

Activity

Complete the given sentences in Reported Speech. Mind the introductory sentences and backshift of tenses.

1. Tahira: "She works in an office."
Tahira said (that) she _____
2. Jamila: "I am going to clean the room."
Jamila told me (that) she _____
3. Jaffer: "They like the song."
Jaffer said (that) they _____
4. Iman and Marva: "We need new shoes."
Iman and Marva remarked (that) they _____
5. Kamran: "He can speak Spanish."
Kamran told us (that) he _____
7. Teacher: "Rauf has never been to Karachi."
The teacher said (that) Rauf _____
8. Luqman: "The train didn't arrive on time."
Luqman said to Gul (that) the train _____
9. Eyma: "I'm sitting on the chair."
Eyma said (that) she _____
10. Nauman: "Waleed doesn't eat meat."
Nauman told us (that) Waleed _____
11. Hamid: "Abraham and Naummy will travel to Kaghan."
Hamid remarked (that) Abraham and Naummy _____

NOT FOR SALE

Unit 18

Lines from the deserted village (Poem)

NOT FOR SALE

Oliver Goldsmith

By the end of the unit, the students will be able to:

- Read a given poem and give orally and in writing:
 - Theme and its development.
 - Personal response with justification.
 - Recognize literary techniques such as personification and alliteration.
- Use critical thinking to respond orally and in writing to the text (post-reading) to
 - give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read.
 - relate what is read to his or her own feelings and experiences.
 - explore causes and consequences of a problem or an issue and propose various solutions.
- Analyze how a writer/ poet uses language to
 - appeal to the senses through use of figurative language including similes, metaphors and imagery.
- Use critical thinking to respond orally and in writing to the text (post-reading) to
 - give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read.
 - relate what is read to his or her own feelings and experiences.
 - scan to answer short questions.
 - make simple inferences using context of the text and prior knowledge.
 - distinguish between what is clearly stated and what is implied.
- Analyze how a writer/ poet uses language to
 - appeal to the senses through use of figurative language including similes, metaphors and imagery.
- Use a thesaurus to locate the synonyms closest to the meaning of the given words.
- Use direct and indirect speech appropriately in speech and writing according to the required communicative function.

Lines From the Deserted Village

Lines From The Deserted Village
BY OLIVER GOLDSMITH

Sweet Auburn ! loveliest village of the plain,
Where health and plenty chear'd the labouring swain,
Where smiling spring its earliest visit paid,
And parting summer's ling'ring blooms delay'd:

Dear lovely bowers of innocence and ease,
Seats of my youth, when every sport could please,
How often have I loiter'd o'er thy green,
Where humble happiness endear'd each scene;
How often have I paus'd on every charm,

The shelter'd cot, the cultivated farm,
The never-failing brook, the busy mill,
The decent church that topp'd the neighbouring hill,
The hawthorn bush, with seats beneath the shade,
For talking age and whisp'ing lovers made;

How often have I bless'd the coming day,
When toil remitting lent its turn to play,
And all the village train, from labour free,
Led up their sports beneath the spreading tree;
While many a pastime circled in the shade,

The young contending as the old survey'd;
And many a gambol frolicked o'er the ground,
And slights of art and feats of strength went round;
And still as each repeated pleasure tir'd,
Succeeding sports the mirthful band inspir'd;

The dancing pair that simply sought renown,
By holding out to tire each other down;
The swain mistrustless of his smutt'd face,
While secret laughter titter'd round the place;
The bashful virgin's side-long looks of love,

The matron's glance that would those looks reprove;
These were thy charms, sweet village; sports like these,
With sweet succession, taught even toil to please;
These round thy bowers their chearful influence shed,
These were thy charms—But all these charms are fled.

Ill fares the land, to hast'ning ills a prey,
Where wealth accumulates and men decay;
Princes and lords may flourish, or may fade;
A breath can make them as a breath has made;
But a bold peasantry, their country's pride,
When once destroy'd can never be supplied.

About the poet:

Oliver Goldsmith was born on November 10, 1730 in Kilkenny West, Ireland and died on April 4, 1774 in London. He is best known for his novel *The Vicar of Wakefield*, his poem *The Deserted Village* (1770) and his plays *The Good Natur'd Man* and *She Stoops to Conquer* etc. He received his BA degree in February 1749 from Trinity College, Dublin. He was the son of an Anglo- Irish Clergyman, Charles Goldsmith.



Glossary

Word	Meaning
a breath	a word
bashful (adj.)	shy; timid
bless (v)	give prayers to
bowers (n)	shady place surrounded by trees

brook (n)	a natural stream of water
contending (v)	competing with one another
cot(n)	Cottage
delay'd (adj.)	went on blooming late in the year
for taking age	for old people, who are fond of talking
frolicked (v)	went on merrily
gambol (v)	playful activity
holding out (ph.v)	not stopping
i'll fares	not doing well
led up (ph.v.)	began upon
loiter(v)	be about ; linger; hang around
matron (n)	an incharge woman; supervisor
mirthful band	merry company
mistrustless of	completely unaware of
parting (v)	Departing
peasantry (n)	the class of peasants
renown(n)	Fame
reprove (v)	dislike ; warn
seats of my youth	places in which I spent much time in my youth
sidelong (adj.)	to one side
sleights of art	clever tricks
smutted(v)	marked with soot or some such black substance
survey's(v)	looked on
swain(n)	humble countryman
the village train	the set of people living in the village. 'Train' suggests that came walking up to the scene of their sports in an informal procession.
titter(v)	laugh nervously
toil remitting	work ceasing. Goldsmith is describing a day of holiday
went round	were performed in turn

Reading Comprehension

- Write in your own words the significance of the title 'Lines from the Deserted Village'?
- Describe in your own words the picture of the village portrayed by the poet in first six lines of the poem 'Lines from the Deserted Village'?
- What does the poet mean by the following words and phrases:
(a) Loitered over thy green (b) talking age (c) seats of my youth (d) the village train
- What verse form has been used by the poet in the poem "Lines from the Deserted Village"? Also tell, what's its rhyme scheme?
- Explain the following couplet:
" Ill fares the land, to hast'ning ills a prey,
Where wealth accumulates and men decay;"
- Give an example of alliteration from the poem "Lines from The Deserted Village".

Writing Suggestions

Why does the poet call the Peasantry class as " the pride" of the country. Explain in your own words.

Oral Communication

Organise a debate in the class giving one or two minutes time to each debater. The debate should be on the topic of the changing social and cultural values (**modernization**) in villages. They may speak in favour of or against the modernization taking place in villages.

Vocabulary and Grammar

- A. Replace each underlined word with a synonym from the words listed below.
below, glad, ill, hilarious, present, price, bright, error, thief, plump, blend, clean, aqua

- His uncle brought a birthday gift wrapped in red paper. _____
- The fat cat could barely climb up the tree. _____
- My teacher was happy to see me. _____

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4. The painting had brilliant shades of blue.
5. The dog curled up under the table.
6. My dad knows a lot of funny jokes.
7. The burglar stole the diamonds and gold.
8. I went home early because I felt sick.
9. You will need to mix the eggs and flour.
10. The cost of the toy was too high.
11. The fisherman stared out at the blue waters.
12. Max made a mistake on his math test.

B. Write the indirect narration in the 'Indirect Speech column' for the sentences given in 'Direct Speech' column.

Direct Speech	Indirect Speech
1. He said, "I work in a small company"	
2. She said, "I am waiting for my salary"	
3. Alex said to me, "It have worked very hard for this project"	
4. I said to him, "I do not care about small issues"	
5. She said to me, "I am making good progress on this project"	
6. We said, "You have better future than us"	
7. They said, "It is getting on very boring here"	
8. She said, "You have to decide by tomorrow"	

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9. Alex said, "I have been writing this paragraph"
10. They said, "We do not listen to their advice"

Reported speech Exercise: Past Tense

Direct Speech	Indirect Speech
11. He said, "I worked very hard but failed"	
12. She said to me, "It did not work for me"	
13. Alex said, "I was listening Indian music"	
14. "We were going to a new mission" they said.	
15. "I had collected ancient books" he said.	
16. They said, "We had better alternative than this"	
17. He said to me, "We watched a wonderful movie."	
18. Alex said, "I was writing codes for a new program"	
19. She said to him, "I had no intention to marry you."	
20. He said, "I wasted my time after her."	