelessness is a growing problem in many parts of the world. It is a complex issue that has many different causes, including poverty, lack of affordable housing, mental illness, and substance abuse. Homelessness affects people of all ages, races, and backgrounds, and it can have devastating effects on their lives. In this essay, we will discuss the causes and effects of homelessness, as well as some possible solutions to this problem.

One of the main causes of homelessness is poverty. People who are unable to earn enough money to pay for housing and other basic needs are at risk of becoming homeless. This is especially true in cities, where the cost of living is often high and jobs may be scarce. Another factor that contributes to homelessness is the lack of affordable housing. Many people simply cannot afford to rent or buy a home, and this can lead to them becoming homeless.

Mental illness and substance abuse are also major contributors to homelessness. People who suffer from mental health problems may be unable to hold down a job or maintain a stable living situation. This can lead to them becoming homeless, as they are unable to afford a place to live. Similarly, people who struggle with addiction may find themselves without a home, as they may spend all their money on drugs or alcohol.

The effects of homelessness can be devastating. People who are homeless are often exposed to the elements and may have little access to food or medical care. They may also be at risk of violence or abuse, as they have no secure place to go. Homelessness can also have long-term effects on people's health and wellbeing, as they may develop

physical or mental health problems as a result of living on the streets.

There are many possible solutions to the problem of homelessness. One approach is to provide more affordable housing, so that people are not forced to choose between paying for housing and other basic needs. Another solution is to provide more support for people who are struggling with mental health or addiction issues, so that they can get the help they need to maintain stable living situations. Finally, outreach programs that provide food, medical care, and other services to homeless people can help to mitigate the effects of homelessness and prevent people from becoming homeless in the first place.

In conclusion, homelessness is a complex problem that has many different causes and effects. It is a problem that affects people from all walks of life and can have devastating effects on their health and wellbeing. However, there are many possible solutions to this problem, and it is important that we work together to address it.

Activities: For Teachers

1. **Brainstorming Session:** Divide the class into groups and ask them to come up with as many possible solutions to the problem of homelessness. After a few minutes, have each group present their ideas to the class.

2. **Research and Presentation:** Assign students to research homelessness in a particular city or region and present their findings to the class. They should focus on the causes and effects of homelessness in that area and possible solutions.

3. **Debate:** Divide the class into two teams and have them debate the statement "The government should do more to address the issue of homelessness." One team should argue in favor of the statement while the other team should argue against it.

Activities for Learners

Questions:

1. What are some of the causes of homelessness?
2. How does homelessness affect people's lives?
3. What are some possible solutions to the problem of homelessness?
4. Why do you think homelessness is a growing problem in many parts of the world?
5. How can individuals and communities help to address the issue of homelessness?
6. Do you think the government should take a more active role in addressing homelessness? Why or why not?
7. What are some of the challenges faced by homeless people, and how can these be addressed?
8. What can be done to prevent homelessness from occurring in the first place?

9. How can we raise awareness about the issue of homelessness and encourage more people to take action to address it?

10. What role do mental illness and substance abuse play in contributing to homelessness, and how can these issues be addressed effectively?

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'Creative Myriads under the Shade,' is a captivating compilation of insightful essays tailored for senior scholars and higher education teachers. In this intellectually stimulating anthology, the authors delve into a myriad of topics, offering profound reflections on the evolving landscape of academia. Each essay invites readers to explore the multifaceted dimensions of higher education. Delivered with eloquence and depth, these essays not only provide valuable perspectives on teaching and research but also spark contemplation on the broader role of education in shaping society. 'Creative Myriads under the Shade' serves as a beacon for those seeking intellectual enrichment. It is a testament to the collective wisdom of seasoned scholars, offering a reservoir of insights for both the seasoned academic and those embarking on the noble journey of higher education.



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