

B. Change the following Interrogative Sentences into Indirect Speech.

1. The doctor said to his patient, "Are you taking the medicine prescribed to you regularly?"
2. Her friend said to her, "Can you spare your book for me for a week?"
3. She said to him, "Can I do anything for you?"
4. His mother said to him, "Will you come home in the evening in time?"
5. His friend said to him, "Did I not warn you against this before hand?"

C. Change the following Exclamatory Sentences into Indirect Speech.

1. The woman said, "What a beautiful child this is!"
2. His aunt said, "What a pleasant surprise to see you here!"
3. Hameed said, "How unlucky I am that I cannot find out any solution!"
4. The captain said, "Bravo! Well done, boys!"
5. The leader said, "Alas! We have lost the game."

D. Change the following imperative sentences into Indirect Speech.

1. The land lord said to his servant, "Go away and leave the room at once."
2. She said to her maid servant, "Bring me a glass of water."
3. The teacher said to the boys, "Do not waste your time."
4. Mother said to her son. "Work hard lest you should fail."
5. The doctor said to the patient, "Do not smoke."

Unit 15

Opportunity

Students Learning Outcomes

After reading the lesson the students will be able to:

- use pre-reading strategies to predict the content of a text from topic / picture, title / headings, key words and visuals etc. by using prior knowledge, asking questions and contextual clues.
- read a poem and give orally and in writing
 - Theme and its development.
 - Personal response with justification.
 - Paraphrase/ summary.
 - replace poetic words with simple ones.
- read and analyze how a writer/ poet uses language to
 - appeal to the senses through use of figurative language including similes and metaphors.
 - affect meaning through use of synonyms with different connotations and denotations.
 - create imagery.
- read and recognize literary techniques such as repetition, personification and alliteration.
- enhance and use appropriate vocabulary and correct spelling in speech and writing to understand connotations and denotations; explore the use of synonyms with varying shades of meaning used for various purposes
- write a persuasive/argumentative essay on a given topic
- apply rules of capitalization wherever applicable.
- illustrate use of punctuation marks learnt earlier.
- recognize and use hyphen to indicate the division of a word at the end of a line.
- recognize and use dash as a separator to indicate that a sentence has been broken off, or to indicate a new direction of thought.

Pre-reading

- Look at the title of the poem and predict what the poem is about?

Reading

THEY do me wrong who say I come no more
When once I knock and fail to find you in;
For every day I stand outside your door
And bid you wake, and rise to fight and win.

Wail not for precious chances passed away!
Weep not for golden ages on the wane!
Each night I burn the records of the day—
At sunrise every soul is born again!

Dost thou behold thy lost youth all aghast?
Dost reel from righteous Retribution's blow?
Then turn from blotted archives of the past
And find the future's pages white as snow.

Art thou a mourner? Rouse thee from thy spell;
Art thou a sinner? Sins may be forgiven;
Each morning gives thee wings to flee from hell,
Each night a star to guide thy feet to heaven.

Laugh like a boy at splendors that have sped,
To vanished joys be blind and deaf and dumb;
My judgments seal the dead past with its dead,
But never bind a moment yet to come.

Though deep in mire, wring not your hands and weep;
I lend my arm to all who say "I can!"
No shame-faced outcast ever sank so deep
But yet might rise and be again a man!

by Walter Malone

About the poet

Walter Malone (1866-1915) Was Born in De Soto County, Mississippi, 1866; died in Memphis, Tennessee, 1915. While his epic "De Soto" is a well-sustained work, it is by the brief lyric, "Opportunity", that Walter Malone will live in the public heart.

Glossary

Words	Meaning
wail	a prolonged high-pitched cry of pain, grief, or anger
on the wane	becoming weaker or less extensive
behold	see or observe (someone or something, especially of remarkable or impressive nature)
aghast	filled with horror or shock
righteous	morally right or justifiable
Retribution	punishment inflicted on someone as vengeance for a wrong or criminal act
blotted	marked or stained
vanished	disappear suddenly and completely
mire	complicated or unpleasant situation from which it is difficult to extricate oneself
outcast	person who has been rejected or ostracized by their society or social group

Exercise**Comprehension**

A. Answer the following questions.

- Who is the speaker in the poem?
- It is a commonly held belief that opportunity knocks once at the door; but this belief is rejected outright by opportunity herself. Why?

- What is the advice of "Opportunity" to those who have failed or lost opportunity in the past?
- What was the effect of this poem, "Opportunity" on you? Describe your response in your own words.
- What is the key theme of the poem, "Opportunity"? Explain the various themes discussed in the poem.
- Point out some of the poetic devices used by the poet in the poem 'Opportunity' and identify the line/lines.

B. Choose the correct option.

- To describe opportunity, the poet has employed the technique of _____.
a) alliteration b) simile c) personification d) metaphor
- By using the contextual clues the words closest in meaning to the phrase 'reel from' is _____.
a) upset about b) rush from c) abstain from d) think over
- "Dost reel from righteous Retribution's blow?" In this line the poet has used the technique of _____.
a) alliteration b) metaphor c) personification d) simile
- "And find the future's pages white as snow". In this line the word 'snow' is used as _____.
a) simile. b) metaphor c) repetition d) personification
- The mood of the poem, "Opportunity" is _____.
a) hopeful b) hopeless c) sorrowful d) cheerful

Vocabulary

- A. Look at the words in the table below, besides its surface meaning these words have been purposely used to give depth to the meaning of the poem. Consult a dictionary for its literal sense and try to find out its conceivable connotations.

Word	dictionary/denotative meaning	conceivable connotations
knock		
wake		

fight		
win		
born		
hell		
heaven		
mire		
rise		

- B. Scan the poem, "Opportunity" for poetic words and make a list of them. Substitute these words with simple everyday words.

Writing

- Write an expository paragraph on the message of the poem, "Opportunity". Explain in your writing how effective or not the message of the poem is.
- Paraphrase the first and last stanza of the poem 'Opportunity'.
- "Opportunity is missed by most people because it is dressed in overalls and looks like work". Develop a mind map on this quote and write a detailed persuasive essay with help of this mind map.

Listening and speaking

Divide the class into groups of five students each and share your ideas with the class on the opportunities of employment available to youth of Pakistan.

Teacher's guideline:

Explain to the students the poetic words.

Grammar

A. Use appropriate punctuation marks (full stop, colon, semi colon, hyphen, quotation marks and question mark) in the following sentences.

1. We had a great time in Peshawar the kids really enjoyed it
2. Some people work best in the mornings others do better in the evenings
3. What are you doing next weekend
4. Mother had to go to hospital she had heart problems
5. It is a fine idea let us hope that it is going to work
6. Sorry to disturb you could I speak to you for a moment
7. We will be arriving on Monday morning at least I think so
8. In the words of Murphy's Law Anything that can go wrong will go wrong

B. Place the appropriate mark (selecting from the dash, ellipses or brackets) where needed in the following sentences. Cross out any misplaced marks. If the sentence is correct as written, indicate with a "C."

1. "I'm excited about the party, yet."
2. "I had never met him before last night when he came to my house," Aslam explained.
3. I remember a time when everyone used to quote famous appeal, "Ask not what your country can but what you can do for your country."
4. Tariq hesitated at first, but then he said, "well, you are welcome to stay in the guest room."
5. All the children six sisters two half-sisters and four full sisters and two brothers were at their parents' home for the celebration.

C. Correct the paragraph by adding appropriate punctuation and capitalization.

atif is one of the most laid-back people i know he is tall and slim with black hair and he always wears a t-shirt and black jeans his jeans have holes in them and his baseball boots are scruffy too he usually sits at the back of the class and he often seems to be asleep however when the exam results are given out he always gets an "A" i don't think hes as lazy as he appears to be

Review Unit 11 - 15

A. Do as directed.

1. Amjad is a successful writer. (Change into negative)
2. It is raining cats and dogs. (Change into interrogative)
3. She does not eat meat or fish. (Change into affirmative)
4. It was careless of him to leave the door unlocked. (Change into exclamatory)
5. My mother makes delicious cookies. (Change into negative)
6. She writes with her left hand. (Change into interrogative)
7. I do not have two sisters. (Change into affirmative)
8. She was clever to solve the problem that way. (Change into exclamatory)

B. Choose the correct option for the following sentences.

1. A subject and a verb that cannot stand alone is called a _____.
a) simple sentence b) independent clause
c) dependent clause d) complex sentence
2. Since we had only gone a mile from camp, we could turn back before dark.
a) a simple sentence b) a compound sentence
c) a complex sentence d) a dependent clause
3. I know you don't like him, but that doesn't matter.
a) a simple sentence b) a compound sentence
c) a complex sentence d) a main clause
4. While the dinner was being served, Sana sneaked in through the side door.
a) a simple sentence b) an independent clause
c) a compound sentence d) a complex sentence
5. Those clouds promise snow; we might get another snow day off from school.
a) a simple sentence b) a compound sentence
c) a complex sentence d) a phrase

C. Choose the correct option to complete the conditional sentences.

- What would you _____ if you won the lottery?
a) do b) did c) was doing d) was do
- She wouldn't be nervous if she _____ her homework.
a) would do b) did c) does d) do
- If my grandfather _____ alive, he _____ 110 years old.
a) were / was b) would be / were c) was / will be d) were / would be
- If you printed on both sides, you _____ paper.
a) were saved b) saved c) would save d) would be save
- We _____ football if the weather were good.
a) would be able to play b) would were able to play
c) were able to play d) will be able to play
- If you _____ a bike you wouldn't cycle to school.
a) don't have b) didn't have c) not had d) weren't have
- The film _____ more interesting if it _____ a happy ending.
a) would be / has b) were / would have
c) was / would have d) would be / had
- If my father _____ me a ticket, I _____ to the cinema.
a) didn't buy / wouldn't go b) weren't buy / won't go
c) wouldn't buy / didn't go d) wasn't buy / won't go

D. Choose the correct passive voice for the following sentences.

- They probably won't attend lecture tomorrow.
a) The lecture probably not attended by them tomorrow.
b) The lecture probably won't be attended by them tomorrow.
c) The lecture not probably attended by them tomorrow.
d) The lecture probably won't been attended by them tomorrow.
- He was driving a car, when accident occurred.
a) A car driven by him, when the accident occur.
b) A car was driven by him, when the accident occur.
c) A car was been driven by him, when the accident occurred.
d) A car was being driven by him, when the accident occurred.

3. Who designed a car?

- a) By whom a car designed? b) By whom a car had designed?
c) By whom was a car designed? d) By whom a car was being designed?

4. They took her to the hospital yesterday.

- a) She was taken to the hospital yesterday.
b) She taken to the hospital yesterday.
c) She had taken to the hospital yesterday.
d) She was took to the hospital yesterday.

5. People visit Murree in hot summer season.

- a) Murree visited by people in hot summer season.
b) Murree is visited by people in hot summer season.
c) Murree has visited by people in hot summer season.
d) Murree is being visited by people in hot summer season.

E. Select the correctly punctuated sentence.

1.

- a) Spain is a beautiful country; the beache's are warm, sandy and spotlessly clean.
b) Spain is a beautiful country: the beaches are warm, sandy and spotlessly clean.
c) Spain is a beautiful country, the beaches are warm, sandy and spotlessly clean.
d) Spain is a beautiful country the beaches are warm, sandy and spotlessly clean.

2.

- a) The children's books were all left in the following places: Mrs Faisal's room, Mr Fakhar's office and the caretaker's cupboard.
b) The children's books were all left in the following places; Mrs Faisal's room, Mr Fakhar's office and the caretaker's cupboard.
c) The childrens books were all left in the following places: Mrs Faisals room, Mr Fakhars office and the caretakers cupboard.
d) The children's books were all left in the following places, Mrs Faisal's room, Mr Fakhar's office and the caretaker's cupboard.

Revesion

3. a) She always enjoyed sweets; chocolate, marshmallows and toffee apples.
 b) She always enjoyed: sweets, chocolate, marshmallows and toffee apples.
 c) She always enjoyed sweets chocolate marshmallows and toffee apples.
 d) She always enjoyed sweet's, chocolate, marshmallow's and toffee apple's.
4. a) Sarah's uncle's car was found without its wheels in that old derelict warehouse.
 b) Sarah's uncle's car was found without its wheels in that old, derelict warehouse.
 c) Sarahs uncles car was found without its wheels in that old, derelict warehouse.
 d) Sarah's uncle's car was found without it's wheels in that old, derelict warehouse.
5. a) I can't see Tahir's car, there must have been an accident.
 b) I cant see Tahir's car; there must have been an accident.
 c) I can't see Tahir's car there must have been an accident.
 d) I can't see Tahir's car: there must have been an accident.

F. **Change the following sentences into indirect.**

1. Jaffar said, "I love this town."
 Jaffar said _____
2. "Do you like football?", he asked me.
 He asked me _____
3. "I can't drive a lorry", he said.
 He said _____
4. "Be nice to your brother", he said.
 He asked me _____
5. "Don't be nasty", he said.
 He urged me _____

The Seeking of Knowledge
 is obligatory
 for every Muslim.

"Corruption erodes
 society"