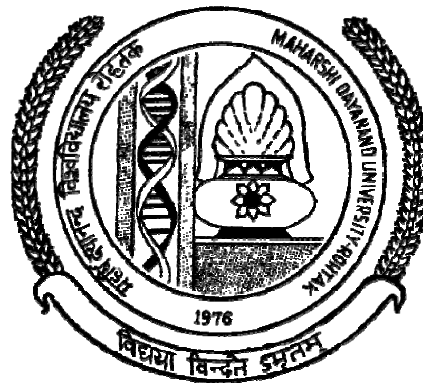


Paper Code: BA2001-II

Semester-I

# ENGLISH - II

Bachelor of Arts (B.A.)



**DIRECTORATE OF DISTANCE EDUCATION**

**MAHARSHI DAYANAND UNIVERSITY, ROHTAK**

(A State University established under Haryana Act No. XXV of 1975)

NAAC 'A+' Grade Accredited University

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Maharshi Dayanand University

ROHTAK – 124 001

**B.A Part-I (Semester-II)**  
**(English Compulsory)**  
**Paper Code BA2001-II**

**Literature & Language –II**

<b>Unit</b>	<b>Sr. No.</b>	<b>Name of Chapter</b>	<b>Page No.</b>
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<b>Unit-III</b>	<b>Chapter 4</b>	The Refugee	<b>21 - 28</b>
	<b>Chapter 5</b>	Bellows for the Bullock (A Haryanavi Folk Tale)	<b>29 - 40</b>
<b>Unit-IV</b>	<b>Chapter 6</b>	Panchlight	<b>41 - 52</b>
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**B.A Part-I (Semester-II)**  
**(English Compulsory)**

**Paper Code BA2001-II**

**Scheme of Examination:**

**Maximum Marks: 80**

**Time: 3 Hours**

**Prescribed Book: Literature & Language -II**

Randeep Rana, Jaibir S. Hooda and Loveleen Mohan eds. Language and Literature. Orient Blackswan.

- Question 1.** Explanation with reference to the context: Students will be required to attempt any two out of the given three passages. **2x5=10**
- Question 2.** Short answer type questions: Students will be required to answer any five out of the given eight in about 50 words each. **5x3=15**
- Question 3.** Essay type questions: Students will be required to answer two questions in about 150-200 words each. There will be internal choice in both the questions. **7 ½x2=15**
- Question 4.** Comprehension: Students will be required to answer the questions that follow the passage taken from the prescribed textbook. **5**
- Question 5.** (A) Grammar: Verb, Preposition, Modal and Conjunction. This will be "Do as Directed" type question. Students will be required to attempt any ten out of the given fifteen items. **14**
- (B) Grammar: Narration and Phrasal verbs. This will be "Do as Directed" type question. Students will be required to attempt any ten out of the given fifteen items. **14**
- Question 6.** Essay: students will be required to write an essay in about 200 words on any one out of the four. The topics for essay writing will be similar to but not the same as given in the prescribed textbook. **7**

# Chapter-1

## Pigeons at Daybreak

Anita Desai

Study Material: Dr. Manjeet Rathee

### 1.1. Objective:

- The objective is to acquaint the students with the tremendous power of family and human relationships, particularly the significance of love and care in various kinds of precarious situations.
- To help the students learn and practice the correct usage of various types of sentences.

### 1.2. About the author

Anita Desai (born in Mussorie, India in 1937), is a prominent Indian novelist, short-story and children's literature writer. Her fiction has covered themes such as women's oppression and quest for a fulfilling identity, family relationships and contrasts, the crumbling of traditions and human reactions in all kinds of difficult situations. Desai's novels and short stories evoke characters, events and moods with recourse to a rich use of visual imagery and details. The origin of her stories is itself rooted in images. Some of her novels are *Cry, the Peacock* (1963), *Voices in the City* (1965), *Fire on the Mountain* (1977), *Clear light of Day* (1980), *In Custody* (1984), *Fasting, Feasting* (1999), *The Zig Zag Way* (2004). "Pigeons at Daybreak" has been taken from a collection of stories entitled *Games at Twilight and Other Stories* (1978).

### 1.3. About the story:

The story discusses the pace of life of an aged couple living in old Delhi. The old man gets irritated easily due to his illness but his wife is calm and tolerant. The story describes the beauty of human relationship against the backdrop of different voices, scenes and reminiscences. The old man symbolizes life in the twilight years whereas his small grandson stands for continuity of life in all its fervour. The pigeons symbolize yearning for freedom which is finally attained by the old man. Desai tries to focus on the problems and personal struggles of contemporary life that her characters must learn to cope up with. She maintains that her primary aim is to discover the truth that often lies submerged beneath the reality.

### 1.4. Points to remember:

- Mr. Basu has been suffering for a number of years with a multitude of physical and emotional ailments.
- His wife Otima Basu is a loving caretaker but is exhausted by the end of the day.
- Along with other pieces of news, Otima reads aloud from the newspaper that there will be a planned power cut that night.
- Basu responds with an asthmatic attack fearing the hot night with no electric fan.
- Otima, in spite of Mr. Basu's protests and great fuss, decides to shift his bed up on the terrace to make the hot night more comfortable.
- Basu is no more comfortable there and the night is spent in great agony.
- The memory of his grandson showing him the pigeon roosts on so many rooftops makes him emotional.
- At daybreak as Otima goes downstairs to fetch Basu some iced water, she finds to her surprise that there was light in her flat.
- She runs back to the terrace to bring Basu down so as to enable him to sleep comfortably in his own bed for a while.
- Basu refuses saying it is cooler now and tells her to leave him alone.
- The story ends with him lying 'flat and still, gazing up' and the flock of pigeons hurtling upwards against the dome of the sky and disappearing into the 'soft deep blue of the morning.'
- Pigeons figure in the story as emblems of peace and liberation.

## 1.5. Comprehension Exercises:

### 1.5.1. Reference to the Context:

**1.5.1.a.** One of his worst afflictions, Mr Basu thought, was not to be able to read the newspaper himself. To have them read to him by his wife. He watched with fiercely controlled irritation that made the corner of his mouth jerk suddenly upwards and outwards, as she searched for her spectacles through the flat. By the time she found them — on the ledge above the bathing place in the bathroom, of all places: what did she want with her spectacles in there? — she had lost the newspaper. When she found it, it was spotted all over with grease for she had left it beside the stove on which the fish was frying. This reminded her to see to the fish before it was overdone. ‘You don’t want charred fish for your lunch do you?’ she shouted back when he called. He sat back then, in his tall-backed cane chair, folded his hands over his stomach and knelt that if he were to open his mouth now, even a slit, it would be to let out a scream of abuse. So he kept it tightly shut.

#### Answer:

These lines have been taken from the short story titled "Pigeons at Daybreak" written by Anita Desai, a well-known contemporary writer who deals with themes like family relationships, the crumbling of traditions and human relationships. These lines reflect the helpless situation of Mr. Basu who is old and ailing and hence is dependent upon his wife Otima for every small daily need. The lines clearly indicate a feeling of irritation and vulnerability. Mr. Basu gets perturbed when his wife takes unbearably long time to read newspaper to him as she is engaged in other pressing household chores of the morning. Entangled in one task after another, she first forgets her spectacles; then loses the newspaper that is to be read and on finding it, she is further reminded of the more urgent task of giving attention to the frying fish in the kitchen. All this delay becomes unbearable for Mr. Basu who struggles hard to keep his mouth closed lest it should result in undue abusing and cursing. Desai traces all expressions of her characters vividly. She draws a clear image of the husband along with the pressing responsibilities of a dutiful wife. Her prose is simple and clear and it helps bring forth the frame of mind of the characters.

**1.5.1.b.** Otima soon lost the light-heartedness that had come to her with this unaccustomed change of scene. She tired of dragging around the pillows and piling up the bolsters, helping him into a sitting position and then lowering him into a horizontal one, bringing him his medicines, fanning him with a palm leaf and eventually of his groans and sobs as well. Finally she gave up and collapsed onto her own string bed, lying there exhausted and sleepless, too distracted by the sound of traffic to sleep. All through the night her husband moaned and gasped for air. Towards dawn it was so bad that she had to get up and massage his chest. When done long and patiently enough, it seemed to relieve him.

#### Answer:

These lines have been taken from the short story titled "Pigeons at Daybreak" written by Anita Desai, a prominent contemporary writer whose literary skills in dealing with themes like family relationships and human reactions in all kinds of difficult situations, are well recognized and acclaimed. The present lines depict an untiring sense of duty and responsibility on the part of Otima towards her ailing husband Mr. Basu. Due to severe cut in the power supply during night and with her husband suffering from asphyxia, she has to make frantic efforts to provide sufficient amount of air to him. Yet Mr Basu’s condition worsens during night and she has to massage him towards the dawn. The sense of relief that Otima gets in serving her ill husband indicates her innate goodness and humanity. Notwithstanding the daily household pressures, she fully understands the significance of love and care in times of need and ailments. The loyalty with which Otima attends to all the real and imagined problems of her husband in addition to all her exhausting daily chores speaks of her deep commitment and sincerity towards human relationships.

### 1.6. Answer the questions given at the end of the passage from the prescribed lesson:

‘I’ll bring you your inhaler. Don’t get worried, just don’t get worried,’ she told him and bustled off to find his inhaler and cortisone. When she held them out to him, he lowered his head into the inhaler like a dying man at the one straw left. He grasped it with frantic hands, almost clawing her. She shook her head, watching him. ‘Why do

you let yourself get so upset?’ she asked, cursing herself for having read out that particular piece of news to him. ‘It won’t be so bad. Many people in the city sleep without electric fans - most do. We’ll manage –’

‘You’ll manage,’ he spat at her, ‘but I?’

There was no soothing him now. She knew how rapidly he would advance from imagined breathlessness into the first frightening stage of a full-blown attack of asthma. His chest was already heaving, he imagined there was no oxygen left for him to breathe, that his lungs had collapsed and could not take in any air. He stared up at the strings of washing that hung from end to end of the balcony, the overflow of furniture that cluttered it, the listless parrot in its cage, the view of all the other crowded, washing-hung balconies up and down the length of the road, and felt there was no oxygen left in the air.

- Who offers to bring the inhaler and for whom?
- Why is there a need for the inhaler?
- What is the reason for getting so upset?
- Why does he feel that he will not be able to manage?
- What makes him feel that there was no oxygen left in the air?
- Explain the meaning of the words: **frantic** and **rapidly** by using them into sentences of your own.

#### Answers:

- ✓ It is Otima who offers to bring the inhaler for her ailing husband Mr. Basu.
- ✓ The inhaler is required for Mr Basu who is suffering from asthma.
- ✓ Mr. Basu gets very upset on hearing the news of power cut during night.
- ✓ He feels that he will not be able to manage because of his imagined frightfulness related to the intense heat. He feels that given the amount of heat, it would not be possible for him to sleep without a fan.
- ✓ He begins to feel that there was no oxygen left in the air due to his imagined breathlessness advancing into the stage of a full blown attack of asthma.
- ✓ f- Frantic: There was frantic search for the culprit by the police.
- ✓ Rapidly: The students are advised to go through their tasks rapidly so as to save time.

#### 1.7. Exercise for practice: Now attempt the following passage accordingly.

‘I’ll tell you,’ she suddenly answered, and wiped the perspiration from her face in relief. ‘I’ll have your bed taken up on the terrace. I can call Bulu from next door to do it - you can sleep out in the open air tonight, eh? That’ll be nice, won’t it? That will do you good.’ She brightened both at the thought of a night spent in the open air on the terrace, just as they had done when they were younger and climbing up and down stairs was nothing to them, and at the thought of having an excuse to visit the neighbours and having a little chat while getting them to come and carry up a string bed for them. Of course old Basu made a protest and a great fuss and coughed and spat and shook and said he could not possibly move in this condition, or be moved by anyone, but she insisted and, ignoring him, went out to make the arrangements.

- Whose bed is being taken up on the terrace and why?
- What is the need to sleep out in the open air that night?
- Why did she brighten up at the thought of finding an excuse to visit the neighbours?
- Why did old Basu make a protest and great fuss about going up on the terrace?
- Why did she insist and go out to make arrangements?
- Use the words **terrace** and **protest** in your own words.

#### 1.8. Answer the following questions in about 50 words each.

- 10.8.1. Describe in a few words one of Mr Basu’s ‘worst afflictions.’
- 10.8.2. What kind of news does Otima read for Mr Basu? Is Basu interested in such news readings?
- 10.8.3. What is the news that makes Basu restless and why?
- 10.8.4. What is the suggestion that Otima gives to survive the above crisis?
- 10.8.5. What happens to Basu at the end of the story?

**1.8.-A: Answer to the above questions.**

**Ans 1.8.1.:** One of Mr Basu's worst afflictions was his inability to read the newspapers by himself due to his ailment. It was his wife who read the paper aloud to him. As she had many other pressing needs to attend to, this caused lot of discomfort to Mr Basu.

**Ans 1.8.2.:** Otima reads all grotesque and uninteresting kind of trivial pieces like 'Rice smugglers caught' and the 'Blue bull menace in Delhi airport' or various Hindi pictures running this week like '*Teri Meri Kismet* — "the heart-warming saga of an unhappy wife, or *Do Dost* — winner of three Filmfare awards. No, Basu is not at all interested in such stuff; he rather feels agitated and much irritated on hearing all these stories which do not interest him.

**Ans 1.8.3.:** He feels that the menace of "blue bulls" can be tackled by narcotic drugs.

**Ans 1.8.4.:** Otima suggests that if there is nothing to interest Basu in the newspaper, then she can very well stop reading it if he so desires and permits.

**Ans 1.8.5.:** Mr Basu, unfortunately, dies at the end of the story as Otima finds him lying 'flat and still, gazing up, his mouth hanging open' as if to let the cool and fresh air pour into him.

**1.9. Answer the following questions in about 150-200 words each.****1.9.1. Describe Basu's ailment and how he copes up with it?**

Ans. Mr Basu, an aged man in his early sixties, suffers from many physical and emotional ailments which include asthma and problems in breathing but sometimes there is imagined breathlessness too when there is lack of sufficient air or oxygen due to intense heat or power cut. This imagined state leads to the frightening stage of a full-blown attack of asthma where he feels as if there were no oxygen left for him to breathe, that his lungs had collapsed and he can not take in any air. Mr Basu copes up with it due to the affectionate care and support of his wife Otima who serves him with complete loyalty and selflessness. Though he seems foolish and unreasonable to her in his sickness, yet she could not quite leave him to his agony, whether real or imagined. When the postman brings them a letter from their son in Bhilai, she read out to him the boy's report on his work in the steel mills. On hearing the contents of the letter, Mr. Basu becomes calmer and is able to eat and relax properly. When it becomes too hot out on the balcony, she offers to shift him up on the terrace where it is comparatively calmer. She knows it fully well that it is not so easy to get various things done when one's husband is old and ill, yet she is never irritated or impatient. She continues taking care of him with utmost devotion till his last breath.

**1.9.2. Write down a character sketch of Otima.**

Ans. Otima, wife of Mr Basu, is a dedicated lady, who nurses and serves her ailing husband with much care and affection. Pressed with all kinds of household chores and duties, she still manages to take enough care of the moods and demands of her husband without any complaints or regrets. As far as her own personality and character is concerned, at fifty-six years of age, she did not have even a single wrinkle on her oiled face or a grey hair on her head. She seemed as smooth as butter and as round as cake. As a matter of fact, life might still have been enjoyable to her if it had not been for the asthma of her husband that had made him totally dependent on her.

Otima tries to take care of him in every humane way like reading newspaper headlines to him, providing him with all kinds of comforts, shifting him from one place to the other so that he could inhale more air and tending to all his real and imagined ailments with affectionate nursing which include bringing inhaler, shifting to terrace and massaging his body. She consoles him in her own sweet way when he gets upset and does not allow him to lose heart. Though physically it was very exhausting for her and she did feel tired and irritated at times, yet emotionally it gave her much relief and satisfaction to serve her husband in a selfless way. Otima's character reflects the beauty of human relationship and human values in difficult circumstances.

**1.9.3. Throw light on the theme of the story in about 150 words**

Ans. The present story 'Pigeons at Daybreak' deals with the theme of the tremendous power of family and human relationships, particularly the significance of love and care in times of need and ailments. The story discusses the pace of life of an aged couple living in old Delhi. The old man gets easily irritated due to his illness but his wife



is always calm and composed. The story describes the beauty of human relationship against the backdrop of all kinds of day to day pressures. The old man symbolizes life in the twilight years whereas his small grandson stands for continuity of life in all its zeal and enthusiasm. The pigeons symbolize yearning for freedom which is finally attained by the old man. Desai tries to focus on the problems and personal struggles of contemporary life that her characters must learn to cope up with. She maintains that her primary aim is to discover the truth that often lies submerged beneath the reality. The loyalty with which Otima attends to all the real and imagined problems of ailing husband in addition to all her exhausting daily chores speaks of her deep commitment and sincerity towards human relationships.

## 1.10. Language Activity

### 1.10.1. The Sentence:

A sentence is a group of words that expresses a complete thought or in other words gives full meaning as to what is being said or read according to the given situation. There are five kinds of sentences:

- I like to play Cricket. (Affirmative or Declarative)
- Please do not stand in the corridors. (Imperative)
- Hurrah! India won its first gold medal in the Olympics. (Exclamatory)
- Did you go to your school today? (Interrogative)
- I could not attend my classes regularly. (Negative)

10.10.1.a. Affirmative Sentence: Affirmative or Declarative sentences make a statement to relay information or ideas. They are punctuated with a simple period. Formal essays or reports are composed almost entirely of declarative sentences. For example:

- August 15 is an Independence day.
- Mallika is a good girl.
- White is my favourite colour.

1.10.1.b. Imperative Sentences: Imperative sentences issue commands or requests or they can express a desire or wish. They are punctuated with a simple period or they can be exclamations requiring an exclamation mark. It all depends on the strength of emotion you want to express. Exclamatory sentences can consist of a single verb or they can be more lengthy and complex. For example:

- Halt! (command)
- Please lower your voice. (request)
- Respond quickly. (order)
- Meet me at the entrance of the theatre. (desire)
- Drop what you are doing and come celebrate with us! (wish)

1.10.1.c. Exclamatory Sentences: Exclamatory sentences express strong emotion. It doesn't really matter what the emotion is, an exclamatory sentence is the type of sentence needed to express it. Exclamatory sentences always end in an exclamation mark, so it's pretty easy to spot them. For example:

- I can't wait for the party! (excitement)
- Oh, what a play! (surprise)
- What a beautiful song! (admiration)
- Alas! He is no more. (sorrow)

1.10.1.d. Interrogative Sentences: Interrogative sentences always ask a question and end in a question mark. For example

- Is it raining?
- Have you had breakfast?
- Where are you going?
- Why didn't you come for the rehearsal?
- Are you ready to go?

### 1.10.1.e. Negative Sentences:

- Negative sentences convey negation by using words like not, no, none, never, neither, etc.
- She does not believe in God.
- None of us is going to Mumbai.
- One should never tell a lie.

**1.11. Exercises:****1.11.1. Identify the types of sentences in the following:**

- Are you ready for the photo shoot?
- Dhoni is a good player of Cricket.
- Alas! Argentina is out of the World Cup!
- Where did I leave my books?
- Please do not disturb me.
- Hurray, I passed the English entrance test!
- It is not going to rain today.
- Get out from my house.
- You are a wonderful girl!
- Chandigarh is the capital of Haryana.

**Answers:**

- ✓ Interrogative
- ✓ Affirmative
- ✓ Exclamatory
- ✓ Interrogative
- ✓ Imperative
- ✓ Exclamatory
- ✓ Negative
- ✓ Imperative
- ✓ Exclamatory

**1.11.2. Change the following sentences as directed**

- Sudha is going to Gurgaon. (change to negative)
- Sonu is taller than Naresh. (change to interrogative)
- Is Sarita always angry. (change to negative)
- It is a lovely scene. (change to exclamatory)
- Does he go for a walk daily? ( change to affirmative)
- Both the friends are equally intelligent. (change to interrogative)
- Why waste time watching a movie? (change to negative)
- Meet won the prize for the best doctor. (change to exclamatory)
- You should leave the hall immediately. (change to imperative)
- Oh, what a fine gesture! (change to affirmative)

**Answers:**

- |                                  |   |
|----------------------------------|---|
| ✓ Sudha is not going to Gurgaon. | ✓ Are both the friends equally intelligent?       |
| ✓ Is Sonu taller than Naresh.    | ✓ We should not waste time watching a movie.      |
| ✓ Sarita is not always angry.    | ✓ Hurray! Meet won the prize for the best doctor! |
| ✓ Oh, what a lovely scene!       | ✓ Leave the hall immediately.                     |
| ✓ He goes for a walk daily.      | ✓ It was a fine gesture.                          |

**1.12. Simple, Compound and Complex Sentences**

11.12.1. A **Simple sentence** is one which consists of a subject, a single finite verb and a predicate containing a completed thought. In other words, a simple sentence consists of a single clause. (Subject + predicate) It can also be referred to as an independent clause, since it is complete and independent in its own self. For example:

- Manu waited for the doctor.
- Meeta writes good poetry.
- The train was late.

**1.12.2. A compound sentence** refers to a sentence made up of two or more main or independent clauses (or complete sentences) joined together by coordinating conjunctions such as *for, and, nor, but, or, so, yet, still, therefore* etc. For example:

- Manu waited for the doctor, but the doctor was late.
- Meeta writes good poetry and is often appreciated by others.
- The train was late so Manisha could not reach in time.

**1.12.3. Complex Sentence:** A complex sentence is one that has one main clause but can have two or more subordinate/ dependent clauses. As mentioned above, main clause is a clause that can make a complete sentence in itself while a subordinate clause cannot stand by itself and remains dependent on the main clause. For example:

- He is my boss *who is always scolding others*.
- Sonu has an imported car *which was gifted to her by her uncle*.

10.12.4. Subordinate or dependent clauses begin with **subordinating conjunctions**. Below are some of the most common subordinating conjunctions:

- |               |          |            |
|---------------|----------|------------|
| ▪ after       | ▪ if     | ▪ whenever |
| ▪ although    | ▪ since  | ▪ whereas  |
| ▪ as          | ▪ though | ▪ wherever |
| ▪ because     | ▪ unless | ▪ while    |
| ▪ before      | ▪ until  |            |
| ▪ even though | ▪ when   |            |

### 1.13. Exercises:

#### 1.13.1. Do as directed

##### 1.13.1.a. Combine the following sentences to make compound sentences:

- Ravinder is hard working. He will certainly clear the exams.
- My mother was suffering from fever. I went to the hospital.
- Fools rush in. Angels fear to tread.
- We love our students. We honour them.
- My brother gave me a pen. It was my exam.
- Reena worked all day. She could not complete her work.
- Kulbir was working in the hospital. Uday was playing cricket.
- This notebook cannot be mine. It is too dirty
- Drive slowly. It is raining.
- You should call your friend. It is a party day.

#### Answers:

- ✓ And
- ✓ so
- ✓ Where
- ✓ And
- ✓ When
- ✓ Yet
- ✓ While
- ✓ As
- ✓ Since
- ✓ For

##### 1.13.1.b. Complete the following to form complex sentences:

- Mallika has a beautiful diary .....

- Meeta was so ill .....
- Anjali must do it .....
- She can not buy a new laptop.....
- ....., he is honest.
- My father knows a man.....
- The instructor informed.....
- I couldn't read last night .....
- ..... is a great insult to me.
- ..... the audience clapped to welcome him.

**Answer:**

- ✓ which was given to her by her mother.
- ✓ that she had to be taken to the hospital.
- ✓ because it is absolutely essential for her promotion.
- ✓ because she does not have enough money.
- ✓ Although he has not achieved enough in life,
- ✓ who is a renowned artist.
- ✓ that I have been selected for the team.
- ✓ because there was no light.
- ✓ That he should abuse me like this
- ✓ As soon as the hero entered the theatre

**1.14. Exercise for practice:****1.14.1. Identify these sentences by choosing (a) Simple, (b) Compound or (c) Complex**

1. The training rooms of these college athletes are very neat and clean.

- Simple
- Compound
- Complex

2. Most of the students are sincere and hard working but they do not get good marks.

- Simple
- Compound
- Complex

3. Although it is a relatively new college, it has attracted large number of students.

- Simple
- Compound
- Complex

4. Drive fast or you will miss the dance performance.

- Simple
- Compound
- Complex

5. Sunaina could not come to Rohtak because she fell ill.

- Simple
- Compound
- Complex

6. Make hay while the sun shines.

- Simple
- Compound
- Complex

7. They also serve who stand and wait.

- Simple
- Compound
- Complex

7. Two and two make four.

- Simple
- Compound
- Complex

9. Since he was poor, he could not complete his studies.

- Simple
- Compound
- Complex

10. He could make it to the top though he tried very hard.

- Simple
- Compound
- Complex

## Chapter-2

# With the Photographer

Stephen Leacock

Study Material: Dr. Loveleen

### 2.0. Objective

The story is based on a simple event from everyday life. Many people go to a photo studio to get a picture clicked. It is a very ordinary happening. But if the photographer starts finding faults with the customer and shows him down because of his facial features, it can cause a lot of unpleasantness and anger. The story has a touch of irony on the situation created by humans themselves and a satire on human follies. It is humorous as well because the entire scene is very exaggerated and funny. The grammar part focuses on another part of speech called Auxiliaries. These are also called helping verbs because they help to explain the tense, aspect, mood and voice of the main verb.

### 2.1. About the author

Stephen P. H Butler Leacock ( 1869 — 1944) was a Canadian teacher, political observer, writer, and humourist. He was the most widely read English-speaking writer of his times. He is known for his light humour along with criticism of people's follies and foibles. To commemorate his sense of humor the Stephen Leacock Memorial Medal for Humour has been instituted. His many works include *Literary Lapses*(1910), *Nonsense Novels*(1911), *Frenzied Fiction*(1918), *College Days* (1923), *Last Leaves* (1945) and many other non-fictional works as well. Leacock maintained a fine balance between satire and absurdity of the human situation. He wrote many works on political science and political economy. He was awarded the Royal Society of Canada's Lorne Pierce Medal in 1937. As a learned man and a humorist his observations about day to day situations are interesting.

### 2.2. About the story

The story is a recollection of an ordinary event which could take place in anyone's life. However the handling of the story makes it hilarious and extra ordinary. It is about the good old days when people used to visit photo studios in order to get them selves clicked. The narrator goes to a photographer to get a snap but finds that the photo does not resemble his original self. In order to improve his looks, the photographer had altered his looks so badly that there was no resemblance between the real and the copy. Though the event is mundane but it gets an emotional touch when the narrator protests that he is happy with his appearance and thankful to the heaven for his visage. The story points out human follies and eccentricities which are ironical as well as humorous.

### 2.3. Summary

The narrator went to the photographer to get himself clicked/ photographed. The photographer appeared to be a disinterested fellow. He did not like the arrival of the narrator and came out in nearly an hour to invite the narrator in the studio. He found faults with all the features and postures of the narrator. After elaborate interventions, he finally clicked a photograph but refused to show the print. When the narrator went again to get the copy, he was shocked. The photographer had changed the entire look of the narrator and the picture seemed to belong to someone else. The narrator was angry and disgusted. He had come for a photograph which he could give to his friends after he was no more. Besides he was happy with the way he looked. So the altered image of himself made him very unhappy. He left the place with tears in his eyes.

## 2.4. Points to remember

2.4.1 The narrator goes to a photographer to get his photo clicked. The photographer is an indifferent old man who has no interest in his job or the client.

2.4.2 After making the narrator wait for an hour, which he spends reading magazines, he appears and the narrator is taken inside.

During the shoot, he makes unsavory remarks about the narrator's mouth, eyes, ears, etc which perturbs him badly.

2.4.3 The photographer asks him to come some days later for the print.

2.4.4 The narrator arrives on Saturday and is shocked to find that the photo bears no resemblance to him. The photographer had changed the entire features in the name of animating his looks.

2.4.5 The narrator is horrified. He wanted the photo so that his friends could remember him after he was no more. Also he had no complaints regarding his looks and liked what nature had given him.

2.4.6 The narrator left the place in tears giving the photographer a piece of his mind.

## 2.5 Comprehension Exercises

### 2.5.1. Explain the following passages with reference to the context

2.5.1.a. The photographer rolled a machine into the middle of the room and crawled into it from behind.

He was in only a second—just time enough for one look at me,—and then he was out again, tearing at the cotton sheet and the window-panes with a hooked stick, apparently frantic for light and air. Then he crawled back into the machine again and drew a little black cloth over himself. This time he was very quiet in there. I knew that he was praying and I kept still.

#### Explanation

These lines have been taken from the short story named “With the Photographer” written by Stephen Leacock. It narrates a hilarious account of how the unwilling photographer pretended to be busy in his job. The end result however was very disappointing. The narrator talks humorously about the actions of the photographer. His movements were jerky and strange. He disappeared inside a cloth which covered the lens of the camera and seemed to be in a trance. It took him very little time but the narrator felt as if he was saying his prayers inside the cloth. So he turned quiet. The passage has a touch of humour and irony. The narrator talks humorously about the gestures of the photographer.

2.5.1.b. ‘Listen!’ I interrupted, drawing myself up and animating my features to their full extent and speaking with a bitterness that should have blasted the man on the spot. ‘I came here for a photograph, a picture, something which --- bad though it seems --- would have looked like me. I wanted something that would depict my face as Heaven gave it to me, humble though the gift may have been. I wanted something that my friends might keep after my death, to reconcile them to my loss. It seems that I was mistaken.

#### Explanation

These lines have been taken from the short story named “With the Photographer” written by Stephen Leacock. It narrates a true account of how the inconsiderate photographer changed the entire visage of the narrator which made him angry. He used harsh words as if to pay him back in the same coin. He told the photographer that he was happy the way he looked and was not keen on any change. He had merely asked for a photograph so that his friends could remember him later. He did not appreciate the action of the photographer. There is an underlying irony and sarcasm in these lines as the narrator pokes fun at the disinterested professional.

### 2.6 Answer the following short questions in about 50 words each.

- 2.6.1 What preparations did the photographer make before he clicked the photograph?
- 2.6.2 Why did the photographer appear ‘very grave’?
- 2.6.3 What is the narrator's view about his own face?
- 2.6.4 What is implied by the narrator's question ‘Is it me?’
- 2.6.5 The narrator is unhappy with the photograph. Why?

**2.6.-A.: Answer to the above Question.**

**Ans 2.6.1.:** The photographer took a lot of time in making preparations before he clicked the photograph. He took an hour to appear from the inner room and then took the narrator into the studio. The photographer clearly looked unhappy and uneasy. He asked the narrator to make so many changes in his posture and then suddenly clicked the camera.

**Ans2.6.2.:** He appeared very grave as he was unhappy with the features of the narrator's face. He considered the eyes, ears, mouth etc to be no good for taking a photograph. He also thought that the narrator's arrival was a kind of intrusion in his privacy. He was keen to give an animated look to the photographer's supposedly plain appearance. He looked as he was dissatisfied with the narrator's looks.

**Ans 2.6.3.:** The narrator is both angry and sad to learn the views of the photographer about his face. He thinks that the face belongs to him, whether good or otherwise. He does not see any fault in it and seems contented with what he thinks to be a natural gift. He feels that his face belongs to him and he has been born with it. Now he owns it and has no other option but to accept himself as he is.

**Ans 2.6.4.:** When the narrator saw his photograph finally, all his features had been altered. The photographer had made changes in all the facial contours and features as he found fault with the narrator's entire face. So the narrator could not believe this was his face. The photograph bore no resemblance to him which surprised and shocked him. Hence the statement.

**Ans 2.6.5.:** The photographer had changed the entire face of the narrator. What he saw did not resemble his original self at all. In the process of animating the features, the photographer had tampered with his entire look. He was also angry with the adverse comments of the photographer as he did not consider his face to be ugly. The mixed feelings of anger and humiliation made him unhappy with the photograph

**2.7 Answer the following essay type question in about 150-200 words each.**

2.7.1 Write about the element of humor in the story.

Ans: There is humor mixed with irony in the present story. The photographer dislikes the entire appearance of the narrator. He finds fault with all his facial features. It is ironical that he does not appreciate the natural attributes of the narrator and makes changes in every feature. The humor also lies in the fact that the narrator is satisfied with his looks and is taken aback when he looks at the altered version of himself. The photographer has changed the entire face of the narrator. What he observes did not resemble his original self at all. He is also angry with the adverse comments of the photographer as he does not consider his face to be ugly. The mixed feelings of anger and humiliation make him unhappy with the photograph. This contrast in feelings of these two evokes humor. It is comic that one does not like something which is natural and produces a copy that is nowhere like the original.

2.7.2 Draw a character sketch of the photographer.

Ans: The photographer is an old man who seems indifferent to others and is lost in his surroundings. He does not welcome the idea of someone coming to get his photograph clicked. He is immersed in his activities taking nearly an hour to appear. The man is uncivilized as he has neither professional ethics nor basic manners. He seems to have no real interest in his job also. He is an odd specimen because he does not realize that no human being would tolerate criticism that is personalized and individualistic. Someone's looks are not a topic to be censorious about. Besides the photographer does not realize that he is overstepping his brief when he comments on the looks of his client.

2.7.3 Why did the narrator want a photograph?

Ans: The narrator wants a photograph as a remembrance for his friends. God gives body and face to all and it is a kind of gift. All love what they get naturally. The narrator also finds no fault with his looks and wants it to be as it is. He wants a photograph of himself clicked so that his friends may remember him when he is no more. It would be a memorabilia for them. This was the only intention when he got his photograph clicked. He appears to be an unassuming person who has no illusions about his appearance but as he is a human being he wants others to remember him, so the session with the photographer.

2.7.4 How would you have reacted to the photographer had you been in the place of the narrator?

Ans: The entire episode was unpleasant and humiliating. If one goes to a photographer, it is only to get one's photograph. No one would expect the photographer to find faults with one's looks. If I visit a photo studio and

come across a man who is rude, unfriendly and unwelcoming, I would not hesitate in telling him that he lacks professional manners and basic civic sense. I would give him a piece of my mind and remind him that his job is to click photographs and not to find faults with the looks of the customer. Touching up here and there to improve someone's looks could be accepted but changing the appearance completely is beyond the permissible limits. The behavior of the photographer is indecent and unprofessional and he would have been given a befitting reply.

## 2.8 Read the passage and answer the following questions

"I want my photograph taken," I said. The photographer looked at me without enthusiasm. He was a drooping man in a gray suit, with the dim eye of a natural scientist. But there is no need to describe him. Everybody knows what a photographer is like.

"Sit there," he said, "and wait."

I waited an hour. I read the Ladies Companion for 1912, the Girls Magazine for 1902 and the Infants Journal for 1888. I began to see that I had done an unwarrantable thing in breaking in on the privacy of this man's scientific pursuits with a face like mine.

After an hour the photographer opened the inner door.

"Come in," he said severely.

I went into the studio.

"Sit down," said the photographer.

I sat down in a beam of sunlight filtered through a sheet of factory cotton hung against a frosted skylight.

The photographer rolled a machine into the middle of the room and crawled into it from behind.

2.8.1 What did the photographer look like?

Ans: The photographer was an old man who seemed indifferent to others and was lost in his surroundings.

2.8.2 How long did the narrator wait?

Ans: He had to wait for nearly an hour.

2.8.3 Why did the narrator feel unwelcome?

Ans: The photographer appeared disinterested in his job so the narrator felt unwelcome.

2.8.4 What is the tone of the passage?

Ans: The tone is of indifference and aloofness on the part of the photographer.

## 2.9 Vocabulary Exercises

2.9.1 Find words from the story which are similar in meaning to the following.

- a) Lean
- b) Serious
- c) Clearly
- d) Completely
- e) Grace
- f) Fleeting

Answers: thin, grave, apparently, entirely, dignity, momentary

2.9.2 Find words from the story which are opposite in meaning to the following.

- a) Respectful
- b) Repulsed
- c) Gain
- d) Broad
- e) Humility
- f) Daringly

Answers: impertinent, beckoned, loss, narrow, pride, hesitatingly



## 2.10 Extended Grammar

### 2.10.1 Auxiliaries

Read the following sentences taken from the text.

There *was* a flood when I reached home.

I *am* connected with a charitable trust for the old people.

How long *had* he been standing there?

I *did* not find any person around.

The verbs 'was', 'am', 'had' and 'did' are called auxiliaries or helping verbs because they help to explain the tense, aspect, mood and voice of the main verb. They also help to form certain important grammatical constructions such as questions, negative sentences, passive voice, etc. 'Be', 'am', 'does', 'has', 'were', 'did' and 'done' are some examples of auxiliaries.

**The forms of 'be':** be, is am, are, was, were, being, been

**The forms of 'have':** have, has, had, having

**The forms of 'do':** do, does, did, doing, done

Auxiliaries change their form according to the number and person of the subject. For example,

I am/was: I *am* the only child of my parents/I *was* standing in the market

We are/were: We *are* classmates/ They *were* looking at the box.

You are/were: You *are* a good salesperson/ You *were* absent.

He is/ was: He *is* a patriot/ She *was* dancing.

They are/ were: They *are* my friends/ They *were* uneasy.

### 2.10.2 Uses of auxiliaries

Be:

- To form the continuous tense  
I *am* reading the book. (present)  
They *were* playing football. (past)
- To form the passive voice  
We *are* taught Sanskrit in our school.  
He *was* the winner in the game.  
They *were* elected members of the students' union.

Do:

- To indicate verbs in negative form  
I *do not* like sweets.  
He *does not* own a house.
- To form questions  
*Do* you like watching movies?  
*Does* she come to your house daily?  
*Did* he attend the marriage?

Have:

To form the perfect tense

I *have* done the work.

You *have* done well in the subject.

He *had* obeyed the order.

### 2.10.3 Exercises

2.10.3.1 Choose the correct option in the given sentences.

- a) He ..... (is/are) in the garden.

- b) They ..... (were/was) dancing.
- c) Nita ..... (is/was) watching a show. (present)
- d) I ..... (have/had) visited many historical places. (past perfect)
- e) He ..... (does/did) not like Italian food. (present)
- f) ..... (Do/Does) you prefer tea to coffee?
- g) ..... (Did/Do) they gather in the park? (present)
- h) He ..... (was/were) elected to a higher position.
- i) They ..... (was/were) defeated by the Australian team.
- j) ..... (Do/Does) they still go to Manali in the summers?

Answers: is, were, is, have, does, do, did, was, were, do

2.10.3.2 Use the following auxiliaries/ helping verbs in sentences of your own. The sentence should be different from those given in the exercises and examples above.

- a) do (negative)
- b) did (question)
- c) am (continuous)
- d) are (passive)
- e) were (continuous)
- f) had (past perfect)
- g) was (passive)

Answers

- a) They do not eat fish.
- b) Did he attend the meeting?
- c) I have been living here since 1950.
- d)
- e) They had been standing in the rain.
- f) He has had a good record in studies.
- g) They were being observed.

## 2.11 Extended Composition

Describe the annual sports meet organized by the institution you last attended.

(Sports meet—an annual event—encourages students with a spirit of competition and sportsmanship—many events to participate and many participants—many girls in the fray- an encouraging sign —test of physical and mental strength—the Chief Guest an retired boxer—inspiring students with examples from personal life— also gave away prizes—games should be regular feature of student life.)

Sports meet is an annual function of any educational institution. It fills the students with a spirit of competition and sportsmanship. It gives them an opportunity to show how fit they are physically and mentally. Such an event was organized by the school I last attended. Everyone was eager to participate and win a prize. There were many events such as long jump, high jump, discus throw, hurdle and relay races, skip and hop and much more. So many students showed keen interest in all these games. The Chief Guest was a well- known boxer of the state who had now retired but he was very energetic and fit. Age seemed to have made no difference to his body and mind. He enthused all of us to participate in games in larger numbers. Along with the Principal he also distributed prizes. He also told about so many scholarships now available to sportspersons. He was also very glad to notice a large number of girls taking active part in various events. Thus the sports meet proved to be an engaging and challenging occasion. In fact sports should be played on a regular basis.

## Chapter-3

# The Journey

TemsulaAo

Study Material: Dr. Loveleen

### 3.0. Objective:

The content of the story tells about the North-East region where people fight against many challenges posed by nature. The landscape is rugged and dangerous and finding an even path to walk on is difficult. The writer tells about the troublesome life led by the people of that area and how it strengthens their self- confidence and bonding with each other. The grammar section of this chapter focuses on one of the parts of speech- the **modals**. A modal is a verb followed by the main verb expressing possibility, necessity, permission, duty, order, etc. There are exercises which help a student understand the various situations in which modals are used.

### 3.1. About the Writer:

TemsulaAo (1945) is an important literary writer from the North-East region of India. She belongs to Assam and comes from the Ao-Naga community. She was born in 1945 in the Assamese town of Jorhat. Her happy childhood with her five siblings was tragically cut short with the early deaths of both their parents. She was poor, emotionally disturbed, lonely and often hungry. The young Temsula fought against all odds with courage and determination. From these unfavourable beginnings, Ao went on to build a distinguished career in teaching. She served as the Director of the Northeast Zone Cultural Centre, and the Dean of the School of Humanities and Education, North-Eastern Hill University (NEHU) Shillong. She retired as Professor of English from the same university. She was awarded the Padma Shri in 2007 and the SahityaAkademi Award in 2013. She has written poems, ethnographs and short stories. Ao's works have been translated into many languages such as German, French, Bengali and Hindi. Ao's short story collections include *These Hills Called Home: Stories from a War Zone* (2006) and *Laburnum for My Head* (2009).

### 3.2. About the Story:

The present story "The Journey" is from her collection *These Hills Called Home: Stories from a War Zone*. It traces the experiences of a young girl whose journey is both literal and symbolic. The writer gives a vivid picture of the lush green landscape with a large variety of flora and fauna. Though it is a story from the far off hilly region, the emotions expressed here have a universal appeal as human beings are the same everywhere and are subject to the same kinds of emotional responses. The brother-sister bond as described in the story is equally heart-warming. Temjenba and Tinula travel through valleys, hills, at times on foot, sometimes by public transport and sometimes requesting someone to give them lift in a car. After much trouble and trial, they reach the destination. Thereafter the girl encounters another problem posed by one of her hostel mates and learns some more facts of life. So overall it is a journey of various kinds and leaves behind many lessons.

### 3.3. Summary

This story is about how human spirit can fight and survive all natural and man- made troubles if there is support and trust of each other. The little girl named Tinula had been brought home by the brother two months ago. Now she was on her way back to the school. Early morning the squeaks of a small pig had woken her up and now her brother was guiding her back. There was a group of which the two were a part. There were thick jungles, wild animals, rugged mountains, rivers and the approaching night. The brother asked her again and again to walk faster. They came across foot prints of elephants and hurried ahead. After covering large parts of rugged terrain on foot, they reached the railway station. The train was packed with people and the two had to struggle hard to find space to sit. They could not even buy tickets. On the way they had some tea and eatables. They boarded the train at the last station and traveled by car thereafter as they were offered seat in it. By the time they reached the school, it was very late in the night. The Superintendent was angry at the arrival of the two at that hour. She asked the little girl to sleep alongside another girl named Winnie. This idea was not liked by that girl who found this

sudden arrival very intrusive. She told Tinula that her boyfriend had a new girlfriend now. This amazed the little girl as she had no such feelings towards that boy. She slept crying though after some years she might not attach any importance to such a mark.

### 3.4. Points to remember:

- 3.4.1. The brother- sister live in a hilly area where there are no schools nearby. They start their journey early morning as it is a long way to school.
- 3.4.2. They travel with a group as this is the only way to cross thick jungles.
- 3.4.3. The path is very uneven and there is fear of the wild animals also. They come across foot marks of elephants. The two hurry on as night is approaching.
- 3.4.4. When they reach the station, there is no time to buy tickets and they jump inside the train. They eat some food on the way.
- 3.4.5. Thereafter they travel by a car when they are offered a seat. By the time they reach school, it is near midnight.
- 3.4.6. The girl is permitted in and the brother is asked to leave.
- 3.4.7. As she has to share bed with one of the residents, the other girl is rude and cruel to her and talks about some boy.
- 3.4.8. It shocks the little girl and she sleeps crying.

### 3.5. Comprehension Exercises

#### 3.5.1. Explain the following passages with reference to the context

3.5.1.a. At the school, her brother first dropped the tin trunk over the top of the gate, then hoisted Tinula over it, and finally jumped in himself. He then proceeded towards the Superintendent's bungalow. After much knocking, the lady herself opened the door to her office. She was annoyed at first for having been awakened at this unearthly hour but when she saw the shivering duo, she quietly went inside and came out with a torch saying to Temjenba, 'You can go now.' He merely nodded at his sister and without a word retraced his steps towards the gate and the dark night.

#### Explanation

These lines have been taken from the short story named "The Journey" written by TemsulaAo who is a writer from the North East. They describe the late night scene when the two children arrive at the hostel where the girl studies. The brother helped his sister to get inside by carrying her up and placing her inside the school premises as the gate is shut. It is very late in the night and the in charge seems unhappy at the late arrival. She ushers in the girl who is stricken with cold. Then she asks the boy to leave. There are no farewell words uttered and the boy goes away. The passage is very touching. The boy brings his sister to the school after a lot of trouble but has to leave unceremoniously.

3.5.1.b. Soon after crossing the river, the road became steep, at first gradually but from a certain point, almost perpendicular. It was more than the girl could negotiate and she sat down on one of the stone steps and began to cry. The others had already gone quite far ahead, so they did not see this. But the brother was worried, he sat down with her for a while and soothed her, pointing to the sun moving towards the west and telling her once again of the dangers lurking in the jungle.

#### Explanation

These lines have been taken from the short story named "The Journey" written by TemsulaAo who is a writer from the North East. They describe the difficult nature of the journey which the two children have to cover. They encounter all kinds of troubles. Crossing the river, walking up the steep road, the fear of the wild animals are some primary dangers. The little girl feels tired and weak as the trials on this mountainous path are very demanding. However the brother seems more practical and mature and coaxes his sister to keep moving as they have the fear of the wild animals in their minds as well. The passage gives an inside view into the life of the people from the hills who face all tests of nature but never give up on each other.

### 3.6. Answer the following short questions in about 50 words each.

- 3.6.1 Which location has been mentioned in the story?  
 3.6.2 Why is the journey taken up by the brother- sister duo?  
 3.6.3 What are the difficulties that the two come across?  
 3.6.4 Who is Winnie?

#### 3.6.4.a.) What does the story tell about school life?

Ans: It tells that children are not innocent and naive and do hurt each other knowingly also. Life in school has its own kind of pressure and problems. At times teachers may not be very accommodating and sometimes the fellow students can be nasty. But one has to use one's good sense and negotiate life there.

#### 3.6.-A: Answer to the above Question

- Ans 3.6.1.:** A village in the hills of Nagaland has been mentioned in the story. It is situated amongst the mountains and is surrounded by jungles, water bodies and wild fauna. People live in clusters in this area as living in the vicinity is essential to face any natural calamity.
- Ans 3.6.2.:** The journey is taken up by them to reach the school where the small girl studies. They had come home two months back to spend the girl's vacation. Time seemed to have escaped fast and they were to return to the school. The boy was going to drop his sister back.
- Ans 3.6.3.:** They face many difficulties such as rough terrain, extreme weather, wild animals, lack of transportation and so on. As people from the hills, they were used to a harsh and challenging life. As there were no metalled roads, they had to cover long tracts on foot and face other problems also.
- Ans 3.6.4.:** She is Tinula's class- fellow. She has to share bed that cold night with Tinula which she does not like. It is an intrusion in her privacy. So she gets angry and decides to say hurting things to the other girl. She purposely mentions the boy named Hubert and also his new interest in another girl.

### 3.7. Answer the following essay type questions.

#### 3.7.1. Do you consider the title relevant ?

Ans: The title is relevant because it is a journey—both in the real and symbolic sense. The two children cover different kinds of paths to reach the school. During the route, they have various experiences. They learn from all this and negotiate life accordingly. The journey reminds them of their internal resources and their mutual bonding. It also teaches that there is antagonism and hostility which they must learn to live with. So the title is relevant. The journey is also a test of the strength of the brother- sister bond. It proves their deep sense of understanding and care for each other. There is a reflection on the community efforts also. There is community kitchen which ensures that travelers get enough food. As there are dense jungles, wild animals, rivers and mountains to be crossed, people travel in groups to face any untoward incident. The title hints at all these aspects and is therefore relevant.

#### 3.7.2 What are the community efforts as described in the story?

Ans: Life in the hills is difficult and demanding. One can neither travel, cook nor live alone. As resources are less, they have to be pooled and shared. People cook and travel in groups. There is community kitchen which ensures that travelers get enough food. As there are dense jungles, wild animals, rivers and mountains to be crossed, people travel in groups to face any untoward incident. Such instances are abundant in the story.

#### 3.7.3 Discuss the brother-sister relationship.

Ans: The brother-sister bond is very strong and withstands various vagaries of time. The brother is caring and considerate towards the sister and coaxes her to walk fast. He advises her not to waste food and also carries her atop his shoulders. He takes proper care of the sister all through the journey on foot and later by train and car. Although he is not communicative verbally, he takes pains to ensure the safety and some comfort for his sister. He safely deposits her in the school and leaves quietly. The brother is mature beyond his years. He is brave and caring. The two share a silent understanding with each other. Their relationship is really strong.

#### 3.7.4 What are the special features of the landscape described here?

Ans: The landscape is peculiar and unfamiliar. The area is hilly with uneven paths, rivers and dense forests. There is the added fear of wild animals. Even when one walks on the plains, there is intense heat and thick vegetation

which needs to be crossed. There is ample natural beauty all around but there are many lurking dangers as well. But people live in harmony and co-operate with each other. They make collective efforts to fight and survive against odds. As life is tough people live like a family. They prefer to travel in groups during day time and try to go across rivers in winters in the Summer season as the rivers have lesser volume of water at that time. The landscape is beautiful yet it has its own risks also.

**3.7.5** On the basis of your reading of the story draw a picture of the natural beauty of the North-East.

**Ans:** The North- East region is a treasure house of natural resources. There is lush greenery everywhere. The mountains, rivers, plains, jungles and animals make the entire region very bountiful. The story describes all of these elaborately. Nature in its multifarious diversity has been depicted here. The rivers are water resources but people have to cross them and be careful if the river is in spate or not. Vegetables such as oranges, ginger, yam and rice are grown in this area which provide food to people and are also given in barter. Winters are severe but since rivers do not overflow in this season, people travel around in winters. There is fear of the wild animals as well. Tigers and elephants roam around and people have to be cautious. There is thick vegetation as dense forests and foliage on the ground block the sun rays. Therefore the temperature is low in winters. Thus abundant natural beauty is present in the area.

**3.7.6** Observe the natural environment around you and write a paragraph about it.

**Ans:** The area I live in is the fertile part of the state. There are crops all around and a good network of tube wells. The morning time is very soothing as fresh breeze calms the mind and body. The gushing voice of water from the canal nearby has its own music. A variety of birds assemble from everywhere to make the environment vibrant. There in nature at its colorful best. The standing crops make the farmers very satisfied. They work hard and the produce encourages them to work harder. Some fruit trees are also there. They invite monkeys, children and birds. People sit together and share their everyday experiences. The natural environment around is beautiful. In order to keep it in good shape for the coming generations, more trees are planted, water is used in an optimal manner and grazing of animals in open areas is done carefully so that deforestation is avoided. The natural environment is an extension of human life, so all care is taken to conserve it.

**3.8** Read the passage and answer the following questions

The winter sun was almost setting when Tinula and her brother reached the railway platform. There was no time to purchase tickets; so they simply jumped onto the train and immediately it chugged out of the station. It was one of those suburban trains which stopped at all kinds of stations, sometimes to take in a single passenger and once or twice it stopped even when there was no one. All this while she and her brother were standing, holding on to the window frames to keep from falling.

**3.8.5** What time was it when the two reached the station?

**Ans:** It was sun set time when the two reached the station.

**3.8.6** Did they purchase tickets? Why?

**Ans:** No they did not purchase tickets as they reached the station at the last moment when the train was about to leave.

**3.8.7** Where did the train halt on the way?

**Ans:** It halted at all the stations on the way.

**3.8.8** Did the two get a seat in the train?

**Ans:** No they did not get a seat and had to keep on standing.

**3.8.9** Use the word 'stopped' as a noun in a sentence of your own.

**Ans:** I reached the bus stop well in time.

### **3.9 Vocabulary Exercises**

**3.9.1 Find words in the story that are synonymous with the italicized words in the following sentences.**

- (i) On hearing the noise, he *got up* from the bed.
- (ii) We are having our winter *holidays*.
- (iii) I had to *fight* at every step.

Ans: 1. awakened 2. Vacation 3. struggle

**3.9.2 Find words in the story that are antonyms of the italicized words in the following sentences.**

- 1) There was still some *light* around.
- 2) The current of water in the river was *slow*.
- 3) The animal *spared* her life.

Ans: 1. Dark 2. Swift 3. devour

**3.9.3 Based on your reading of the story give one word equivalents of the italicized words in the following sentences:**

- (i) *Food eaten during morning and evening.*
- (ii) The *zig – zag cutting across* of rivers.
- (iii) To *hold someone up.*
- (iv) I do not *how to cross* the river.
- (v) It seemed like a gift from heaven.

Ans: 1. Meals 2. Criss-cross 3. Hoist 4. Negotiate 5. Boon

**3.9.4 Elaborate on/explain the following words/terms.**

- |                         |                                    |
|-------------------------|------------------------------------|
| (i) Foliage             | - vegetation                       |
| (ii) Piglet             | - smaller pig                      |
| (iii) Thirsty and itchy | - uneasy                           |
| (iv) Yam                | - a kind of edible tuber           |
| (v) Hurricane lamp      | - an oil lamp with a glass chimney |

**3.9.5 Match the following words in Column A with their meanings in Column B:**

A	B
1. Chugged out	a. withdraw
2. Earthen	b. empty
3. Deserted	c. swallow up
4. Devour	d. went away noisily
5. Retrace	e. made of mud

Ans: 1. D 2 e 3b 4 c 5 a

**3.9.6 Provide antonyms of the following words:**

- (i) Disturbed
- (ii) Sufficient
- (iii) Missionary
- (iv) Worried
- (v) Laden

Ans: (i) at ease (ii) deficient (iii) monetary (iv) relaxed (v) deprived

**3.10 Extended Grammar**

**3.10.1 Modals:**

Look at the following sentences taken from the story and note the italicized words. Observe how these words help to express the manner of the action of the main verb.

- It was more than the girl *could* negotiate and so she sat down on one of the stone steps and began to cry. (ability)
- The villagers *would* cross in groups, holding one another's hands so that they did not get swept away by the swift currents. (ability)

- In her heart of hearts she knew that nothing *would* come of this fancy but, secretly, she did hope that he too had noticed her. (possibility)
  - You *can* go now. (permission)
- The italicized words are called modals.

A modal is a verb that is followed by the main verb. It is used to express the 'mode' or 'manner' of the action of the main verb such as possibility, necessity, permission, duty, order and so on. Some other examples of modals are shall, should, will, would, can, could, need, ought to, may, might, etc.

**3.10.2** Look at the following examples:

- |   |  |
|---|--|
| • May I leave Sir? (Permission)                   | • It may happen today. (Possibility)               |
| • He shall not come here again. (Command)         | • Would you shut the door? (Request)               |
| • We should observe the rules of the road. (Duty) | • My brother can speak English fluently. (Ability) |

### 3.10.3. Exercises

**3.10.3.a.** Use the following modals in sentences of your own:

Must, dare, ought to, can, could, may, might, shall, should, will, would, need.

(All modals have been italicized in the following sentences.)

Ans:

- |   |  |
|---|--|
| 1. You <i>must</i> obey your parents.             | 7. It <i>might</i> rain tomorrow.          |
| 2. He <i>dared</i> me to fight with him.          | 8. I <i>shall</i> attend the class.        |
| 3. You <i>ought to</i> be reasonable with others. | 9. You <i>should</i> talk slowly.          |
| 4. I <i>can</i> dance very well.                  | 10. I <i>will</i> bring my friend with me. |
| 5. He <i>could</i> read French properly.          | 11. He <i>would</i> forgive us.            |
| 6. He <i>may</i> join the party.                  | 3. We <i>need not</i> seek his help.       |

3.10.3.b. Fill in the following blanks with the suitable modals:

- The youngsters \_\_\_\_\_ respect their elders. (must, might)
- He \_\_\_\_\_ leave for Agra today. (could, will)
- \_\_\_\_\_ I have some lemon water, please? (might, may)
- \_\_\_\_\_ you drive the vehicle? (must, can)
- Ritu \_\_\_\_\_ come today. (might, could)
- I \_\_\_\_\_ participate in games when I was a child. (used, ought)
- Arjun \_\_\_\_\_ not buy one more set of books. (need, might)
- How \_\_\_\_\_ you spend my money? (needn't, dare)
- We \_\_\_\_\_ help the poor. (should, can)
- \_\_\_\_\_ you please share your notes with me? (will, should)

Ans: i) must, ii) will iii) may iv) can v) might vi) used to vii) need viii) dare ix) should x) will

3.10.3.c. Make sentences of your own using modals to denote the following actions:

- Duty- You *should* obey the rules.
- Necessity- One *must* work hard.
- Request-*Can* you accompany me to the store?
- Order – She *must* go home.
- Demand- You *shall* work till night.
- Possibility – It *might* rain today.
- Courage- I *dared* him to run.
- Permission – You *may* go.
- Willingness- I *will* accompany you.
- Invitation- *Will* you come to the marriage today?



## Chapter-4

# The Refugee

K.A. Abbas

Study Material: Dr. Manjeet Rathee

### 4.1. Objective:

- The objective of the story is to highlight and strengthen the spirit of communal harmony and faith even in the midst of biggest of political upheavals and challenging times.
- To teach the students to write grammatically correct sentences having a perfect harmony between the subject and the verb.

### 4.2. About the Author:

Khwaja Ahmad Abbas, popularly known as 'K.A.Abbas', (1914- 1987), was a versatile Indian film director, novelist, screenwriter and a journalist who excelled in Urdu, Hindi & English languages. Abbas gave box office hits like *Saat Hindustani* (1969), and *Do Boond Pani* (1972). Both these films won him National Film Award. Abbas penned films like *Neecha Nagar* (1946), *Jagte Raho*, *Dharti Ke Lal*, *Awara*, *Saat Hindustani* and *Naya Sansaar*. He also wrote the script for Raj Kapoor films *Awaara*, *Shri 420*, *Mere Naam Joker*, *Bobby*, and *Henna*.

Khwaja Ahmad was born in the home of celebrated Urdu poet in Panipat, Punjab, British India (now Haryana, India) He was a student of Mirza Ghalib. His grandfather, Khawaja Gulam Abbas, was one of the chief rebels of the 1857 rebellion movement and his mother, Masrroor Khatoon' was the daughter of Sajjad Hussain' - an enlightened educationist. Abbas' career began as a journalist in *National Call*, a New Delhi based paper. After completing his education from Aligarh Muslim University Abbas joined *Bombay Chronicle* in 1935. He worked as film critic and then became the editor of the film section. In 1945, Abbas made his directorial debut with a film based on the Bengali famine of 1943, *Dharti Ke Lal* (Children of the Earth) for the Indian People's Theatre Association (IPTA) In 1951, he founded his own production company called Naya Sansar, which consistently produced films that were socially relevant including *Anhonee*, *Munna*, *Rahi* (1953), *Shehar Aur Sapna* (1964), *Saat Hindustani* (1969).

He is also recognized for his two volumes of short stories namely *Rice and other Stories* and *One Thousand Nights on a Bed of Stone*. Abbas' autobiography *I Am not an Island: An Experiment in Autobiography* was first published in 1977.

### 4.3. About the story:

“The Refugee” is a story on partition of India. It tells us a poignant tale of an old woman from Rawalpindi, fondly called ‘Maanji’, who, in spite of her wishes, gets evacuated from her much loved original home in Pakistan and sent to a refugee camp in Delhi, from where she eventually goes on to settle in Mumbai with the narrator's mother. Notwithstanding her tremendous sense of material and emotional loss, she harbours neither anger nor self-pity but only fond memories of those bygone days in Rawalpindi, where she used to live in a big spacious house tended by servants and maid servants and surrounded by her Muslim neighbours with love and affection. She can never forget those soft affectionate memories particularly related to those fruits, “those pears and apricots and apples, those grapes and melons and *baggoogoshas* which one never gets in Bombay.

### 4.4. Points to remember:

- ---The tragic storm of Partition in 1947 ruthlessly separated friends and neighbours, destroyed ancestral homes and families and above all, split one country into two.

- ---The storm of Partition blew two old women hundreds of miles away from their home town, Rawalpindi, to Bombay.
- ---The town of Rawalpindi was the whole world to Maanji, who had lived there in her own big house with all the comforts and who had never visited any other place in her life.
- ----The news of the impending Partition did not cause any worry to Maanji since she enjoyed very peaceful and friendly relations with everyone. The place had never witnessed any unpleasant incident.
- ---But with the arrival of Muslim refugees from the East Punjab, the situation in Rawalpindi became increasingly dangerous with an atmosphere of hate and revenge gaining an upper hand.
- ---The last thread of hope was snapped when a Hindu tonga-wallah was stabbed to death. Even his horse was not spared.
- ---This ‘madness’ forced Maanji to abandon her hearth and home for ever and reach Delhi from where she moved to Bombay.
- ---In Bombay, Maanji was reduced from a prosperous landlady to a refugee living in a single room tenement. Yet she retained the same warmth of feelings and affection.
- ---She did not bear any grudge or ill will towards those who made her leave her home. She still remembered her Muslim neighbours with affection.
- ---Though there is neither anger nor self-pity in the intensely human heart of Maanji but the pain and nostalgia is clearly visible.

#### 4.5. Comprehension Exercises:

##### 4.5.1. Reference to the Context:

14.5.1.a. There had been inter-communal riots in the past—‘It was a fever of the mind, son, which seized the people now and then’—but never had they been involved in any unpleasant incident. This time the fire of hate and violence raged more fiercely than ever before, but even then Maanji was sure that it would soon cool off. Her son wrote from Bombay asking them to come there but Maanji would not agree to abandon her beloved Rawalpindi. Many of her relations and Sikh and Hindu neighbours went away to East Punjab, but she stayed on in her house. Whenever anyone said that it was dangerous for Sikhs to live in West Punjab, she would say, ‘Who will harass us here? After all the Muslims who lived around us are all like my own children—aren’t they?’

**Answer:** The present lines have been taken from the lesson *The Refugee* written by a distinguished Indian film director and novelist K.A. Abbas, who was born in Panipat, Haryana. The lines refer to those times in history when due to certain political events, communal faith and mutual cordiality took a back seat but people with pure and innocent heart still retained their basic goodness and generosity. The character of *Maanji* in the story embodies and exemplifies this purity of heart and character. *Maanji*, while living in Rawalpindi, in the midst of Muslims, Sikhs and people of various other communities, always believed that inter-communal riots were associated only with power politics. She strangely believed that there did not exist any such fear or hatred in reality in common life. She could never imagine Hindu-Muslim riots. Her son, who was living in Bombay, tried to persuade her that things were different during the ‘tragic storm’ of August–September 1947 and that Rawalpindi was no longer as safe and secure as it used to be in the past. Yet Maanji is not able to believe it. She continued to stay there without any fear whatsoever even though many of her neighbours had already begun to move to safer places. Maanji was sure till the end that no one could cause any harm to her since everyone around in her neighbourhood was like her own child.

The lines depict a total rejection of any kind of divisive politics and reflect deep faith in human love and togetherness transcending all barriers of caste, creed and religion. The simplicity of language is in perfect rhyme with the simplicity of heart reflected in Maanji’s emotions.

4.5.1.b. Seeing her you would never imagine that she is a refugee who lost and suffered so much. She never proclaims her tragedy. She never curses or abuses those who made her leave her home. She still remembers her Muslim neighbours with affection, and brightens up whenever her husband reads out a letter received from Rawalpindi. Only very occasionally, a soft, cold sigh escapes her lips, as she says: ‘Your Bombay may be a great and grand city, son. But we can never forget our Rawalpindi—those pears and apricots and apples, those grapes and melons and *baggoogoshas* that you never get in Bombay....’

**Answer:** The present lines have been taken from the story “*The Refugee*” written by a distinguished Indian film director and novelist K.A. Abbas. The lines refer to those times in history when due to certain political events, communal faith and mutual cordiality took a back seat but people like *Maanji* with pure and innocent heart still retained their basic goodness and generosity. Though *Maanji* had suffered huge losses, yet her human values were still intact and she never blamed or cursed anyone for the tragedy leading to partition and huge scale displacement. She still remembered her Muslim friends with love and affection and any news about them through some letter or otherwise was enough to excite and enthuse life in her. In spite of living in great city like Bombay, she all the time missed those little pleasures associated with Rawalpindi, especially the local fruits and delicacies like pears, apricots, grapes, melons and above all the *baggoogoshas* which were no where available in Bombay.

The lines clearly reflect the simplicity of life and tastes that one enjoys at one’s native place of birth and how the sweet memories associated with them stays for ever.

#### 4.6. Answer the questions given at the end of the passage.

The town of Rawalpindi was the whole world for *Maanji*. She had never been elsewhere. Her son worked first in Lahore, then in Calcutta, and finally in Bombay. But to *Maanji* these cities belonged to another, far-off world. If she had her way, she would never have allowed her son to go far from home. She often argued with him, ‘What’s the use of earning money, my son, when in those cities you get neither pure milk nor ghee neither apricots nor peaches, neither grapes nor apples. And *baggoogoshas*? Why, in the city they don’t even know what that is!’ At home they had a buffalo of their own, giving no less than 10 *seers* of milk every day. After churning the curds to take out butter, she would distribute the butter-milk to the whole neighbourhood. Everyone would thank her and say, ‘May your son live a thousand years, *Maanji*’---but that would remind her of her son, eating hotel food in a city, and that would make her sad.

4.6.1. Who is the speaker of these lines and what is his relation to *Maanji*?

Ans. The speaker of these lines is the narrator and the author of the story “The Refugee.” *Maanji* is the mother of one of his Sikh friends who had to shift to Bombay along with narrator’s mother as a refugee.

4.6.2. Why was the town of Rawalpindi the whole world for *Maanji*?

Ans. The town of Rawalpindi was the whole world for *Maanji* because she had never visited any other place in her life and was completely satisfied with everything in Rawalpindi.

4.6.3. Why would she not allow her son to go to faraway towns?

Ans. *Maanji* would not allow her son to go to faraway towns because she apprehended that he would not be able to get various fruits like grapes and apples nor get to drink pure milk drawn from one’s own buffalo which were easily available in his hometown.

4.6.4 . Why would everyone in the neighbourhood thank *Maanji* and what would they say?

Ans. Everyone in the neighbourhood would thank *Maanji* for her butter-milk which she used to distribute freely to the neighbours.

4.6.5. What impression do you gather in the above passage about the nature of *Maanji*?

Ans. The above passage clearly shows that *Maanji* was a kind and pure-hearted woman. She loved every one like her own son.

4.6.6. Use the words ‘churning’ and ‘distribute’ in sentences of your own.

Ans. Churnig: Educational institutions are churning out large number of bureaucrats each year.

Distribute: Rahul distributed sweets to everyone when he topped IAS exam.

#### 4.7. Answer the questions accordingly now at the end of the passage.

Some of the refugees from the East Punjab were staying in the neighbourhood. *Maanji* was so moved by their pitiable condition that she voluntarily sent them donations of foodstuffs, clothes, blankets, and bedding- and it never occurred to her that they were Muslims, supposed to be the enemies of her people, and so she ought not to help them. Nor did she imagine that soon she, too, would be in a plight very similar to theirs.

Then something happened that snapped the last thread of her faith. On the road, in front of her house, a tonga – wallah was stabbed to death. This is how *Maanji* described the frightful incident and her own feelings to it. ‘son, it

was bad enough that the tonga-wallah was killed. They killed him because he was a Hindu—but they did not spare even the horse. You know a horse has neither religion nor caste. And yet they went on stabbing the poor animal with their daggers till the poor, dumb creature bled to death. Then I knew the madness had gone too far, and human beings had become something else, something horrible and evil, that we could no longer feel safe in Rawalpindi.’

- Why would Maanji help the refugees from the East Punjab and how?
- Why do you think she was not worried about her own safety and security in the midst of riots?
- What happened finally that shattered her faith?
- How did she make out that the madness had gone too far?
- Did she feel herself safe after this incident and why?
- Use these words ‘plight’ and ‘frightful’ in your own words.

**4.8. Answer the following questions in about 50 words each.**

- 13.8.1. What was the impact of the ‘tragic storm’ of 1947?
- 13.8.2. Who are the two refugees described here?
- 13.8.3. Describe briefly *Maanji*’s life in Rawalpindi.
- 13.8.4. How did the old ‘Sardar’ couple arrive in Bombay?
- 13.8.5. What is it that *Maanji* misses the most in Bombay?

**4.8.-A. Answer to the above questions.**

**Ans 4.8.1.:** The ‘tragic storm’ of 1947 blew away and displaced nearly ten million people from one end of the country to another, shattering the love, faith, human values and age old joint family system beyond repair. Close friends, family members, neighbours, all were mercilessly separated from one another and thrown away like ‘autumn leaves’ to alien places.

**Ans 4.8.2.:** The two refugees described here are the narrator’s mother whom he calls ‘Ammaan’ and the other is ‘Maanji,’ who is the mother of his Sikh friend and neighbour. While one had come from East Punjab, the other one was from West Punjab and by a strange co-incidence, they reached Bombay as refugees the same day.

**Ans 4.8.3.:** *Maanji* led a very contented and comfortable life in Rawalpindi. She lived on the top floor of her own double-storey house. The shops on the ground floor had to be rented out to the Muslim shopkeepers and artisans. She enjoyed a very cordial bond with all her neighbours irrespective of different castes or religions.

**Ans 4.8.4.:** The old Sardar couple came in a refugee caravan from Rawalpindi to Amritsar from there they were taken to a refugee camp in Delhi and finally from Delhi to Bombay.

**Ans 4.8.5.:** What *Maanji* misses the most in Bombay is not her own house and other property but the delicious fruits that she enjoyed in plenty in Rawalpindi that included pears and apricots and apples, grapes, melons and above all *baggoogoshas* since these fruits were not to be found anywhere in Bombay.

**4.9 Answer the following questions in about 150 words each.**

4.9.1 Justify the title of the story.

**Ans.** The title of the story is fully justified as the story *The Refugees* describes to us the sad and moving tale of two refugee women who have been displaced from East and West Punjab due to communal riots of 1947 and who, after spending some time in Delhi refugee camps, are transported to Bombay on the same day. The story recounts the terrible loss of mutual faith and harmony amongst different communities which had been living together harmoniously for ages. The cruel blow of partition separated hundreds and thousands of people of various communities from one country to another, drifting them away to strange lands and alien places. Nearly ten million people were forced to lead the life of refugees undergoing terrible loss of property, life and human values. Yet, even in the midst of such a huge tragedy people like ‘Ammaan’ and ‘Maanji’ are able to keep their faith and humanity intact. and refuse to fall in the trap of hatred and violence unleashed during the riots.

#### 4.9.2 Sum up in your own words the message of the story.

Ans. The story gives a strong message of unshakable love and togetherness that lies in the hearts and minds of common people even during the most difficult times of trials and tribulations. The two main characters of ‘Ammaan’ and ‘Maanji’ in the story embody and exemplify absolute purity of heart that refuses to fall in the trap of hatred and violence unleashed during the riots. In spite of the terrible hardships undergone by the two women, they do not harbour any ill will against any community or religion and never proclaim their tragedy except that they miss the small pleasures and delicacies that are not available in big cities and towns. Maanji, who has lost her hearth and home and all her life’s savings and possessions, still retains the same hospitality in Bombay even as a refugee. The only things she misses are the delicious fruits that she enjoyed in plenty in Rawalpindi. The fruits included pears and apricots and apples, grapes, melons and above all *baggoogoshas* since these fruits were not to be found anywhere in Bombay.

#### 4.9.3 Write a brief character sketch of *Maanji*.

Ans. *Maanji*, one of the refugees in the present story, was a kind and pure-hearted woman who loved every one with the same intensity and compassion. She led a very contented and comfortable life in Rawalpindi. She lived in her own double-storey house. She enjoyed a very cordial bond with all her neighbours irrespective of different castes or religions. Everyone in the neighbourhood would thank *Maanji*, for, she would distribute the butter-milk to the whole neighbourhood. Yet, the cruel blow of partition forces her to leave Rawalpindi and migrate to Bombay where she lives in a small one room with none of the luxuries of Rawalpindi. Yet she has no complaints against life or any community and maintains the same hospitality towards one and all with her meagre resources. What *Maanji* misses the most in Bombay is not her own house and other property but the delicious fruits that she enjoyed in plenty in Rawalpindi that were not to be found anywhere in Bombay.

### 4.10 Language Activity

#### 4.10.1 Subject- Verb Agreement (Concord)

It is important for the students to know how the form of the verb is affected by the number of the subject in order to avoid errors of verbs regarding their being singular or plural and use the correct number and person of the verb in a sentence. Concord literally means harmony, agreement. Thus, it means harmony between different members of a group.

**When we talk of sentences, concord means harmony or agreement between different parts of a sentence, specially the subject and the verb.**

Every sentence says something about a person or thing. The part of a sentence that names the person or thing is called Subject and the part, which gives us information about the Subject is called Predicate. The subject of a sentence thus has a close relation to what is being said in the Predicate. The form of the verb should be in direct relation to the number and person of the Subject.

#### 4.10.2 Rules for Subject-Verb Agreement

**The verb must agree with the subject in Number and Person.**

If the subject is singular, the verb should also be singular. For example:

- Annu is a good girl. (singular subject, singular verb)
- If the subject is plural, the verb should also be plural, e.g.
- They are good actors. (plural subject, plural verb)

When two or more singular subjects are joined together by ‘and’, plural verb is used. e.g.,

- Ram and Sham are playing a game.
- He and his friends have arrived.

If two singular nouns refer to the same person or thing, the verb must be singular, e.g.,

- My friend and guide has arrived.

If two subjects together express one idea, the verb will be in the singular, e.g.,

- Early to bed and early to rise makes a man healthy, wealthy and wise.
- Slow and steady wins the race.
- If singular subjects have 'each' or 'every' before them, the verb is usually
- Every man, woman and child was lost.
- Each fruit and each vegetable has its value.

Two or more singular subjects connected by 'or', 'nor', 'either', 'neither' or 'nor' take a verb in the singular, e.g.,

- Neither Sonu nor Uday has come.
- No shop or stall was left unattended.

When the subjects joined by 'or', 'nor' are of different numbers, the verb must be plural, and the plural subject must be placed next to the verb. e.g.,

- Neena or her brothers have gone there.
- Either the girl or her friends have gone arrived.

When the subjects joined by 'or', 'nor' are of different persons, the verb agrees in person with the one nearest to it, e.g.,

- Either he or I am mistaken.
- Neither you nor he is to blame.

A collective noun takes a singular verb when the collection is thought of as a whole. e.g.,

- The counsel has chosen its president.
- The fleet has set sail.

It should however be kept in mind that if the individuals of which the collective noun is composed of are thought of, it can take a plural verb. e.g.,

- The military were called out.
- The crew were taken prisoners.

Some nouns which are plural in form, but singular in meaning, take a singular verb. e.g.,

- The news is false.
- Chemistry is a branch of natural science.

When a plural noun counts between a singular subject and its verb, the verb used is singular in form. e.g.,

- Each of the brothers is intelligent.
- A variety of objects charms the eye.
- The taste of the bananas was not good.

The title of a book, play, story, musical composition and the name of a country, even though plural in form take a singular verb, e.g.,

- Sons and Lovers is an interesting Novel.
- The United States of America is a developed country.

**Few, several, both and many** always take plural verbs. e.g.

- Few/ many/ several students were present in the class.

#### 4.11 Do as directed

##### 4.11.1 Fill in the blanks with the correct form of the given verb.

- The tallest of these three men .....(be) a doctor.
- One of my friends .....(belong) to Bahadurgarh.
- My luggage stolen by the thieves.....(have) finally arrived.
- Scurvey .....(caused) by the deficiency of vitamin C.
- Someone .....(want) to break the door open.
- None of the tourists.....(be) interested in going to Andaman and Nicobar.
- My daughter .....(have) already spent the money that I sent her.
- Either you or your class mates.....(have) done this.
- Neither the teacher nor the students.....(know) anything about the missing girl.
- This scissors .....(be) not working properly.

Answers:

- ✓ is
- ✓ belongs
- ✓ has
- ✓ is caused
- ✓ wants
- ✓ is
- ✓ has
- ✓ have
- ✓ know
- ✓ is

##### 4.11.2 Fill in the blanks with the correct form of the given verb.

- Ninety kilograms.....(be) indeed a heavy load to lift.
- A pair of gloves.....(be) a must in winters.
- Many Indian labourers.....(go) to work in unhealthy conditions.
- A car.....(moves) faster as compared to a truck.
- One of the players in the Hockey team .....(be) from Rai School.
- The audience inside the hall .....(be) very silent today.
- The owners of the IPL .....(be) influential people.
- The equipments in the Biology lab .....(be) outdated.
- The parents of the poor girl .....(be) worried about the result.
- There .....(be) not enough books on this subject.

Answers:

- ✓ is
- ✓ is
- ✓ go
- ✓ moves
- ✓ is
- ✓ are

- ✓ are
- ✓ is
- ✓ are
- ✓ are

#### 4.12 Exercise for practice:

##### 4.12.1. Fill in the blanks with correct form of the verb:

- Two and two ..... four.
- Bread and butter ..... take wholesome food.
- Gulliver's travels ..... written by swift.
- A good man and useful citizen .....passed away.
- Each of the boys.....rewarded.
- The jury.....divided in their opinion.
- He is one of the authors who.....destined to be immortal.
- Neither of the boys.....quite at his ease.
- The cost of these articles.....risen.
- Every leaf and every flower.....stripped off the tree.
- The horse and trap.....been waiting for a long time.
- The Arabian Nights.....delighted many generations.
- Kindness as well as justice.....to be our guide.
- No news .....good news.
- Forty yards .....a good distance.
- The meeting .....chosen a president.
- The public.....requested not to walk on the grass.
- Iron as well as gold.....found in India.
- Which one of these umbrellas.....yours?
- To take pay and then not to do work.....dishonest.



## Chapter-5

# Bellows for the Bullock

A Haryanavi Folk Tale

(Translated from Haryanavi by Jaibir S. Hooda)

**Study Material: Dr. Jaibir Singh Hooda**

### 5.1. Objectives:

- To sensitise the students to an important form of literature – folk literature
- To help the students to be comfortable in the use of Passive Voice

**5.2. About the tale:** This is a popular folk tale of Haryana and the contiguous areas of Rajasthan, Uttar Pradesh and Punjab. It is also found in other areas of the country. There are several versions of this tale (with minor changes) like other folk tales. Folk tales cannot be ascribed to particular authors. The original title of the tale, “*Dhaandhaa DhaaeKaa*” (ढांढाढाईका) is also frequently used as an idiom to mean, ‘back to the same situation’ and some other similar meanings.

Most folk tales have very simple structure and so is the case with this tale. In a large number of folk tales, the characters are often one-dimensional, i.e. they stand for a particular human trait or quality. They are invariably identified with their professions and addressed by generic terms suitable to their profession, age and gender like – man, woman, child, blacksmith, farmer, rich, businessman etc. This allows folk tales to spread over a larger area with minor changes in different languages and subcultures. The present tale also displays most of these characteristics. In a translation of a folk tale in a culturally alien language the first casualty is the ‘feel’ of the story. A comparison with the literary stories may make the folk tale look more slender in style, technique, theme(s) and content. Folk tales are not necessarily moral fables. In fact a large number of folk tales have tricksters as their protagonists. But these tricksters with their practical and doubtful morality are treated like heroes because they are able to throw a successful challenge to and hoodwink the formal wider cultural practices which are perceived to be oppressive by the folk.

The story under reference “Bellows for the Bullock” is presented in the third-person narrative and consists of a series of incidents which are almost repetitive. The character of the protagonist is drawn in broad strokes; his present fate is dealt with summarily; the problem that furthers the action of the story is brought in quickly and the adversaries are introduced as socially/ morally/ narratively ‘given’. The theme of the tale is simple. All the characters are predictable and behave according to the essential traits of their personality. Peasants are a simple, hardworking lot. But that does not necessarily mean that they are fools; neither would they accept man-made disasters lying down. They would react, and react in a fitting manner. The peasant in this tale is cheated easily because he perceives others as simple and innocent, as he himself is. He teaches the thugs a lesson and robs the old thug of all his money. But a man of righteous disposition is not expected to keep this money for himself and the last sentence of the tale endorses the goodness of the peasant’s character.

### 5.3. Summary of the tale:

Once a poor but wise and hardworking peasant saved up fifty rupees to purchase an ox to make a pair of oxen with another poor peasant of the village so that his farming of the small holding becomes proper. It was time for the cattle fair in a nearby village. So he went there. He was able to buy a bit old but good bullock. On his way back he stopped in the house of a seemingly well off farmer who, in fact, was a thug with four tough sons. They at once hatched a plan to trap the poor farmer. The boys asked him to sell the bullock. The farmer ultimately agreed to sell it for one hundred and twenty five rupees but they declared the price to be very high. On their suggestion for an arbitration, the simple farmer asked the old thug sitting far from them to be the arbitrator. The old thug

declined the offer politely but the farmer persuaded him to declare a suitable price of the bullock. The oldy extracted a promise from both parties to agree to the price he would quote. The poor farmer had been trapped. After feigning a close examination of the bullock for a while he quoted its price to be two and a half rupees. Since the farmer had already committed himself he had to accept this price. Duped and dejected but also angry he left for his home.

When his wife asked why he had not brought bullock he replied that he had bought one but was duped on the way. His wife simply wondered how a wise person like him could be tricked. While turning sides in the bed at night suddenly he got a plan in his mind. In the morning he packed some ornaments and good dresses of his wife in a bundle and was ready to move. To the query of his wife he simply said that he was going to the thugs to teach them a lesson and would be back soon.

In a small forest near the hamlet of the thugs, he changed into his wife's clothes and decked himself. Anybody could mistake him to be a damsel. Wailing and weeping he reached the thug's house. He told them that *she* was a helpless woman, turned out by her husband, and now had no place to live. The sons of the thug invited her to stay in their home. *She* simply wondered in what capacity she could live in their house. The oldest of the boys suggested that she may marry him. At once the other boys objected. The old thug's wife had died long back and no one was ready to give their daughter in a thug's home, so all the four were unmarried. A quarrel ensued. None of them wanted their father to mediate for they knew that the old fox would stake his claim. *She* asked them to keep quiet and said that *she* would set a test and *she* would marry the victorious one. She said whosoever was the first to bring a Banarasi saree, Saharanpuri mangoes and sweets from the city would be her husband. The next moment all the boys were 'flying' towards the city. When they had gone some distance, the farmer got into his dress, dragged the oldy to the stake and thrashed him mercilessly with the words, "*Bol buddhe mera dhaandhaa dhaae kaa*" (Now say that my bullock is worth only two and a half rupees). The old thug pleaded for mercy and offered him five hundred rupees. The farmer put the money in his bundle and disappeared. When the sons came they were left fuming at the turn of events.

The next day a wise *Hakeem* was reported to be in the neighbourhood. The old man asked his sons to get him for his treatment. *Hakeem* asked the boys to bring herbs from the nearby four forests. When the boys were gone for some time, the *Hakeem* took off his get-up. The oldy shrieked the moment he saw the farmer. Again he was given the same treatment. The old thug implored the farmer to spare his life by offering him two hundred rupees he had hidden somewhere for emergency. The boys were again left seething with anger.

Next day the farmer offered a stout young cowherd five rupees for a prank. He asked the cowherd to go to the home of the old thug and shout "*Bol buddhe mera dhaandhaa dhaae kaa.*" The farmer warned him of the danger if he was caught. The cowherd agreed and left at once. At the loud shout of the boy, the oldy too shouted, "The rogue has come, catch him." His sons ran after the cowherd and the farmer got into the thug's house. The thug thought he was face to face with the god of death. But this time the farmer neither beat him nor demanded money. He asked him to draw three lines on the earth with his nose and extracted a promise from the old man that he and his sons would mend their ways. Since then they gave up thuggery. Community well and the ghats of the village pond in the farmer's village got the much needed repairs.

#### 5.4. Point to remember:

- The farmer was poor but hardworking and wise
- The farmer was cheated because he was innocent
- He was a man who would keep his word
- He did not tolerate injustice but acted wisely and thought of a suitable plan to avenge the wrong done to him
- He knew he would not be able to deal with all the thugs in a straight fight
- He guessed their weakness and made his strategy accordingly
- Displaying resourcefulness he drew a new plan to suit the new situations
- He wanted to teach the thugs a fitting lesson
- Profit making was not the farmer's agenda. He wanted to compensate for his loss

## 5.5. Comprehension and appreciation of the chapter

### 5.5.1. Explanation with reference to the context

#### 5.5.1.a. Passage

True to their trade, all of them instantly sensed that the peasant was a simpleton and could be conned easily. They said to the peasant, “Why don’t you sell the bullock?” The peasant thought that there was nothing wrong if he could make twenty or thirty odd rupees. Reflecting for a few moments on what should be a good bargain he said, “One hundred twenty five rupees!” The sons of the *thug* said that it was too inflated a price.

**The reference and the context:** These lines have been taken from the Haryanavi folk tale “Bellows for the Bullock.” The passage shows the first stage in the duping and cheating of the peasant. It also shows the skill and proficiency of the thugs in their trade as they start on a course of cheating the simple peasant without any consultation among themselves. It also shows that human tendency of profit making may blind even a wise person.

**Explanation:** All the thugs were well trained in their trade so they immediately understood that the peasant was a simple fellow. It is always easy to cheat such people. They started getting him into their trap by playing on the human tendency of the farmer of making a profit. They suggested him to sell the bullock. The peasant fell into the trap. He thought of a price which would be high enough to allow him to come down significantly in the usual bargain during business transactions and still make a profit. So he said that he would sell his bullock for one hundred twenty five rupees which was naturally considered to be highly inflated by the thugs.

#### 5.5.1.b. Passage

There was a small forest near *Thugs’ dhaani*. In the privacy of the forest, the peasant got into his wife’s dress and decked himself. The effects were so startling that anybody would take him to be a *hoor*. In this outfit he reached the courtyard of the *Thugs*. Finding a woman in their home the oldy and his sons became very happy. None of the sons was married. Who would consign their daughter to the home of *Thugs*?

**The reference and the context:** This passage has been taken from the Haryanavi folk tale “Bellows for the Bullock.” In this passage is delineated the first disguise of the peasant in seeking his revenge. It shows the peasant’s resourcefulness and his correct understanding of the thug family’s mental condition. The peasant adopts a tit for tat policy: if he was deceived he would also deceive.

**Explanation:** The peasant uses the privacy offered by the forest to donning the dress of his wife. He knew his presence as a woman like a *hoor* will have the desired effect in thugs’ home. Finding a beautiful woman in their home they all become very happy as expected. None of the sons could get a wife because people were naturally averse to the idea of giving their daughters to a family of thugs.

## 5.6. Short answer type questions

**5.6.1** How did the peasant plan to do farming with only one bullock and why did he buy an old bullock?

**5.6.2** What strategy did the peasant use in the guise of a woman to send the sons away?

**5.6.3** What strategy did the peasant use in the guise of a *Hakeem* to send the sons away?

**5.6.-A: Answer to the above Question.**

**Ans 5.6.1.:** The peasant was able to save only fifty rupees. He knew a pair of bullocks cannot be bought with this amount. He thought that he would make a pair of bullocks by finding another peasant who also had only one bullock. For fifty rupees he could find only an old bullock but it was free from any blemish and he thought it would do. In any case, one old bullock was better than no bullock.

**Ans 5.6.2.:** The peasant knew that they would be desperate to get married. In the guise of a woman he first created a quarrel among the sons. ‘She’ then set them a test. ‘She’ declared that ‘she’ would marry the one who would be the first to bring a Banarasee Saree, Saharanpuri mangoes and sweets from the city. Each of them desired to marry her; so they all rushed to the city to do her bidding.

**Ans 5.6.3.:** The peasant reached the hamlet as a *Hakeem* at a time when a doctor was most needed by the bruised and badly thrashed thug. He feigned a thorough examination of the thug and caused more pain by pressing the bruises, wounds and exact targets of the blows. He sent the four sons to the nearby four different forests (one each in one direction) to bring herbs which could be found in different forests.

## 5.7. Essay type questions

### 5.7.1 Draw a character sketch of the peasant.

The peasant in the story is very poor but a diligent worker. He is very wise too. With his hard work he saves fifty rupees to buy a bullock. He knows his limitations so he plans to join hands with another who also had one bullock. He is also a good judge of cattle. Rather than buying a young bullock with some deformity he buys an older bullock free from any blemish. He knows that good breed will be a compensation for the age. He perceives people to be simple, straight forward, innocent and well-meaning like him. He also keeps his word. So he is easily cheated by the thugs.

When his wife enquires about his coming back without a bullock he reveals everything. Simple and innocent he may be, he wouldn't take insult and cheating lying down. His nature is of a fighter. If he can successfully fight against social and natural forces as a farmer, he will also successfully fight against the thugs. The urge to teach a lesson to the thugs is also a reflection of his anger at his own foolishness and carelessness. He is able to have peace of mind only when a good plan comes to his mind.

His resourcefulness and intelligence enable him to quickly think of suitable plans to suit the new situations which arise in quick succession and as natural consequences of his actions. In all the three instances of taking revenge in the guise of a woman, a *Hakeem* and by using the services of a cowherd he comes out as a great strategist. We only marvel at the ways he is able to get hold of the *Sardar* of thugs alone not once but thrice.

Taking revenge was important for the peasant but reforming the thugs was equally important. That explains his insistence on extracting a promise from the old thug that they will give up thuggery. Moral disposition of the peasant is also beyond doubt. Had he made money for himself he would not have been different from the thugs. He spent all the extra money on public welfare.

### 5.7.2 Bring out the element of humour in the story.

It is said that the taste of water and the flavour of language change after a few miles. In other words it is not the language but the dialects of the same language that slowly change in terms of pronunciation and vocabulary. Folk tales are usually in these dialects that common people speak. Essentially, folk tales are oral in nature; hence, tone is very important element of the narration and creation of meaning. Most of these aspects are lost in translation. In this story both the dialogues and the actions are conceived in humour. The examination of the bullock by the old thug invokes humour in the sense that we know this counting of teeth or checking of the tension of the tail of the bullock by the old thug is fake. The price of the bullock –two and a half – itself is humorous. Not only the price without the word 'rupees' but the vocabulary also undergoes a change from bullock to *dhaandhaa*. The impersonal '*Chhoryo*' in place of sons and the implied tonal effects expected in the oral form add humour to the narrative. The mockery of 'swayamvar' and the 'avataar' (incarnation), the way the old thug is taken to the barn both times and tied to the stake (making him the *dhaandhaa*) are humorous in themselves. The very act of beating also has an element of humour – the timing and rhyming of the blows and words. The words used in the description of the old man pleading guilty and seeking forgiveness also add to the humour. Since folk tales do not have fixed words the speaker may change it to suit the occasion.

## 5.8 Comprehension of a passage

**Read the following passage carefully and answer the questions that follow:**

5.8.1 **Passage:**When he reached home Chowdharan asked, "Didn't bring bullock?"

"I did bring one but got cheated on the way. The *Thugs* swept clean the fruit of my sweat and labour," Chowdhary said woebegone.

"You are quite a wise person, how could you be cheated?"

Chowdhary told her everything. The crude and crass cheating was too much to digest. In the night, still smarting and in deep turmoil he kept tossing around in the cot, not a wink for long. He ardently wanted to teach a lesson to those *Thugs*. Suddenly he hit upon a plan. And at once, he got into a blissful slumber.

The next day he rolled some of the best dresses of his wife into a bundle and got ready to make it to the *dhaani* of the *Thugs*.

“Whither to?” said Chowdharan.

“To teach a lesson to the *Sardaar* of *Thugs*.”

“What time will you be back?”

“Soon.”

- How did Chowdhary lose his bullock?  
Answer: Chowdhary was cheated by the thugs on the way.
- Why was Chowdharan shocked?  
Answer: Chowdharan was shocked to know that the fruit of their labour was lost in such a crass manner in spite of the fact that her husband was quite wise.
- Why was Chowdhary unable to sleep?  
Answer: Chowdhary was still in anguish for having been cheated. His intention to take an appropriate action to avenge the wrong done on him did not let him sleep.
- What helped Chowdhary get into a blissful slumber?  
Answer: He was able to think of a good plan to teach the thugs a lesson and that got him into a blissful slumber.
- Who did Chowdhary want to teach a lesson?  
Answer: Chowdhary wanted to teach the *Sardar of thugs* a lesson.
- Who is referred to as a wise person in the passage?  
Answer: Chowdhary is referred to be a wise person in the passage.

## 5.9 Extended Grammar

### 5.9.1 Active – Passive Voice

**Clauses which contain an active form of a verb are in the active voice and clauses with a passive form of a verb are in the passive voice.**

The position of the elements of clause structure in a statement (of declarative mood) usually follows the sequence ‘subject, verb, object, complement and adjunct’. The subject comes first if we want to express ourselves normally without drawing special attention to any other part of the clause. In order to put special emphasis or meaning to the clause or a part of it, however, these elements can be put in other ways:

*Has he left?* (Interrogative mood)

*Go out.* (Imperative mood)

*The brown envelope she folded and put it in her hip pocket.* (To lay special emphasis on the phrase ‘the brown envelop’ it has been brought before the subject)

Another way of varying the sequence of these elements is to use the **passive voice**. It allows us to talk about the events from the point of view of the thing or the person affected. It also helps us avoid mentioning what or who was responsible for the action:

*The bike was stolen.* (In place of ‘somebody stole the money’)

*Sunanda was given a ring by Sukumar.* Or the less common: *A ring was given to Sunanda by Sukumar.* (In place of ‘Sukumar gave Sunanda a ring’)

Most actions involve two people or things. One performs the action and the other that is affected by the action. In English the performer is usually put (first) as the **subject** and the other is made the **object** of the clause. In case we want to focus on the person or the thing affected by action, we make them the subject of a passive form of the verb, as in the following sentences:

*A song has just been recorded by Lata.*

*This painting was probably made by Amrita Shergill.*

One reason for choosing a passive construction may be the preference to put longer expressions at the end of the clause:

*I am annoyed by Maya always wanting to tell me what to do. (Or: Maya always wanting to tell me what to do annoys me.)*

In such cases the passive constructions are more natural.

Passive constructions are also chosen when the speaker wants to talk about an action but is not interested in saying who or what did it.

*These temples were built around one thousand years ago.*

In imaginative writings/narratives active forms are more common because we are interested in saying more about people who do what is happening. In scientific writing and expressions where the speakers are more interested in events, processes and what happens, passive forms of verbs are more common.

### 5.9.2 Passive of the finite verb forms

Passive verb forms are made with the different tenses of *to be*, followed by a past participle. The tense and the rules for their usage are the same as for their respective active verb forms. Most people consider saying *be being* and *been being* clumsy, so future continuous and perfect continuous passive constructions are very rare.

Rama eats mangoes. = Mangoes are eaten by Rama. (Present Simple)

Rama is eating mangoes. = Mangoes are being eaten by Rama. (Present Continuous)

Rama has eaten mangoes. = Mangoes have been eaten by Rama. (Present Perfect)

Rama ate mangoes. = Mangoes were eaten by Rama. (Past Indefinite)

Rama was eating mangoes. = Mangoes were being eaten by Rama. (Past Continuous)

Rama had eaten mangoes. = Mangoes had been eaten by Rama. (Past Perfect)

Rama will eat mangoes. = Mangoes will be eaten by Rama. (Future Indefinite)

Rama will be eating mangoes. = Mangoes will be being eaten by Rama. (Future Continuous)

Rama will have eaten mangoes. = Mangoes will have been eaten by Rama. (Future Perfect)

Rama is going to be invited. (Going to Structure)

Rama ought to be arrested. Rama might have been arrested. (Modal structures; we make passive forms of other modals in the same manner.)

**[There are no passive constructions in Perfect Continuous Tenses]**

### 5.9.3 Passive of the non-finite verb forms:

Infinitive	Active	Passive
Perfect Infinitive	to choose	to be chosen
Participle and Gerund	to have chosen	to have been chosen
Perfect Participle and Gerund	choosing	being chosen
	having chosen	having been chosen

#### 5.9.4 get + past participle

When *get* is followed by a past participle, it functions as an auxiliary verb like ‘*tobe*’ and the meaning is quite similar to that of a passive form. But all passive constructions cannot be made with ‘*get*’. *Get + past participle* is very frequently used (a) when we are talking about things happening suddenly or unexpectedly or by accident and (b) when we are talking about reflexive rather than passive actions – things we do to ourselves:

*My friend got hit by a car. I got invited to lots of conferences last year. She got married/engaged/divorced last year.*

#### 5.9.5 by + agent

The agent in the passive voice is the subject in the active voice. It is usually preceded by ‘*by*’.

*I was shocked by Maya’s behaviour. = Maya’s behaviour shocked me.*

After those past participles which are used like adjectives, in place of *by* other prepositions are used to introduce the agent. When we talk about an **instrument/tool etc** which helps the agent to do the action we use *with*:

*Rama is excited at/by the prospect of meeting the President.*

*We were worried about/by his silence.*

*Are you frightened of snakes?*

*He was shot (by the robbers) with a pistol.*

#### 5.9.6 agents with verbs referring to states

When such verbs are used in the passive, the agent is put after the preposition ‘*with*’

*The room was filled with pleasant furniture.*

*The hall was decorated with thousands of bouquets.*

(*cram, crowd, throng, ornament* are other frequently used such verb)

#### 5.9.7 not mentioning the agent

The agent is expressed only when we feel it important to emphasise the ‘*doer*’. In many passive sentences there is no agent:

- *The wall between the two farms had been destroyed.*
- He is certainly been murdered.* (the speaker does not know who or what the agent is)
- *Porcelain items should be carefully packed.* (the agent is not important)
- *Women-labourers found that they were not being paid the same wages as men-labourers.* (the agent is obvious)
- *His pictures of horses were executed with great passion.* (the agent has already been mentioned)
- *The original has been destroyed.* (the speaker wishes to conceal the agent’s identity or to distance himself from his own action)
- *It is very strange and has never been adequately explained.*
- Books on Shakespeare can be obtained from the college library.* (people in general are the agents)
- *The principle of bottling is very simple. Food is put in jars and their contents are heated.....*(account of process/scientific experiments focus on what happens)
- *This room must be tidied up.* (to give order more impersonally, and thus more forcefully)

#### 5.9.8 verb with two objects (ditransitive verbs)

There are two possibilities with these verbs in the passive. Usually the person is made the subject in such cases:

*She gave her sister the dress. = Her sister was given the dress. / The dress was given to her sister.*

(give, send, lend, show, pay promise, refuse, tell, offer are some of the verbs more frequently used with two objects)

### 5.9.9 clause objects

A *that-* or *whether-* clause can be made the subject of a passive construction but the subject may become very long. To avoid this an alternate construction 'It' as an introductory subject is used:

*People believed that the saint communicated with God.* = *That the saint communicated with God was believed by people.* Or: *It was believed that the saint communicated with God.*

*Nobody knew whether there was left any survivor in the flooded mine.* = *Whether there was left any survivor in the flooded mine was not known to anybody.* Or: *It was not known whether there was left any survivor in the flooded mine.*

### 5.9.10 object + infinitive

All those verbs which are followed by an object and infinitive cannot be usually be made passive. Some exceptions are:

- (i) Verbs of *asking, ordering, allowing etc.*:  
*I was asked to send a self-addressed envelope.*  
*He was told not to come back.*  
*Visitors are allowed to visit the patient once a day.*  
 (*advise, expect, forbid, mean, order, request, require, teach* are other verbs in this category)
- (ii) Verbs of *thinking, saying etc.* can be used similarly:  
*Rig Veda is considered to be more than five thousand years old.*  
*He is known to be violent.*  
*He is said to be famous in all countries.*  
 (*Believe, feel, presume, report, say, understand* are other verbs in this category. The *that-* structure is more common than the infinitive structure in active constructions.)
- (iii) Some verbs which are followed by an object and bare infinitive (infinitive without 'to') in the active take 'to'-infinitive in the passive. *Hear, help, make* and *see* are most frequently used such verbs:  
*I saw him come out of the theatre.* = *He was seen to come out of the theatre.*  
*The police made him tell them everything.* = *He was made to tell everything.*

5.9.11 **phrasal verbs** retain their adverbial/prepositional/adverb and preposition adjunct in the passive:

*Many views, often opposing, have been put forward to explain this phenomenon.*

*Millions of tons of good soil are washed away every year.*

All verbs do not have passive forms. Intransitive verbs cannot have passive forms because they do not have objects, hence, there is nothing to perform the function of subject in the passive. Some transitive verbs, in their 'stative meanings', cannot have passive form, for example, *fit, have, lack, resemble, suit*.

*They have a nice car.* ≠ *A nice car is had by them.*

*My shoes do not fit me.* ≠ *I am not fitted by my shoes.*

*My teacher lacks tact.* ≠ *Tact is lacked by my teacher.*

[All such passive constructions are impossible]

## 5.10 Exercises

5.10.1 Change the voice:

- Social work interests him. = He is interested in social work.
- Who killed the bird? = By whom was the bird killed?
- Your teacher will give you a word of praise. = You will be given a word of praise by your teacher.
- People thronged the streets. = The streets are thronged.
- Do not inform the police. = Police are not to be informed.



## 5.10.2 Change the voice:

- Grapes can't be gathered from this tree. = You can't gather grapes from this tree.
- He was charged with theft. = They charged him with theft.
- What is contained in the jug? = What does the jug contain?
- Why should they be respected by us? = Why should we respect them?
- The book is being printed by the publisher. = The publisher is printing the book.

## 5.10.3 Rewrite the following sentences in the passive, omitting the words in brackets:

- (Everyone) knows this fact very well. = This fact is very well known.
- (They) opened the theatre only last month. = The theatre was opened only last month.
- (People) will soon forget it. = It will be forgotten soon.
- Did (they) say anything interesting? = Was anything interesting said?
- Has someone made all the necessary arrangements? = Have all necessary arrangements been made?

## 5.10.4 Complete the following sentences with a passive construction, using the verbs given in the form suggested. The term 'infinitive' includes the 'bare infinitive':

- Much of London (destroy) by fire in the seventeenth century.(past simple) = Much of London was destroyed by fire in the seventeenth century.
- The man who (bite) by a snake was given an antidote. (past perfect) = The man who had been bitten by a snake was given an antidote.
- Seventy thousand new houses (build) by the end of the next year. ( future perfect) = Seventy thousand new houses will have been built by the end of the next year.
- Customers (ask) to ensure that they (give) the correct balance before leaving the shop, as mistakes cannot afterwards (rectify). (present simple, present perfect, infinitive) = Customers are asked to ensure that they have been given the correct balance before leaving the shop, as mistakes cannot afterwards be rectified.
- Because of a strike, work on this bridge had to (discontinue). (infinitive) = Because of a strike, work on this bridge had to be discontinued.

## 5.10.5 Complete the following sentences with a passive construction and add a suitable preposition:

Example: The new bill (discuss) the next session of the Parliament. (future simple) (Passive) The new bill *will be discussed in* the next session of the Parliament.

- A surcharge of 10 per cent (add) ... customer's bill as luxury tax. (present simple) = A surcharge of 10 per cent is added to customer's bill as luxury tax.
- Surplus rice (send) ... the flood affected area and (distribute) ... the affected people. (past simple) = Surplus rice was sent to the flooded area and distributed among the affected people.
- Medicines should (keep) ... of the reach of children. (infinitive) = Medicines should be kept out of the reach of children.
- Direct sea route to India (discover) ... the end of the fifteenth century. (past simple) = Direct sea route to India was discovered at the end of the fifteenth century.
- Did you know that this case (investigate) ... C. B. I.? (present continuous) = Did you know that this case is being investigated by C. B. I.?

5.10.6 Rewrite the following in passive by using the italicised words as the subject of the sentence or the clause they appear in:

- They made *the oldest citizen* the first citizen of the city. = The oldest citizen was made the first citizen of the city.
- They denied *access to the official documents* before the RTI Act. = Access to the official documents was denied before the RTI Act.
- Will someone send *me* the details? = Will I be sent the details?
- We shall send you the books as soon as they are available. = The books will be sent to you as soon as they are available.
- They had given *him* artificial respiration. = He had been given artificial respiration.

5.10.7 Rewrite the following sentences in an alternate passive form using the words in italics as subject:

- It is said that she is an honest, hard-working woman. = She is said to be an honest, hard-working woman.
- It is considered that this doctor is a brilliant surgeon. = This doctor is considered a brilliant surgeon.
- It was proved that the affidavits he had filed were false. = The affidavits he had filed were proved to be false.
- It is believed that the Government is thinking of overhauling the higher education. = The Government is believed to be thinking of overhauling the higher education.
- It is reported that several foreign manufacturers are planning to set up plants in India. = Several foreign manufacturers are reported to be planning to set up plants in India.

## 5.11 Unsolved Exercises

### 5.11.1 Explain the following passage with reference to the context:

The old *Thug* blurted, “Dear Chowdhary your *dhaandhaa* is worth two and a half (rupees).”

The peasant was left gaping. It dawned on him that he had been cheated. But what could be done now! He was bound by his own word! Crestfallen he accepted two and a half rupees and right then took to the way to his village.

When he reached home Chowdharan asked, “Didn’t bring bullock?”

“I did bring one but got cheated on the way. The *Thugs* swept clean the fruit of my sweat and labour,” Chowdhary said weebegone.

“You are quite a wise person, how could you be cheated?”

### 5.11.2 Short answer type questions (50 – 70 words):

- What did the peasant do in the last attempt to teach lesson to the *Sardar* of thugs?
- Why does the peasant send the sons of the thug away in all the incidents?

### 5.11.3 Essay type question (150 – 200 words):

- What, according to you, is the moral of the story?
- Are all the acts of the peasant justifiable? Why do you consider them right? Or why do you consider them wrong?

**5.11.4 Read the following passage carefully and answer the questions that follow:**

Next day a *Hakeem* came to the *dhaani*. The old *Thug* came to know about the *Hakeem* and implored, “Not a bone of my body has escaped the clubbing of that bull of a man. If nothing else, at least get that *Hakeem* for balms and bandages for me.”

They called on the *Hakim*. The *Hakeem* pressed the oldy precisely where his body hurt the most. All along he was saying, “I am a true pupil of a great Guru. I know, *Tau*, where you have been hurt. Whoever he was, must have been some sort of butcher. Didn’t care even for the aging body. You’ve been given a sound beating. But it does not matter, I’ll take care of everything.”

- Who was in the guise of *Hakeem*?
- Why was he in this guise?
- What did the *Sardar* of thugs tell his sons?
- Where does the *Hakeem* touch the thug?
- Use ‘to take care’ in a sentence of your own to make its meaning clear.

**5.12 Grammar****5.12.1 Change the voice:**

- He made no noise.
- She lives a glorious life.
- There are no houses to let.
- Arrest him.
- I forgive his insolence

**5.12.2 Change the voice:**

- Rama is wanted outside the house.
- The baby was bought a doll by her.
- The lawn is overflowed with water.
- He was called a villain.
- The car is being repaired by the mechanic.

**5.12.3 Rewrite the following sentences in the passive, omitting the words in brackets:**

- (You) must write the answers in ink.
- (We) have already filled the vacancy.
- I don’t think anyone can do it.
- Does (someone) clean the rooms regularly?
- (No one) could possibly have known the secret.

**5.12.4 Complete the following sentences with a passive construction, using the verbs given in the form suggested:**

- It (think) that the Government would do something to help. (past perfect)
- The police (instruct) to take firm action against the chain-snatchers. (present perfect)
- Many slums (demolish) to make way for new housing projects. (present continuous)
- The landlord (evict) the tenant for not paying the rent. (present continuous)
- The worker feared that he (victimize) by his employers. (future simple)

**5.12.5 Complete the following sentences with a passive construction, using the verbs given and the form suggested, and add a suitable preposition:**

- The results of the examination (declare) ... two months. (future simple)
- The full impact of the strike (not feel) ... next month, by which time present stocks (exhaust). (future simple, future perfect)
- Nothing (hear) ... him since he left the country six months ago. (present perfect)
- You (receive) ... the airport. (future simple)
- I (not accustom) ... be treated in this way. (present simple)

**5.12.6 Rewrite the following in passive by using the italicised words as the subject of the sentence or the clause they appear in:**

- What do they pay you for doing this job?
- Didn't they promise you a rise in the salary at the beginning of the year?
- Someone must teach that boy a lesson!
- When he looked closely at the hard ware, he found they had sold him third generation chips.
- The search party had little idea where to start looking. A recent snowstorm had blotted out *the climber's tracks*.

**5.12.7 Rewrite the following sentences in an alternate passive form using the words in italics as subject:**

- It was understood that the Finance Minister will meet the leaders of business organisations.
- It was believed that the explosion had been caused by an LPG cylinder.
- It was later admitted that the information had been obtained from unreliable sources.
- It was alleged that the Prime Minister had misled the House.
- It was claimed that the drug produced no undesirable side-effects.

## Chapter-6

# Panchlight

Phanishwar Nath Renu

(Translated from the Hindi by Rakshanda Jalil)

**Study Material: Dr. Jaibir Singh Hooda**

### 6.1. Objective:

- To help the students understand the story
- To sensitize them about the use of phrasal verbs
- To sensitize them about the interface of the cultural context and short fiction

**6.2. About the Author:** Phanishwar Nath Renu (1921 – 77) was born in an ordinary peasant family in village Aurahi Hingna in the then Purnea (now in Araria) district of Bihar. Renu participated in the freedom movement and remained active politically all his life. He was noticed at the national level with his *Maila Aanchal* in 1954 and became one of the celebrated names in the *Nayi Kahani* movement and attained nationwide fame which only Premchand enjoyed. His readership was quite varied and spread all over India not merely in the areas where people read Hindi literature. His stories are an honest portrayal of rural Bihar with all its problems – class, caste, gender, poverty, loan-sharks, migration and many other problems of the marginal sections. Renu is credited with being the pioneer of the *Aanchalik Upannyasa* (regional novel) in Hindi literature. But confining him to this category has surely done injustice to Renu’s genius and literary status. His stories unfold before the reader an altogether new world, even to those who live in the rural areas, of human psyche caught up in the quagmire of the grand existential dilemmas thrown by the day-to-day life of the ordinary rural people. In “Translator’s Introduction” to her *Panchlight and Other Stories* (Orient BlackSwan, 2010) Rakshanda Jalil observes that in Renu’s stories there is

a dark world of abject poverty, ignorance, helplessness, exploitation and superstition, but one that is also lit from within by translucent beams of life. The will to live, the zeal to carry on with dignity and grace, the inherent desire in human beings—no matter how lowly or brought low by fate and circumstance—to rise above the human condition, permeates these seemingly dark stories of lives that could have been wretched but are actually, and inexplicably, not so in the least(3-4).

“Panchlight” is a saga of the hinterland of India. It is a narrative of the ignorance, superstitions, inter-caste distrusts and jealousies, gender and caste discriminations, community pride and traditional jurisprudence. Mahto Toli panchayat is the last of the nine panchayats to buy a petromax for itself. The panchayat members bring it with fanfare to the Toli setting in a mood of jubilation and celebration among all. They realize very late that no one knows how to light the petromax. The whole community is apprehensive lest it be laughed at by other Tolis. It is revealed that only Godhan who had been ostracised by the panchayat knows how to light it. To save the honour and pride of the community, Godhan’s punishment is revoked by the panchayat and the community quickly. He is praised by all for his intelligence and skills. The gloom that had dawned upon the whole Toli evaporates and there is again merriment all around in the bright light of their own panchlight.

### 6.3. Summary of “Panchlight”:

Mahto Toli people are happy and full of pride as their panchayat chief has bought a petromax for five cowries at the Ramanvami fair. The other eight community panchayats of the village had their own petromax lanterns. Before lighting the petromax in the evening they plan to hold puja. All people of the Toli are enthusiastically waiting to see it lighted and wish for its safety. The ten rupees left from the savings, after paying for the petromax, were enough to finance the offerings and other expenses of the puja. The panchayat had decided to hold puja because it thought it would be inappropriate to use the petromax – a technical object with nuts and bolts –

without getting it blessed. Propitiation of gods was also done in all such matters even under the British rule. When it was time to light the lamp they realized that none in the MahtoToli knew how to handle and light the petromax. Taking help from a person of another Toli would simply be insulting because they were already making fun of the Mahto Toli. In the mid of the crisis Munri managed to get Godhan's name mentioned as the only ray of hope to save the honour of the Toli. But the panchayat members were reluctant to take Godhan's help as he had been ostracised by them for casting inappropriate glances at Munri and singing romantic film songs. The Panchayat ultimately had to agree on taking Godhan's help. But he did not agree to light the lamp saying that he would be blamed and taken to task by the panchayat if something goes wrong with an object made of nuts and bolts. Gulri Kaki, on behalf of the panchayat, approaches Godhan and manages to get him to the job and save the honour of the Toli. Godhan agrees but there was a still a problem in lighting it. The ignorant panchayat members had not bought spirit for the lamp. But Godhan being clever and intelligent was able to light the petromax with coconut oil. The lamp was lighted and there was rejoicing all around with musicians playing happily and praying for the long life of the petromax and MahtoToli. Godhan became everyone's darling for saving the honour of the community. His punishment having already been commuted, he is invited to sit with the panchayat Chief who allows him to sing as many songs as he liked. It is a joyful moment for everyone and everything in the Mahto Toli and all is fine between Munri and Godhan.

#### 6.4. Points to remember:

- Panchayat of every Toli in the village except MahtoToli had its own petromax
- MahtoToli panchayat buys a petromax
- Grand preparations made for the lighting of the petromax
- A crisis haunted the panchayat at the last moment: nobody knew how to light a petromax
- Godhan is the only person who knew how to light a petromax
- Panchayat reluctant to seek his help as he had been ostracised
- Panchayat ultimately compelled to seek his help for the sake of honour of the Toli
- Godhan forgiven and prevailed upon by Gulri Kaki to do the job
- Godhan able to light the lamp even without spirit the ignorant panchayat forgot to bring
- Rejoicing all around

#### 6.5. Comprehension and appreciation of the chapter:

##### 6.5.1. Explanation with reference to the context:

##### 6.5.1. a. Passage

No one had thought of it so far. No one had thought of it before buying the Panchlight, and no one did after it was bought. The offerings for the *puja* were ready, the singers were waiting with their drums, cymbals and bells, while the Panchlight stood in the middle of it all. The villagers had never bought anything like this before. There is a saying in the village: 'Shall we buy a cow? Yes, but who will milk it? ... And so it was with this contraption of nuts and bolts.... 'Who will light it?'

**The reference and the context:** These lines have been taken from Phanishwar NathRenu's story "Panchlight." The panchayat of Mahto Toli has bought a petromax. Everything was now ready and people were eagerly waiting for the pride moment of the lighting of the panchlight. The musicians were ready and the atmosphere was charged with the chant: 'Panchlight! Panchlight!' At that precise moment a 'but' raised its ugly head. The question was: 'Who would light the Panchlight?'

##### Explanation:

Nobody in the Mahto Toli realized, neither before nor after buying the petromax, that they would face the problem of lighting it. They had made all preparations for puja and singing to the accompaniment of music. The troupe of singers along with their instruments was already there. The panchlight stood between them and their celebrations. The people of the Mahto Toli were ignorant in this matter as they had never bought a contraption of nuts and bolts earlier. The great question that they all faced was 'Who will light it?'

### 6.5.1.b. Passage

Another spanner in the works! Everyone began to harbour serious doubts about the intelligence of the chief, the secretary and the orderly—they had set out to do things without any idea of how they were to be done! Despair gripped the crowd once again. But Godhan was a clever young man. He would light the Panchlight without spirit. . . . ‘Will someone please get a little coconut oil? Munri ran to do his bidding. Godhan began to pump the Panchlight.

**The reference and the context:** These lines have been taken from Phanishwar NathRenu’s story “Panchlight.” In these lines is narrated the last hitch in the lighting of the petromax. At the same time the simplicity and ignorance of the panchayat members in these matters is also revealed. They had no idea what other things were also required to light it just as they had conveniently forgotten to take some training in lighting petromax before buying one. The panchayat members had dealt with Godhan’s problem very intelligently and cleverly a few moments ago. But people now started having serious doubts about their wisdom and felt sad.

#### Explanation:

Another problem arises when Godhan is all set to light the petromax. It is found that the Chief and others forgot to bring the spirit. People have a serious doubt about their wisdom. The whole of the Toli is in complete despair. But it is Godhan again whose cleverness saves their pride and honour of the Toli. He asks for some coconut oil. Munri runs to bring some, Godhan starts pumping the panchlight and the villagers’ spirits start rising again.

### 6.6. Short answer type questions

**6.6.1 Why was there a mood of celebration in the MahtoToli?**

**6.6.2 How did people react when the panchlight could not be lighted?**

**6.6.3 Why was Godhan ostracised?**

**6.6.4 How did the panchayat solve the issue of Godhan?**

**6.6.5 How did the musicians behave that evening?**

**6.6.- A : Answer to the above Question.**

**Ans 6.6.1.:** MahtoToli panchayat was the only panchayats of the total nine of the village which did not have its own panchlight. People in the MahtoToli are in a mood of celebration because now their own panchlight has been bought. Everybody is happy and wants to be present at the special moment of the lighting of the petromax in the evening. There is excitement, pride and general happiness all around.

**Ans 6.6.2.:** Sadness descended on the people when the panchlight could not be lighted because nobody knew how to light one. Seeking help from other Tolis was out of question as it would justify the mocking attitude of people of other Tolis. People who were so proud of their panchayat till a moment ago felt ashamed of their ignorance. Everybody was at the end of his wits and an atmosphere of gloom covered the whole Toli.

**Ans 6.6.3.:** Godhan had migrated from a neighbouring village. He lived in MahtoToli but did not pay even a paisa to the panchayat and also did not respect the panchayat members. On Gulri Kaki’s complaint he was fined ten rupees for singing romantic film songs and casting glances on her daughter Munri. When he did not bother about paying fine he was ostracised and was not allowed to talk to anyone from the Toli and not to mingle socially with them. He was not allowed to smoke hukkah with them.

**Ans 6.6.4.:** Godhan being ostracised could not be asked to light the petromax. But Godhan is the only person to do the job and to save the pride and honour of the Toli the panchayat revoked the ban and he was taken back in the community. Though he declined the request of the panchayat to light the lamp, Gulri Kaki was able to mollify him and bring him around. Godhan’s intelligence saved the honour of the Toli and he became the darling of all.

**Ans 6.6.5.:** The musicians were also happy like other members of the Toli. They were excited and eagerly waited for the evening when their songs and music would make the lighting of the petromax memorable. They looked forward to the glorious moment when they would be able to sing and play music in the light of petromax of their own Toli and their leader instructed them to be extra cautious and vigilant while performing. They performed jubilantly that evening.

## 6.7 Essay type questions

### 6.7.1 What image of rural society do you get from the story?

Answer: India became a democratic republic with the adoption of the Constitution on 26 January 1950. Our Constitution aims at establishing an egalitarian society but as we see in “Panchlight” the rural society is still organised along caste lines. People are divided into various caste groups. Rather than helping each other, many a time they make fun of each other. The stereotypes govern the thoughts of people. People belonging to supposedly lower castes are not only poor but also ignorant. The rural people have been denied access to the fruits of development. The story is set in ‘pre-rural-electrification’ times hence; petromax is not only a source of good light but also a symbol of poor people’s participation in the use of industrial products. The fact that they decide to conduct a proper puja before they light the petromax – a device with nuts and bolts – so that it remains benevolent to the people and performs as expected goes to prove their ignorance and illiteracy. This contradiction of superstition and modernity is easily resolved by these simple folks by reminding themselves that such pujas were also practised in British period. British people, modernity and industrialization are considered synonyms by the rural people. The greatest strength of the rural society is to put the interests of the community above the interests of an individual, howsoever influential or powerful that individual may be. When it is clear that only Godhan, an ostracised boy, can light the panchlight and save the honour of the Mahto Toli the pride of the panchayat members, Gulri Kaki and Munri are not allowed to come in the way of pardoning Godhan and asking him to light the panchlight.

### 6.7.2 How did the Panchlight prove to a boon for Godhan?

Answer: Godhan, a boy from another village, came to live in Mahto Toli. He did not pay even a paisa to the panchayat and was also rude to the members of panchayat. So they were unhappy with him. Gulri Kaki’s complaint became an opportunity for them to settle their score. They fined him Rs. 10. He was ostracised for not paying fine. The panchayat celebrating the purchase of petromax found itself in a problem. Its pride was at stake. It was the last Toli to get panchlight and now it would be the laughing stock of other panchayats for its inability to light a petromax. Godhan was reported to have the skill of lighting panchlight. To save the honour of the community the panchayat lifted the ban which otherwise was not to happen. Gulri Kaki, on her part and as her special contribution to save the community honour, mollified Godhan. Godhan was accepted back in the community, had a patch-up with Munri and got a pat from one and all. In this way panchlight proved to be a boon for Godhan.

### 6.7.3 In “Panchlight” Renu creates a narrative of rural society that remains valid even today though the symbols have changed. Discuss

Answer: There is no denying the fact that in the past sixty eight years India has made a lot of progress. But we have not been able to eradicate poverty and make our people educated. The lofty idealism of inculcating scientific temper among masses and eradication of superstitions have also not been achieved. Roads, public transport, health services, electrification and even safe drinking water to all rural inhabitations will still take more time. Technological revolution has started making inroads into the rural society but all of them, particularly the lower caste poor people, may not be well versed in the use of new gadgets. Rich and higher caste people use it as an evidence of the role of Providence in blessing the lower caste poor with inferior intelligence and hence, subordinating them to the higher castes. Inequality, exploitation, ignorance and denial of opportunities and education to certain sections of society and prevalence of superstitions and fatalistic attitude still are the characteristics more of the rural society than the urban society. Hence the spirit behind the portrayal of rural society in “Panchlight” remains relevant today.

## 6.8 Comprehension of the given passage

### 6.8.1 Read the following passage carefully and answer the questions that follow:

Gulri Kaki’s daughter, Munri, wanted to say something. The words were itching to roll off her tongue. But how could she? She knew that Godhan knew how to light a Panchlight, but she also knew that he had been ostracised by the panchayat. Munri’s mother had complained to the panchayat that Godhan would look at her daughter and sing romantic songs from the movie. The panchayat members had been itching to teach Godhan a lesson: he had come from another village and started living here without ever having given so much as a paisa to the panchayat.



He couldn't care less about the panchayat members. So now when the opportunity presented itself, they fined him ten rupees, and as he did not pay up, forced the villagers to ostracise him. The ban was still in place—Godhan was not allowed to talk to anyone from the *tohi* or mingle socially with them. He could not even smoke from their *hukkahs*, so how could he be called now? How could Munri take his name? On the other hand, there was the question of the entire community losing face.

Munri dropped the suggestion cleverly in her friend Kaneli's ear. Kaneli smiled, 'But Godhan is debarred!' Munri said, 'Why don't you tell the chief to send for him.'

'Godhan knows how to light a Panchlight!' Kaneli announced.

'Who? Godhan? Does he? But. . .'

The chief looked at the secretary and the secretary looked at the other panchayat members. They had all taken a unanimous decision to ostracise Godhan. The entire village was fed up with Godhan singing lewd songs and making sheep's eyes at the girls. But the chief said, 'Why quibble over banishment from the community when the community's honour is at stake?'

- Who is Munri?

Answer: Munri is Gulri Kaki's daughter and is the reason for Godhan's excommunication.

- Why was Godhan ostracised?

Answer: Godhan was fined ten rupees by the panchayat on Gulri Kaki's complaint for casting glances at Munri and singing romantic film songs. Godhan did not pay the fine and it was used as an opportunity by the panchayat to teach a lesson to him by ostracising him.

- How did Kaneli help Munri?

Answer: Munri wanted to tell that Godhan knew how to light a petromax but could not do so because Godhan had been ostracised on her account. She whispered it to Kaneli who announced it to the gathering.

- What was the Panchayat Chief's reaction to Kaneli's announcement?

Answer: Panchayat Chief showed reluctance to ask Godhan to light the petromax.

- From the passage, what do you gather about Munri's attitude towards Godhan?

Answer: In spite of her mother's complaint and subsequent excommunication of Godhan she had a secret liking for him.

## 6.9 Extended Grammar

### 6.9.1 Phrasal Verbs

Phrasal verbs are a special group of verbs which consist of two or three words:

a verb followed by a preposition; (b) a verb followed by an adverb; (c) a verb followed by an adverb and a preposition:

She *looked after* her young children.

The children were *fooling around*.

I *look forward to* meeting you.

### 6.9.2 Never write phrasal verbs as a single word or with a hyphen

By combining an adverb or a preposition or both we get a new meaning of the verb different from its usual meaning, hence, the meaning of a phrasal verb cannot always be found from the meaning of the verb or the adjunct. The first part of some phrasal verbs does not exist as independent verb, as, sum, tamper and zero of 'sum up', 'tamper with' and 'zero in on'.

### 6.9.3 Major types of phrasal verbs

- Intransitive phrasal verbs with adverbs: Many of these verbs are a combination of verb and adverb. They are used in intransitive clauses:  
Rama went *away for* a few days.  
The driver *must have dozed off*.

- Intransitive phrasal verbs with prepositions: Many (other) phrasal verbs used in intransitive clauses are a combination of verb and preposition. Noun groups (in bold) that usually follow these phrasal groups are objects of the prepositions and not the objects of the verbs directly:  
When we *asked for* **directions to the India Gate**, .....  
Medical tourists now *accounts for* **nearly one fourth of all tourists**.
- Either preposition or adverb: In an intransitive clause, when the second thing involved needs to be mentioned, the second word of the phrasal verb can be a preposition; in case, the second thing is clear from the context and need not be mentioned, the second word of the phrasal verb can be an adverb:  
I saw a soldier who had *lagged behind* the others.  
After a while, I felt that he was deliberately *lagging behind*.
- Transitive phrasal verbs: The phrasal verbs which take a direct object are always used in transitive clauses and are called transitive phrasal verbs consisting of a transitive verb and an adverb:  
I *left* my backpack *behind* and took only a handbag.  
The cat *followed* the mouse *down* the stairs.
- Phrasal verbs used both transitively and intransitively: there is a very large group of such phrasal verbs. One important reason is that many phrasal verbs have more than one meaning:
  - a. The aeroplane *took off*.  
Rama *took off* her coat.
  - b. If the room is locked, I will try to *break in*.  
Rama likes to *break in* his assistants slowly.

In the above sentences, ‘take off’ has been used intransitively when it means, ‘leaving the ground to fly in the air’ and transitively when it means, ‘taking a garment off the body’. ‘Break in’ similarly is used intransitively when it means ‘to get into a place by force’ and transitively when it is used to mean ‘to get someone used to a new situation.’
- Ergative phrasal verbs: Like in the case of many ordinary verbs, we can use the object of the phrasal verb in the transitive clause as the subject of the verb in the intransitive clause. In some ergative phrasal verbs, the second word can be a preposition if the thing involved is required to be mentioned, or it can be an adverb if the other thing involved is clear from the context:  
I will not wake *her* up just yet.  
*She* woke up in the middle of the night.  
Can you count all the leaves that *have been blown off* these trees?  
Rama’s hat *blew off*.

#### 6.9.4 Object position

When we are using a phrasal verb in a transitive clause and the object is a short noun group, we have a choice: we can place it after the second word of the phrasal verb or between its two words. However, when the object consists of a long noun group, we usually, in order to keep the phrasal verb together, place it after the second word of the phrasal verb:

She *handed over* the charge.

She *handed* the vase *over* to the maid.

She *handed over* the bunch of keys of the old house that had been sold for a margin.

#### 6.9.5 Pronoun object

Such pronouns as ‘her’, ‘me’, ‘it’ as objects usually come before the second word of the phrasal verb because they are not new information and, thus, need not be put in a position of prominence at the end of the clause:

I waited until he *took* it *up*.

Rama *handed* it *over* to one of the teammates.

### 6.9.6 Abstract nouns as object

When the object of a phrasal verb is an abstract noun, we usually put it after its second word. We can say, 'He *built his career up*'. But:

We are trying to *build up* trust with the customers.

The Students' Union President attempted to *drum up* support from the students.

### 6.9.7 Prepositional object

When a phrasal verb consists of an **intransitive verb** followed by a preposition, the noun group always comes after the preposition even if it is a pronoun:

They *dealt with* the issue intelligently.

We are thinking of leaving our dog with you, would you *look after* it?

When a phrasal verb consists of a **transitive verb** followed by a preposition, it has one noun group after the first word as the object of the verb and another noun group after the second word as object of the preposition:

The chief agreed to *let him into* his secret.

The University will *hold it against* you when you apply next time.

**6.9.8 Intransitive three-word phrasal verbs:** Most phrasal verbs consist of two words. However, there are some phrasal verbs which consist of three words: a verb, an adverb and a preposition. **Most of the three-word phrasal verbs are intransitive and the preposition at the end of the phrasal verb takes its own object that follows it.**

Rama's husband *walked out on* her.

Raman *caught up with* me.

There are only a few three-word transitive and in them, the direct object of the verb comes immediately after it. The second noun group follows the preposition in the usual fashion:

To maximise profits transnational corporations *play national markets off against* each other.

I shall *take you up on* that nice invitation.

***It is not possible to have indirect objects with phrasal verbs. The only objects we can have are direct objects of the verbs and objects of prepositions.***

### 6.9.9 Some commonly used Phrasal verbs (many of them have more than one meaning)

- abide by (tr) = to accept and act according to a law, an agreement, etc.

You'll have to abide by the rules of the university.

- account for (tr) = give a good reason for, explain satisfactorily (some action or expenditure) A disbursing Drawing and Officer must account for every paisa he spends.  
I cannot account for my superiors' abuse of law.
- allow for (tr) = make provisions in advance for, take into account some additional requirement, expenditure, delay etc.  
Jaisalmer is 320 kilometres from Jodhpur and I will drive at 90 k.p.h., so I'll be there in three and a half hours. But you'll have to allow for delays going through villages and towns.
- ask for/after somebody = ask for news of;  
I met Raman in Jaisalmer, he asked after you. (asked how you were)
- ask for = ask to speak to/request, demand  
Go to the office and ask for the Principal  
The workers asked for higher wages and shorter working hours.
- back away (intr) = move back slowly when confronted by some danger or unpleasantness  
When the robber took his gun out everybody backed away.
- back out (intr) = withdraw from some previously agreed upon joint action; discontinue or refuse to extend previously promised help/support  
He agreed to give donation but backed out when he found that the organisation had shady links.

- back (somebody) up = support verbally or morally  
A good principal always backs up his staff.
- be in for (tr) = be about to encounter (usually something unpleasant)  
Did you hear about the election result? I'm afraid we are in for a hung assembly.
- be up to (tr) = be physically or intellectually/morally strong to perform a certain action  
After the accident the player continued in the team but he was no longer up to the game.
- bear out (tr) = confirm  
The newspaper reports bear out my theory
- bear up (intr) = hide feelings of grief, accept bad news bravely  
The news of his parents was a great shock but he bore up bravely; we did not feel how much he felt it.
- blow out (tr) = extinguish (a flame) by blowing  
The wind blew out the lamp.
- blow up (tr/intr) = explode, destroy by explosion, be destroyed  
The army blew up the bridge so that the enemy couldn't follow them.  
Just as the enemy reached the bridge it blew up.  
= fill with air  
The children blew up balloons and stuck all around the room to decorate it.
- break in (intr); break into (tr) = enter by force  
Thieves broke into the house and stole the ornaments  
Our house was broken into when we were on tour.  
= train a young horse for use  
You cannot ride a camel before he has been broken in.
- break out (intr) = beginning of war, fire epidemic etc.  
The Great War broke out in September 1939.  
= escape from prison etc. by using force  
The police are looking for the robbers who broke out of the prison last night.
- break up (intr) = termination of meetings, parties and terms of schools etc.  
The college broke up on 22<sup>nd</sup> May and the students went home for the holidays.
- bank on (intr) = to rely on sb/sth  
I'm banking on you for help.
- bring round (tr) = persuade someone to accept a previously unacceptable suggestion  
After a lot of argument I brought him round to my point of view.  
= restore to consciousness  
He fainted with the pain but a little medical help brought him round.
- bring up (tr) = rear and educate children  
Though she lost her husband early, she brought up her children to be good citizens.  
= mention  
At the last meeting of the syllabus committee the chairperson brought up the question of revision of the syllabus.
- bring (sb) down = to make sb lose power; be defeated  
The freedom fighters tirelessly worked to bring down the British Raj.  
= to reduce something  
All political parties prominently stated in their manifestoes that they will bring down the prices of food items.
- bring (sth) in = to introduce a new law  
The Law Minister wanted to bring in a new bill to cut down fiscal deficit.
- bring about = to make (sth) happen  
What brought about these changes in her?

- care for (tr) = like (but very rarely used in the affirmative)  
He doesn't care for the T. V. serials.  
= look after (used almost exclusively in passive)  
The Taj Mahal looked well cared for.
- carry on (intr) = continue to do (duty/work)  
I can't carry on the job of maintenance alone, I must be provided help.
- carry on with (tr) = continue  
I can't carry on the job of maintenance alone, I must be provided help.
- carry out (tr) = perform (duty, obey, fulfil (threats))  
Subordinates are bound to carry out the orders of the superiors.
- come across/ upon (tr) = find by chance  
When I was looking for my certificates I came across a very old letter I thought I had lost.
- come along/on (intr) = come with, accompany  
Come on, or we'll miss the beginning (of the performance).
- come round/to (intr) = recover consciousness  
When we found him he was unconscious but he came round/to soon after a little medication.
- do away with (tr) = abolish  
We must do away with the subsidies or rationalise the policy of subsidies.
- do up (tr) = redecorate  
We need to do up this house before we shift here.
- fall back on (tr) = use in the absence of something better  
The flood situation worsened, luckily we had some canned food to fall back on.
- fall on (tr) = attack violently  
The mob fell on the eve teasers and thrashed them almost to a pulp.
- fall through (intr) = fail to materialise  
Our plans to go on an exotic holiday fell through as my leave was cancelled at the last moment.
- fix up (tr) = arrange  
The next meeting with our foreign partners has already been fixed up.
- get about (intr) = circulate, move or travel in a general sense  
The news got about that she has married her business partner.
- get back (tr) = recover possession of  
If you lend him any money, you will never get it back. He is a cheat.
- get back (intr) = reach home again  
We spent the whole week travelling. It felt really nice to get back to the comforts of home.
- get over (tr) = recover from illness, distress, mental weakness etc.  
Rama used to have sickness while travelling by bus but she has got over that now.
- give (someone) away = betray him  
Vidyotama thought that Kalidas was a Pundit but his accent gave him away.
- give in (intr) = yield  
These days most parents give in to the demands of their children.
- give up (tr) = discontinue a habit, sport, study, occupation  
Have you given up Lawn Tennis?
- go ahead (intr) = proceed  
While the Principal was away the Vice-Principal went ahead with the procurement of books and we could have a good library well in time.

- go for (tr) = attack  
Mohammad Ali went for the opponent and knocked him out in the first round itself.
- go into (tr) = investigate, examine thoroughly  
The case has been handed over to SIT. They will go into it very carefully.
- go through (tr) = examine carefully, suffer  
The supervisor went through the project report carefully to see if it could be submitted to the University.  
No one knows what she went through when they lost their only child.
- keep up (tr) = maintain effort  
I drove 90 k. p. h. for 300 kms. but could not keep this speed up because of pot holes on the road.
- look after (tr) = take care of  
Will you look after our do when we are away?
- look for (tr) = search  
I seemed to have lost my pen. Will you help me to look for it?
- look down on (tr) = hate  
Some people treat the beggars kindly whereas some people look down on them.
- make up for (tr) = compensate for  
You will have to work hard in this month to make up for the loss of studies in the previous month.
- put up with (tr) = bear  
We have to put up with a lot of noise for ten days as our house is adjacent to Ramlila Ground.
- run into (tr) = collide with  
My car skidded and ran into a road side tree.
- send for (tr) = summon  
The Principal sent for me and called for an explanation.
- stand out (intr) = be easily seen  
He stood out in the crowd of Executives because of his height and flowing beard.
- take after (tr) = resemble  
She takes after her mother. She too has kinky hair.
- take to (tr) = begin a habit  
Having fallen into bad company he took to drinking.
- turn up (intr) = arrive, appear  
The teacher reached the classroom but the students did not turn up.
- turn away (tr) = refuse admission to  
All those who did not have invitation cards were turned away from the concert hall.

## 6.10 Solved Exercises

6.10.1 Use correct form of the verb with a suitable adjunct to fill in the blanks in the following sentences:

- MNCs do a lot of research in order to (find) ... exactly what their customers want.
- Has anyone agreed to (look) ... your house in your absence?
- Scientists working in Defence establishments are forbidden to (give) ... confidential information.
- My publishers will soon be (bring) ... my latest collection of essays.
- The ministry has (put) ... many new proposals to deal with rising prices.
- It is not yet clear who will (take) ... the job.
- I quickly (look) ... the letter I had just received.
- I refused to (put up) ... his rudeness any longer.
- They managed to (put) ... the fire.

Answers: find out; look after; give out; bring out; forward; take up; through; put up with; put out

6.10.2 Replace the words in italics with a phrasal verb using the given verb:

6.10.2.1 Turn:

- The supervisor *refused* his request for casual leave. [turned his request down]
- His landlady *evicted* him for not paying his rent. [turned him out]
- After being hit by a huge wave, the boat *capsized*. [turned over]

6.10.2.2 Get:

- We wondered how he was *progressing* in his new job. [getting on]
- He says that his lack of success is beginning to *depress* him. [get to]

6.10.2.3 Take:

- Shyam *resembles* his father in many ways. [takes after]
- The younger brother *assumed control* of the business on the retirement of his older brother. [took over the business]
- The man looked so respectable and honest that I was completely *deceived*. [taken in]

6.10.2.4 Come:

- While looking through the books I found an old and valuable letter. [came across]
- Our new book will *be published* next week. [come out]

6.10.2.5 Give:

- Hemu *resigned from* his job in an MNC when the truth about his past became known. [gave up his job]
- Although Sushree agreed with me on most issues, there was one on which she was unwilling to *yield*. [give in]
- The rotten egg *emitted* a very unpleasant smell. [gave out]

## 6.11 Unsolved Exercises

### 6.11.1 Explain the following passage with reference to the context:

The elders of MahtoToli bought a petromax at this year's Ramnavami fair from the fines and penalties collected over the past fifteen months. There are eight panchayats in the village, one for each community. All the panchayats have their own *durries, jajim, mats* and a petromax lamp, which the villagers call the Panchlight. After buying the Panchlight, the panchayat members decided to buy offerings for *puja* with the ten rupees that were left over, for it would be most inappropriate to use a technical object with nuts and bolts without first having it suitably blessed. After all, even in the time of the British Bahadur, a sacrifice would be offered to appease the gods before work could begin on building a bridge.

### 6.11.2 Give answers to the following questions in about 50 – 70 words each:

- What instructions did the Chief give to his wife about puja?
- What was the reaction of the people of other Tolis about the panchlight?
- Why did people of Mahto Toli start suspecting the wisdom of the panchayat members?

### 6.11.3 Give answers to the following in about 150-200 words each:

- What made the people of Mahto Toli so jubilant?
- Think of a situation that would bring the same kind of happiness in a similar kind of village today and narrate it in your own words.

## 6.12 Read the following passage carefully and answer the questions that follow:

The chief looked at the secretary and he secretary looked at the other panchayat members. They had all taken a unanimous decision to ostracise Godhan. The entire village was fed up with Godhan singing lewd songs and

making sheep's eyes at the girls. But the chief said, 'Why quibble over banishment from the community when the community's honour is at stake?'

The secretary said, 'True. True.'

The other members of the panchayat spoke in one voice, 'All right. Let the ban be lifted from Godhan.'

The chief dispatched the orderly. The orderly returned and said, 'Godhan refuses to come. He says there is no telling with the panchayat members; tomorrow if something goes wrong with the nuts and bolts of the contraption, they will make me pay a fine.'

- Who had ostracised Godhan?
- What was the complaint against Godhan?
- Why was the honour of the community at stake?
- Why did the Panchayat lift the ban?
- Why did Godhan refuse to come and light the lamp?

### 6.13 Grammar:

Use the phrasal verbs given in the table below in sentences of your own so as to make their meaning clear

ask in	come off	look forward to
ask out	come out	make out
back down	fall in with	make up
be up to	get away	put off
break away	get away with	run out of
break through	get on	run across/into
break with	get round	run over
bring along	go round	take over
bring out	go off	take on
call at	go back on	take for
call for	go down	take in
call on	keep out	turn down
call off	keep on	turn out
call up	look up to	turn over



## Chapter-7

### The Child

Munshi Premchand

Study Material: Dr. Manjeet Rathee

#### 7.1. The Objective:

The objective of the story is to bring to the light the best human qualities and innate goodness present inside man, especially amongst the poor and the downtrodden, who have the courage to take decisions based on their heart.

To acquaint the students with the knowledge and usage of Direct and Indirect (Reported) Speech.

#### 7.2. About the author

**Munshi Premchand**, (born as Dhanpat Rai Srivastva in a village called Lamhi near Varanasi- (1880-1936)) one of the most prominent Hindi- Urdu writers of the Indian subcontinent, is mainly recognized for his creations that always contain a social message and raise voice against the social evils pertaining in the Indian society. His creations brought the era of realism in the Indian literature at a time when only fantasy fictions and religious writings were popular. Premchand embodied the social purpose and social criticism in his characters that are subjected to the different circumstances and act accordingly. The great novelist is ranked among the greatest authors of the 20th century in India. His literary work in Urdu gained him the reputation of a writer with social aim.

Premchand was born in the British India and the Indian Independence movement was at its peak when he started his writing career. His early writings were largely influenced by the nationwide movement in which he often expressed his support to the fight for freedom. In 1910, his collection of *Soz-e-Watan* was labeled as rebellious on account of its message which urged Indians to fight for the nation. An outraged British government confiscated the book and all copies of *Soz-e-Watan* were burnt or destroyed. Premchand, who was writing under the name of Nawab Rai at that time, began to use Premchand as his pen name. The prolific writer wrote more than 300 stories, novels and several number of essays, letters and plays. Many of his works have been translated into English and Russian and some have been adapted into films as well.

Aside from a novelist and author, Premchand was also a social reformer and a thinker. The remarkable characteristic of his writing is the reality with which he depicts his characters in the novels. Unlike other contemporary writers, he does not write fantasy fictions, or stories based on the exploits of a 'hero'. His novels mainly consist of messages on social evils like, dowry, poverty, communalism, colonialism and corruption and Zamindari. He is the first writer of the twentieth century to bring reality in the literature. An ideal short story in Premchand's words "must throw light on some aspect of life; it must examine critically, and courageously, the conventions of society; it must deepen the inherent instinct in man for the good, the true and the beautiful; it must quicken his sense of curiosity and must be based on a psychological truth"

The story, *The Child*, is narrated by the employer of a Brahmin servant named Gangu. The story contrasts the middle class morality of narrow-minded persons to Gangu's courage, sincerity and goodness. Gangu courage is revealed when he accepts a widow for wife and her new born as his own child. The story celebrates Gangu's compassion, courage and acceptance of human nature as the embodiment of goodness. Premchand urges on the readers not to succumb to pressures of an orthodox society which tends to stifle the inherent goodness of an individual.

### 7.3. Points to Remember:

- Gangu, the illiterate Brahmin servant, is a man of extremes. He neither socializes much nor performs religious rituals and expects the world to respect him.
- The employer is a self-reliant person who hates complaints and giving advance money to servants.
- One day Gangu makes a humble proposal to his employer to grant him permission to leave work since he does not want to tarnish his employer's image and reputation by marrying a so-called 'loose' and 'wicked' woman, Gomti, who has just been thrown out of a Widows Home after failure of her third marriage.
- Gangu's employer severs all connections with him for fear of all kinds of troubles and complications arising out of Gangu's marriage.
- Gangu marries Gomti and lives happily for five months in a thatched house in the same neighbourhood with great self-respect and dignity.
- One day Gomti runs away from Gangu's house too and Gangu gets very upset and agitated.
- Yet he does not speak ill of her and rather blames his own self for not properly catering to her needs.
- Gangu vows not to rest till he is successful in finding her and bringing her back to his house.
- Gangu finally manages to find her in one of the women's hospitals in Lucknow along with a newly born child.
- Gangu happily accepts her along with the child because he has married her out of pure and unconditional love.
- Gangu's employer realizes his mistake in doubting Gangu's integrity and self-respect and lovingly takes the unblemished child in his lap. He realizes the meanness of his own heart and appreciates Gangu's generosity and true goodness.

### 7.4. Comprehension Exercises

#### 7.4.1. Reference to the Context:

17.4.1.a. I am not one to talk too much with servants. I don't want any of them to come and talk to me unless I call them. I don't approve of having my servants at my beck and call to perform small chores. I find it much easier to pour my own drinking water, light my own lamp, wear my own shoes and take out books from the cupboard myself than to call for Iingan or Maiku. This helps me feel autonomous and self-reliant. The servants are familiar with my temperament, and rarely approach me unnecessarily. So one day, when Gangu appeared before me early in the morning, I was not at all pleased.

#### Answers:

These lines have been taken from the story *The Child* written by Munshi Premchand who was the first writer of the twentieth century to bring reality in literature. An ideal short story in Premchand's words "must throw light on some aspect of life" and in the above lines there is an attempt by the writer to bring before the reader the real character of the narrator of the story- employer of Gangu. The employer is a self-reliant person who prefers doing his daily chores all by himself rather than being dependent on his servants for various small things. He also hates complaints and giving advance money to servants. So one day when Gangu appears before him all of a sudden, he is not at all impressed and looks at him with suspicion since he does not like the servants to come to him unless they are asked for. The language is simple and lucid and reflects the class bias prevalent in the minds of the middle class against the poor and the downtrodden.

16.4.1.b. I a good person! The veil of my goodness had been drawn away from my eyes. I said, in a voice steeped in devotion, 'No, why should she come to see an impure man like me? You think I'm a good person? I appear to be good, but my heart is mean. True goodness is in you, and this child is a flower perfumed with your goodness.'

Holding the child to my breast, I went with Gangu.

These lines have been taken from the story *The Child* written by Munshi Premchand. An ideal short story, Premchand believes, must examine critically and courageously the conventions of society and it must deepen the

inherent instinct in man for the good, the true and the beautiful. The above lines reflect this quest for beauty and goodness in the narrator, the employer of Gangu, who till now, was casting aspersions on him since Gangu had married a woman whom he thought was of loose character. But things turn out just the reverse way towards the end when the truth about Gangu's goodness and humanity touches the employer and he is able to realize his artificial goodness and hypocrisy of the middle class. Gangu's compassionate acceptance of Gomti's child as his own opens up the eyes of his employer as to what real goodness is and how it requires lot of courage and compassion to imbibe such goodness. The employer, on realizing his limitations, is generous enough to leave behind his hypocrisy and readily accepts the lesson of innate love and virtue taught by Gangu and Gomti's actions. So complete is his purification of heart that he readily offers to visit Gangu's house to meet Gomti and bless the child. The lines, apart from exposing the double standards of middle class, beautifully bring out the hidden beauty and goodness inside every man.

### 7.5. Comprehension Passage:

#### 7.5.1. Answer the questions given at the end of the passage.

I gaped at him in amazement. This stupid Brahman with his old-fashioned ideas, who has remained entirely untouched by the breezes of modernity, wants to marry that loose woman, whom no decent man would allow inside his house. Gomti had created much turbulence in our peaceful neighbourhood. She had come to the Widow's Home many years ago. The Home's administrators had gotten her married three times, but each time she ran away in a fortnight or a month's time, and returned to the Home. This time, the head of the Home had thrown her out. She had rented a room in the neighbourhood, and had become a source of entertainment for the dissolute men of the locality.

I was angered by Gangu's simplicity but also pitied him. Is this the only woman in the world this donkey can find to marry? She has run away from three husbands, how long will she stay with him? If he were a very rich man it might be different. Perhaps she would have stayed for six months or a year. This fellow is as good as a blind man. They won't get along for even a week.

- Who is the speaker of these lines and to whom are the lines addressed?
- Who is Gomti and how has she created much turbulence in the neighbourhood?
- Why was Gomti thrown out of the Widows' Home?
- What is the reason for the speaker's anger as well as pity for Gangu?
- Why does the speaker think that they would not get along even for a week?
- Use the words 'amazement' and 'dissolute' in sentences of your own.

#### Answers:

- ✓ The narrator, employer of Gangu, is the speaker and the lines are addressed to Gangu.
- ✓ Gomti is a woman who had come to a Widows' home many years ago since she had no where else to go to.
- ✓ Gomti was thrown out of Widows' house because she had been married off thrice by the administrators of the Widows' home and each time she ran away in fortnight or a month's time, and returned to the Home. So the head of the Home threw her out in desperation.
- ✓ The reason why the speaker is angry is because he too believes that Gomti is a woman of loose character. He pities Gangu for his intense desire to marry that loose woman.
- ✓ The speaker thinks that they would not get along even for a week because she has already deserted her three previous husbands. She will also not stay with Gangu for long because he is a poor man.
- ✓ Amazement: My amazement knew no bounds when I watched Indian Cricket team winning the world cup.

Dissolute: Women who are poor and single are often considered to be dissolute.

### 7.5.2. Answer the questions given at the end of the passage

Gangu put his hand on his breast, as if his heart was wounded by my words, and said, 'oh no, sir, don't say so. She hasn't touched a single thing. She's even left behind her own things. I don't know what defect she saw in me. I was not worthy of her, what else can I say? She was educated, and I am completely illiterate. It was surprising that she stayed with me so long. If I had stayed with her a while longer, I would have become a man. What can I tell you about her, sir? Whatever she may have been to others, to me she was a gift sent by some God. I don't know what mistake I made. But I swear she never so much as looked angry. What am I, Sir? I am a labourer, worth ten or twelve annas; but she was so blessed that she made this little go a long way and we never felt that we lacked anything.'

- Who is 'she' being referred to in the above passage and where has she gone?
- What impression do you gather about 'her' from the above lines?
- Why is Gangu so sad at her departure?
- How does Gangu justify her going away?
- How does Gangu compare himself to 'her'?
- Use the words 'defect' and 'illiterate' in your own words.

### 7.6. Answer the following questions in about 50 words each.

- 7.6.1 Who was Gangu?  
 7.6.2 What are the two things that Gangu's employer disliked the most?  
 7.6.3 Why did Gangu leave his employer's work?  
 7.6.4 Why did Gomti run away from Gangu's house?  
 7.6.5 Where does Gangu finally find Gomti and in what situation?  
 7.6.6 What message do we get from the ending of the story?

#### 7.6.-A : Answer to the above questions

**Ans 7.6.1.:** Gangu was the narrator's servant. He considered himself a Brahman and wanted everyone to respect him for the same. He was a man of extremes who did not believe in socializing with others and spoke very little.

**Ans 7.6.2.:** The two things that Gangu's employer disliked the most were servants' complaints against other servants and servants' demands for advance on their wages.

**Ans 7.6.3.:** Gangu left his employer's work because he did not want to tarnish his employer's image and reputation by marrying a so called 'loose' and 'wicked' woman, Gomti, who has just been thrown out of a Widows' Home after failure of her third marriage.

**Ans 7.6.4.:** Gomti ran away from Gangu's house because she was afraid that Gangu might not accept her child and might be too upset at the fact of her giving birth to someone else's child.

**Ans 7.6.5.:** Gangu finally finds Gomti in the Women's hospital in Lucknow because she had told one of Gangu's friends about her destination.

**Ans 7.6.5.:** The ending of the story gives the reader a message that unconditional love and purity can go a long way in bringing about the innate goodness in one's own self and in others. Due to this, Gangu's employer realizes his mistake in doubting Gangu's integrity and self respect. He also realizes the meanness of his own heart.

### 7.7 Answer the following questions in about 150 words each

7.7.1. Write a brief character sketch of Gangu.

**Ans.** Gangu is an illiterate servant of the narrator. He considered himself a Brahman and wants everyone to respect him for the same. He is a man of extremes who does not believe in socializing much nor performs any religious rituals. His humble proposal to his employer to grant him permission to leave work shows his truthfulness and sincerity since he does not want to tarnish his employer's image and reputation. The fact that Gangu marries Gomti and lives happily for five months in a thatched house in the same neighbourhood with great self-respect and dignity speaks volumes about his generosity and courage to take on a conventional society.

Gomti's desertion makes him very upset and agitated. Yet he does not speak ill of her and rather blames his own self for not properly catering to her needs. He vows not to rest till he is successful in finding her and bringing her back to his house. Gangu finally manages to find her in one of the women's hospital in Lucknow along with a newly born child. He happily accepts her along with her newborn child which shows his purity of heart and unconditional love.

7.7.2 Write a brief character sketch of Gomti.

Ans. Gomti is a woman who had come to a Widows' home many years ago since she had no where else to go to. She is soon thrown out of widow's house by the head in desperation because she had been married off thrice and each time she ran away in a fortnight or a month's time. Yet this impression of Gomti is soon refuted when Gangu tells the truth about her. For Gangu, she is a woman who wants love, care and mutual faith more than food. She also suffers from an ailment in the form of being 'possessed by a spirit.' As a result, she sometimes becomes hysterical and faints too. Her innate goodness comes to the fore when she runs away from Gangu's house fearing that Gangu might not accept her child fathered by another person. But the fact that she did not take even a single thing away from Gangu's house speaks of her basic honesty. She is too happy and obliged for Gangu's acceptance of her child and comes back with him to live happily thereafter.

7.7.3 Discuss the theme of the story in your own words.

Ans. The story exposes the hypocrisy and shallowness of the Indian middle class. Premchand does it by contrasting it to the humanity, affection and love of the poor people represented by Gangu, the servant. The relationship between Gangu and Gomti is based on pure and unconditional love which enables the narrator to look at human relationships in a new light. Ultimately, he comes to realize the limitations of his own conventional attitudes and outlook. The fact that the narrator is able to see the flowering of 'true goodness' in Gangu, Gomti and their child shows the realization and acceptance of real goodness that many a times lies hidden and unexposed under the pressures of the society.

## 7.8 Rules of narration: Direct and Indirect (Reported) Speech

The art of reporting the words of a speaker is called Narration. There are two main ways of reporting the words of a speaker.

- **Direct Speech**
- **Indirect Speech**

7.8.1. In **Direct Speech**, the actual words of the speaker are put in quotes, eg.,

- Kulbir said, "I am very busy now."

Here the speaker- **Kulbir**, is the Reporter.

'**Said**' is the Reporting verb and

"**I am very busy now**", is the Reported speech.

7.8.2 In **Indirect Speech**, the actual words of the speaker are transformed and said/ written in a simple manner.

For example:

- Kulbir said that he was very busy then.

There are five basic things that have to be changed while converting a Direct Speech to an Indirect Speech.

- To change the reporting verb according to the reported speech.
- To remove the inverted comma's from the Direct Speech and replace them with an appropriate conjunction.
- To change the pronoun of reported speech accordingly
- Change the Adverbs of the Direct Speech

E.g. Reena said to me, "I shall go the park today."

Reena told me that she would go to the park that day.

We note that in Direct Speech, we use inverted commas to mark off the exact words of the speaker. In Indirect Speech we do not use the inverted commas.

It will be further noticed that in changing the above Direct Speech into Indirect speech, certain changes have been made. Thus:

- We have used the conjunction 'that' before the Indirect Statement.
- The pronoun "Reena" is changed to "she". (The Pronoun is changed in Person)
- Reporting verb "said to" is changed to "told".
- The adverb "today" is changed to "that day".

### 7.8.3 Rules for changing Direct into Indirect Speech:

When the reporting or principal verb is in the Past Tense, all the Present Tenses in the Direct Speech are changed into Past Tense.

#### 7.8.3.1 A simple present tense becomes simple past tense.

**Example:**

- Direct: He said, "I am unwell."
- Indirect: He said that he was unwell.

#### 7.8.3.2 A present continuous tense becomes a past continuous.

**Example:**

- Direct: He said, "my mother is writing letter."
- Indirect: He said that his mother was writing letter.

#### 7.8.3.3 A present perfect becomes a past perfect:

**Example:**

- Direct: He said, "I have passed the examination."
- Indirect: he said that he had passed the examination.

#### 7.8.3.4 As a rule the simple past tense in the Direct Speech becomes the past perfect tense in Indirect Speech.

**Example:**

- **Direct:** He said, "His horse died in the night."
- **Indirect:** he said that his horse had died in the night.

#### 7.8.3.5 NOTE:

- The shall of the future is changed into should.
- The will of the future is changed into would.
- The can and may of the future are changed into could and might respectively.
- The tenses will not change if the statement is still relevant or if it is a universal truth.
- One can often choose whether to keep the original tenses or change them.

**Examples:**

- **Direct:** "I know her address", said Anita.
- **Indirect:** Anita said that she knows/knew her address.  
In this Indirect Speech, both the past tense and the present tense make the sentence a correct one.
- **Direct:** The teacher said, "The earth goes round the sun."

- **Indirect:** The teacher said that the earth goes/went round the sun.
- **Direct:** She said, "German is easy to learn."
- **Indirect:** She said that German was/is easy to learn.

The past tense is often used when it is uncertain if the statement is true or when we are reporting objectively.

Are you clear about the conversion of Direct to Indirect Speech?

**7.8.3.6 If the reporting verb is in present tense. The tense of the Direct Speech do not change. For example, one may rewrite the above examples, putting the reporting verb in the present tense.**

**Examples:**

- Direct: He says, "I am unwell."
- Indirect: He says that he is unwell.
- Direct: He says, "my mother is writing letter."
- Indirect: He says that his mother is writing letter.
- Direct: He says, "I have passed the examination."
- Indirect: he says that he has passed the examination.
- Direct: He says, "His horse died in the night."
- Indirect: he says that his horse died in the night.

**7.8.3.7 The pronouns of the Direct Speech are changed when necessary, so that their relations with the reporter and his hearer, rather than with the original speaker are indicated.**

**Examples:**

- Direct: He said to me, "I do not believe you."
- Indirect: He said that he did not believe me.
- Direct: She said to him, "I do not believe you."
- Indirect: She said to him that she did not believe him.
- Direct: I said to him, "I did not believe you."
- Indirect: I said to him that I did not believe him.
- Direct: I said to you, "I do not believe you."
- Indirect: I said to you that I do not believe you.

**7.8.3.8 Words expressing nearness in time or places are generally changed into words expressing distance.**

**Examples:**

- Direct: He said, "I am glad to be here this evening."
- Indirect: he said that he was glad to be there that evening.
- **Direct:** He said, "I was here yesterday."
- **Indirect:** He said that he was there the day before.

**7.8.3.9 Following words which get changed when the Direct Speech is changed into Indirect Speech.**

- 'Now' becomes 'then.'
- 'Here' becomes 'there.'
- 'Ago' becomes 'before.'
- 'Thus' becomes 'so.'
- 'Today' becomes 'that day.'
- 'Tomorrow' becomes 'the next day.'

- ‘Yesterday’ becomes ‘the day before.’
- ‘Last night’ becomes ‘the night before.’
- This becomes that.
- ‘These’ becomes ‘those.’

### 7.8.3.10 How the questions used in the Direct Speech are changed into Indirect Speech?

In reporting questions, the indirect Speech is introduced by such verbs as asked, inquired etc...

#### Examples:

- Direct: He said to me, “What are you doing?”
- Indirect: He asked me what I was doing.
- Direct: A stranger asked me, “Where do you live?”
- Indirect: A stranger enquired where I lived.
- Direct: The Policemen said to us, “Where are you going?”
- Indirect: The Policemen asked us where we were going.
- Direct: He said, “Will you listen to such a man?”
- Indirect: He asked them whether they would listen to such a man.
- Direct: His angry mother jeered, “Do you suppose you know better than your father?”
- Indirect: His angry mother jeered and asked whether he supposed that he knew better than his father.

### 7.8.3.11 How the commands and the requests in the Direct Speeches are changed into Indirect Speeches? In reporting commands and requests, the indirect speech is introduced by some verb expressing commands and requests, and the Imperative Mood is changed into Infinitive Mood.

#### Examples:

- Direct: Ravi said to Meet, “Go away.”
- Indirect: Ravi ordered Meet to go away.
- Direct: He said to Mary, “Please wait here till I return.”
- Indirect: he requested Mary to wait there till he returned.
- Direct: “Call the first witness”, said the Judge.
- Indirect: The Judge commanded them to call the first witness.
- Direct: He shouted, “Let me go.”
- Indirect: he shouted to them to let him go.
- Direct: He said, “Be quite and listen to my words”.
- Indirect: He urged them to be quite and listen to his words.

### 7.8.3.12 How the Exclamation and the Wishes in the Direct Speeches are changed when the Direct Speeches are changed into Indirect Speeches.

In reporting exclamation and wishes, the Indirect Speech is introduced by some verb expressing Exclamation and Wishes.

#### Examples:

- Direct: He said, “Alas! I am undone”.
- Indirect: He exclaimed sadly that he was undone.
- Direct: Alice said, “How clever I am?”
- Indirect: Alice exclaimed that he was very clever.
- Direct: He said, “Bravo! You have done well.”



- Indirect: he applauded him, saying that he had done well.
- Direct: “So help me, Heaven!” he cried, “I will never steal again”.
- Indirect: He called upon Heaven to witness his resolve never to resolve.

## 7.9 Exercises

### 7.9.1. Do as directed:

#### 7.9.1.a. Change the following sentences into indirect speech.

- Randeep says, ‘I will be going to Mussoorie during holidays.’
- The teacher said to the students, ‘You will all grow up into wise and intelligent young men and women.’
- My mother said to me, ‘Come and meet me soon.’
- The students said, ‘Hurrah! We have won the match.’
- “What a beautiful place!” Kulbir said when he saw Tilyar lake.
- Meeta said to Shabnam, ‘Will you lend me some money when I am in need?’
- My brother said to me, ‘Don’t you like ice- cream?’
- The actor said to the audience, ‘Please appreciate my movie and my role in it.’
- The commander said, ‘Bravo, my soldiers! I am so proud of you.’
- Uday said to his parents, ‘Let me go to Jodhpur with my friends.’

#### Answers:

- ✓ Randeep says that he will be going to Mussoorie during holidays.
- ✓ The teacher told the students that they would all grow up into wise and intelligent young men and women.
- ✓ My mother asked me to come and meet her soon.
- ✓ The students exclaimed with joy that they had won the match.’
- ✓ Kulbir exclaimed with surprise that Tilyar lake was a beautiful place.
- ✓ Meeta asked Shabnam if she would lend her some money when needed.
- ✓ My brother asked me if I liked ice- cream.
- ✓ The actor requested the audience to appreciate his movie and his role in it.
- ✓ The commander appreciated his soldiers by saying that he was proud of them.
- ✓ Uday asked his parents to let him go to Jodhpur with his friends.

#### 7.9.1.b. Change the following sentences into direct speech

- The police officer inquired why he had stolen the money.
- The teacher said that the earth is round.
- Jaiveer complained to the police that the student had run away with the answer sheet.
- The Vice Chancellor will say that he will perform his duty with honesty.
- The mother advised her son to perform his duty well.
- Subhashini exclaimed with surprise that it was a wonderful get together.
- I asked my child how she has performed in her annual exams.
- Sonu asked the patients to take care of their health.
- My friend, Rashmi, told me that she was going to America soon.
- The judge asked the lawyer if he had some more evidences to produce.

#### Answers:

- ✓ The police officer said, ‘Why have you stolen the money?’
- ✓ The teacher said, ‘The earth is round.’
- ✓ Jaiveer said to the police, ‘The student has run away with the answer sheet.’
- ✓ The Vice Chancellor will say, ‘I will perform my duty with honesty.’

- ✓ The mother said to her son, 'You should perform your duty well.'
- ✓ Subhashini said, "Hurrah! What a wonderful get together!"
- ✓ I said to my child, "How have you performed in your annual exams?"
- ✓ Sonu said to the patients, "Please take care of your health."
- ✓ My friend, Rashmi, said to me, 'I am going to America soon.'
- ✓ The judge said to the lawyer, 'Do you have some more evidences to produce?'

### 7.10. Exercises for practice:

**Tag Questions:** A Tag question is a special construction in English. It is common in English to make a statement followed by a small question to it in order to confirm what is being said in the main sentence. These small questions which follow the main statement are called tag questions. They mean something like:

- "Is that right?" or
- "Do you agree?"

**The basic structure of a tag question is:**

**Positive statement ----- negative tag.** For example:

- Mili is an intelligent girl, isn't she?
- Kulbir is a very compassionate person, isn't he?

**Negative statement: positive tag.** For example:

- Usha has not forgotten me, has she?
- You don't like me, do you?

**Note that the tag repeats the auxiliary verb (or main verb when "be") from the statement and changes it to negative or positive.**

In the case of imperative sentences, we normally use 'will you?' as the tag, regardless of the subject being a positive or a negative one:

- Give me your book, will you?
- Don't insult your sister, will you?

**The tag 'won't you?' suggests urgency. For example:**

- Read the suggestions carefully, won't you?

**In the case of suggestions beginning with 'let's', the tag, 'shall we?' is used:**

- Let's go to our old school, shall we?

### 7.11. Exercise:

**Add appropriate tags to the following sentences. (Please remember that when a tag is added, the full stop is changed to a comma.)**

- I do not like tea.
- The team reached the ground on time.
- We are always expected to do our duty.
- My journey to London was not an easy one.
- There is no point in crying over spilt milk.
- Let's go to watch a movie.
- That was not a very warm welcome indeed.

- Most of us do not like getting up early in the morning.
- Nisha loses her temper so often.
- None of the delegates liked our work.
- You needn't worry all the time.
- Some of us could tell us the correct answer to the question.
- Everybody can't afford to go abroad.
- We shouldn't forget that we are guests here.
- The shopkeeper wouldn't allow us to buy in bulk.

**Answers:**

- ✓ I do not like tea, do I?
- ✓ Virat Kohli reached the ground on time, didn't he?
- ✓ We are always expected to do our duty, Aren't we?
- ✓ My journey to London was not an easy one, was it?
- ✓ There is no point in crying over spilt milk, isn't it?
- ✓ Let's go to watch a movie, shall we?
- ✓ That was not a very warm welcome indeed, was it?
- ✓ Most of us do not like getting up early in the morning, do we?
- ✓ Nisha loses her temper so often, isn't it?
- ✓ None of the delegates liked our work, did they?
- ✓ You needn't worry all the time, do you?
- ✓ Some of us could tell us the correct answer to the question, could we?
- ✓ Everybody can't afford to go abroad, can they?
- ✓ We shouldn't forget that we are guests here, should we?
- ✓ The shopkeeper wouldn't allow us to buy in bulk, did he?

**7.12 Homonyms**

Homonyms are words that have similar spellings and pronunciations but express different meanings.

Examples:

- **left**: Meena writes with her left hand.
- **left**: Santosh left her books behind.
- **book**: Do not forget to book your room in the hotel
- **book**: I love the book that my teacher gifted to me.

**7.12.1 Exercise:**

**Homonyms can be used as different parts of speech.**

**Use the following homonyms as nouns and verbs in sentences of your own:**

- arm
- cast
- chair
- current
- fine
- glass
- iron
- journey
- fall
- light

**Answers:**

**arm:**(An upper limb of the human body, connecting the hand and wrist to shoulder)

She hurt her left arm yesterday when she fell down.

**arm:** (Something, such as a sleeve on a garment or a support on a chair, that is designed to cover or support the human arm)

Do not lean on the arm of the chair.

1. **cast:** (to deposit or indicate ballot or vote) Anil was very happy to cast his vote in the elections for the first time.

**Cast:** To throw (something, especially something light) The boy cast stones in the water.

**Cast:** To turn or direct: All eyes were cast upon the speaker.

2. **Chair:** (A seat for one person that has a back and usually four legs)

Mohan was sitting in a relaxed mood on a comfortable chair.

**Chair:** (the person who is the leader of a department at a college or university)

She is now chair of the English department.

**Chair:** (to preside over a session) Rashmi was asked to preside over the last session.

4. **current:** (**a.** Belonging to the present time. E.g. Current events)

Kanika is always interested in current events.

**Current:** ( Prevalent; circulating or valid at present.) E.g. current bills and coins.

Mallika is very fond of current fashions.

**Current:** (A steady, smooth onward flow or movement) :

Mohit got drowned in a current of water.

**Current:** ( A flow of electric charge)

There was a powerful electric current running through the wires.

5. **fine:** (of superior or best quality; of high or highest grade):

Very fine beer was served in the party.

**Fine:** (keen or sharp, as a tool) : Is the knife fine enough to carve well?

(delicate in texture; filmy) : Nidhi is fond of wearing fine cotton fabric.

### 7.12.2 Now use the following homonyms as nouns and verbs in sentences on your own:

- match
- glass
- iron
- journey
- fall
- light
- plot
- remote
- shower
- trunk
- show
- wind
- watch
- order
- pound

**Homophones:**

Homophones are words which have identical pronunciations, but different spellings and different meanings. For example:

- **Except:** Everyone went to the market except Mohini.
- **Accept:** I accept your appreciation with utmost humility.
- **Knew:** I knew it right from the beginning that India is going to win this match.
- **New:** Sarita was wearing a new jacket today.

**7.12.3 Exercise:**

**Use the following homophones in sentences of your own**

**1. aisle, isle**

**aisle** (an aisle seat: a walkway between or along sections of **seats** in a theater, classroom etc.)- Do not walk so rudely across the aisle.

**Isle:** (island) : Andaman and Nicobar islands are worth visiting for their beauty.

**2. ceiling, sealing**

**ceiling:** (the overhead upper surface of a covered space)

He never liked to paint the ceiling.

**Sealing:** (making tight; securing against leakage)

The authorities were sealing the windows as the rainy season was drawing near.

**3. cent, scent**

**Cent** is a noun. (It is a monetary term which is used to identify a coin which is one hundredth of a dollar.)

I can't afford to buy a new car; I don't even have a single cent.

**Scent** is a noun which identifies the smell or odour of something. For example,

The *scent* of this flower is lovely.

**4. born, borne**

**Borne** is the past tense and past participle of *bear* in all senses not related to birth. So it's the appropriate word where *bear* means *to carry*—making it the correct spelling in the phrasal verb *borne out*

e.g., His prediction was not borne out in reality.

and in phrasal adjectives such as *food-borne*, *mosquito-borne*, and *water-borne*. For example:

One should be very careful about the water borne diseases.

**Born** is also a past tense and past participle of *bear*, but it's reserved mainly for use as the passive verb in contexts relating to birth.

He was born yesterday.

It's also used in phrasal adjectives describing where someone was born—e.g., *Brazil-born*, *Chicago-born*— e.g. India born scientists are much respected throughout the world.

And it's sometimes used as a synonym of *innate*

e.g., "she is a born pianist.

**5. heel, heal**

**Heal:** (to make healthy, whole, or sound; restore to health; free from ailment).

His wound is beginning to get healed now.

**Heel:** Pregnant women should not wear high heels.

**7.12.4 Now use the following homophones in the sentences on your own:**

- censor, sensor
- earn, urn
- knot, not
- read, reed
- rain, reign
- too, two
- for, four
- bore, boar
- bold, bowled
- course, coarse weather, whether
- holy, wholly
- sole, soul
- idle, idol
- right, write
- Aid, aide

## Chapter-8

### The Blind Dog ( R.K. Narayan)

**Study Material: Dr. Randeep Rana**

#### 8.1. Objective behind the Present Essay

“The greatness of a nation is judged by the way it treats its animals”, said Mahatma Gandhi. The objective of this story is to inculcate the feelings of appreciation, affection, and respect for animals, particularly street animals. The prime objective of this story is to raise awareness in order to change the general attitude towards street dogs. Actual, justifiable change will only be possible when the local community takes responsibility for the street dogs that live among them.

#### 8.2. About the Author and the Story

R. K. Narayan (10 October 1906–4 May 2001) was a celebrated Indian writer, best known for his works set in the fictional South Indian town of Malgudi. He is one of the three great literary writers of early Indian literature in English, the two others being Mulk Raj Anand and Raja Rao. The location for most of Narayan's stories is the fictional town of Malgudi, first introduced in *Swami and Friends*. His stories focus on the social context and his characters are realistic, taken from everyday life. His stories exemplify humour and energy of ordinary life and display empathetic humanism. Narayan won numerous awards for his writings. In 1958, he won the Sahitya Akademi Award for *The Guide*. In 1964, he received the Padma Bhushan. In 1980, he was awarded the AC Benson Medal by the (British) Royal Society of Literature.

Narayan has received many awards and honours. These include the A. C. Benson Medal from the Royal Society of Literature and the Padma Vibhushan, India's second-highest civilian award. He was also nominated to the Rajya Sabha, the upper house of India's parliament. In 2001, he was awarded India's second-highest civilian honour, the Padma Vibhushan.

#### 8.3. About the text

“The Blind Dog,” by R. K. Narayan exemplifies an unfortunate, yet truthful impasse of liberty vs. necessity. In this story, the blind man binds a dog with chain; need for freedom makes the dog run away. However, towards the end his need for food overpowers his desire for freedom, and necessity wins.

#### 8.4. Summary

There was a street dog with a mutilated tail. The dog bred on the leavings and garbage of the market-place. It had dotted eyes and ordinary posture and quite often displayed a useless aggression. As every street dog fights almost every day for survival, the plight of this dog was no different. Before the dog was two years old it had earned the scars of a hundred fights on his body. In the summer season during the hot afternoons, when the dog needed rest it lay curled up under the culvert at the eastern gate of the market. In the evenings the dog set out on his daily rounds, loitered in the nearby streets and lanes, involved in fights, picked up left out edibles on the roadside, and was back at the market gate by nightfall.

There was a beggar, named Sami blind of both eyes He appeared daily at the market gate accompanied by an old woman ,who directed him up there early in the morning, seated him at the gate, and came up again at midday with some food, gathered his coins, and took him home at night.

One day, the dog sleeping nearby. The smell of food brought the dog to the beggar and he stood before the blind man, wagging his tail and staring hopefully at the bowl in which the blind man was eating his bare meal. The blind man was disturbed and inquired about the intruder. The dog went up and licked his hand. The blind man fondled its fur softly and showered all his affection on the dog. He threw a handful of food and the dog ate gratefully. It was perhaps an auspicious moment for starting a friendship. They met every day there, and the dog cut off much of its inconsequential wanderings and would sit beside the blind man and watch him receive alms morning to evening. Slowly, the dog understood that the passers-by must give a coin, and whosoever went away without dropping a coin was chased by the dog; he tugged the edge of their clothes by his teeth and pulled them back to the old man at the gate and let go only after something was dropped in his bowl. Among those who frequented this place there was a village urchin, who regularly visited this market place. He took pleasure in teasing the blind man by calling him names and by trying to pick up the coins in his bowl. The blind man helplessly screamed and cried and whirled his staff. Regularly, on every Thursday this boy appeared at the gate, carrying on his head a basket loaded with cucumber. Every Thursday afternoon it was a crisis in the blind man's life. Many hawkers with their items gathered there, A perfume -vendor with his wares mounted on a wheeled platform, a petty book-seller who spread out cheap story-books on a gunny sack, and a ribbon-seller carried coloured ribbons on an elaborate frame gathered under the same arch. One day, on a Thursday, when the young man appeared at the Eastern gate of the market one of the hawkers alerted the blind man. He immediately called the dog stroked his head and asked the dog not let the little rascal run away this time. As usually, the boy came up with a sneer on his face and teased the Blind man of his pretending to be blind and slowly moved his hand towards the bowl. The dog, immediately, sprang on him and snapped his jaws on the wrist of the Village urchin. The boy removed his hand and ran for his life. The dog hounded him and chased him out of the market. The perfume-vendor was elated at the affection showed by the dog towards the blind man.

One evening, tragedy struck to the old man. He was as usual waiting for the old woman when, his neighbor informed him about the death of the old woman. The blind man was shelter less and without a companion, the only person who cared for him in this world. The ribbon-vendor gave the blind man, a white tape he had been selling, free of cost. He advised him to tie it to the dog and let the dog lead him. The blind man readily agreed and did the same. He tied the knot and gave him a pet name, Tiger

This ribbon and the knot changed the life of the dog completely. Tiger replaced the old woman. He lost his freedom completely. His world came to be restricted by the limits of the white cord which the ribbon-vendor gave to the blind man. The poor dog was forced to stay on forever at the end of that string. Even, the behavior of the blind man changed towards the dog. Whenever, Tiger saw other dogs, friends or foes, instinctively he sprang up, tugging the string, and this always earned him a kick from the blind man, who scolded and chided the dog every now and then. Slowly, the dog learnt to discipline his instinct and impulse, did not take notice of other dogs, even if they came up and growled at his side. Finally, the dog lost his own course of movement and contact with his fellow dogs.

The irony was that the blind man eventually benefitted from the loss of old woman. Now, he moved about as he had never moved in his life. All day he was on his legs, led by the dog. With the staff in one hand and the dog-lead in the other he moved out of his home. He started out early in the day. He found that he could treble his income by moving about instead of staying in one place. He moved down the street, and wherever he heard people's voices he stopped and held out his hands for alms. Shops, schools, hospitals, hotels he left nothing out. He gave a tug when he wanted the dog to stop, and shouted like a bullock-driver when he wanted him to move on. The dog protected his feet from going into pits, or stumping against steps or stones, and took him up inch by inch on safe ground and steps. For this sight people gave coins and helped him. Children gathered round him and gave him things to eat. Every living creature needs rest, but this dog had lost all rest. The dog had rest only when the old man sat down somewhere. At night the old man slept with the cord tied around his finger. The blind man was overcome by the desire to make more and more money therefore, he felt any resting a waste of opportunity, and Tiger had to be continuously on his feet. Sometimes his legs refused to move. But if he slowed down even slightly his master scolded him on fiercely with his staff. Tiger whined and groaned under this thrust. He roamed up and down and round and round the market-place on slow steps, tied down to this blind tyrant. Poor Tiger wailed during the night. It had turned into a feeble and weak creature and lost its original appearance. As months rolled on, bones stuck up at his haunches and ribs could be seen through his fading coat.



The ribbon-seller, the novel-vendor and the perfumer were saddened to see the plight of the poor dog, Tiger. They cursed the blind man for turning greedy and becoming a very devil for money. They decided to help the poor dog

One day the blind man was passing along with Tiger in front of the Eastern gate. There was a piece of bone lying on the way. Tiger stretched to pick it up. The sudden jerk hurt the blind man's hand, and he tugged the string and kicked till the dog howled. It howled, but could not pass the bone lightly; it tried to make another dash for it. The blind man heaped curses on it. The perfumer watched all this, he stepped up, applied the scissors and snipped the cord. The dog bounced off and picked up the bone. The blind man stopped dead where he stood; with the other half of the string dangling in his hand. "Tiger! Tiger! Where are you?" he cried. The perfumer moved away quietly, cursing the blind beggar. He was happy to free the dog from this greedy blind man. Tiger went off at top speed. He nosed about the ditches happily, hurled himself on other dogs, and ran round and round the fountain in the market-square barking, his eyes sparkling with joy. He returned to his favorite haunts and hung about the butcher's shop, tea-stall, and the bakery.

The ribbon-vendor and his two friends stood at the market gate and enjoyed the sight immensely as the blind man struggled to find his way about. He stood rooted to the spot waving his stick; he felt as if he were hanging in mid-air. He cried and lamented the loss of Tiger. He begged people to give him back the dog. He fumbled about, tried to cross the road, came near being run over by a dozen vehicles at different points, tumbled and struggled and gasped. All the three hawkers cursed him time and again. However, the old man struggled through and with the help of someone found his way back to his corner in the veranda and sank down on his gunnysack bed, half faint with the strain of his journey.

Neither the blind beggar was seen for ten days, fifteen days and twenty days, nor was the dog seen anywhere. The trio were relieved and happy for the freedom of the poor dog. Suddenly, they heard the familiar tap-tap of the blind man's staff. He was led by the dog. The ribbon-seller curiously asked about their i.e the blind beggar and the dog, Tiger's absence for so many days.

The blind man was relieved and said that Tiger ran away but returned last night. He further added that Tiger loafed as long as he could pick up some rubbish to eat on the road, but real hunger drove him back to the blind beggar, never to leave. The blind beggar had now tied a steel chain to the poor dog's neck.

They were sorry to see the plight of the poor dog as the blind man, shouting like an ox-driver, tugged the chain, poked with the stick, and the dog moved away on slow steps. They stood listening to the tap-tap going away. The ribbon-seller was appalled at the condition of the dog and sobbed that only death could help the poor dog, who, willfully, returned back to his doom by forgiving his freedom.

### 8.5. Points to remember

- He had spotty eyes and undistinguished carriage and needless pugnacity.
- He was stirred by the smell of food.
- He threw a handful of food which the dog ate gratefully and it was perhaps an auspicious moment for starting a friendship.
- A village urchin, who had the mischief of a devil in him, liked to tease the blind man by calling him names and by trying to pick up the coins in his bowl.
- The dog sprang on him and snapped his jaws on wrist.
- The ribbon-vendor suggested to tie a white cord to the dog and let him lead you about if he is really so fond of you."
- Life for the dog took a new turn now.
- The dog lost his freedom completely.
- As months rolled on, bones stuck up at his haunches and ribs could be seen through dog's fading coat.
- The perfumer stepped up, applied the scissors and snipped the cord.
- The dog ran away.
- He returned to his doom with such a free heart.

### 8.6. Reference to the context

8.6.1 He had spotty eyes and undistinguished carriage and needless pugnacity. Before he was two years old he had earned the scars of a hundred fights on his body. When he needed rest on hot afternoons he lay curled up under the culvert at the eastern gate of the market.

Ref: These lines are taken from the story, *The Blind Dog* written by R.K. Narayan. In this story, the writer describes in detail the relationship between a blind beggar and a street dog, who roams free here and there. The story is a perfect example of human greed and brutality towards animals.

Exp: In these lines, the writer says that the dog had dotted eyes and ordinary posture and quite often displayed a useless aggression. Before he was two years old he had numerous scars of a hundred fights on his body. In the summer season during the hot afternoons, when he needed rest he lay curled up under the conduit at the eastern gate of the market.

8.6.2 The dog was sleeping nearby. He was stirred by the smell of food. He got up, came out of his shelter, and stood before the blind man, wagging his tail and gazing expectantly at the bowl, as he was eating his sparse meal.

Ref: These lines are taken from the story, *The Blind Dog* written by R.K. Narayan. In this story, the writer describes in detail the relationship between a blind beggar and a street dog, who roams free here and there. The story is a perfect example of human greed and brutality towards animals.

Exp: In these lines, the writer says that the dog was sleeping nearby. The smell of food brought the dog to the beggar and he stood before the blind man, wagging his tail and staring hopefully at the bowl in which the blind man was eating his bare meal.

8.6.3 "Death alone can help that dog," cried the ribbon-seller, looking after it with a sigh." What can we do with a creature who returns to his doom with such a free heart?"

Ref: These lines are taken from the story, *The Blind Dog* written by R.K. Narayan. In this story, the writer describes in detail the relationship between a blind beggar and a street dog, who roams free here and there. The story is a perfect example of human greed and brutality towards animals.

Exp: In these lines, the writer says that The ribbon- seller was appalled at the condition of the dog and sobbed that only death could help this poor dog, who, willfully, returned back to his doom by forgiving his freedom.

### 8.7 Answer the following questions.

- 8.7.1 What type or class of dog does the story feature?
- 8.7.2 What happened to the dog before he grew two years old?
- 8.7.3 How did the dog go to the blind man?
- 8.7.4 What did the village urchin do to the blind man?
- 8.7.5 Whom did the blind man loose?
- 8.7.6 What was the blind man's profession?
- 8.7.7 What did the ribbon-seller, the novel-vendor and the perfumer observe?
- 8.7.8 What did the perfumer do with the scissors?
- 8.7.9 What was the name given to the dog by the blind man?
- 8.7.10 What was the name of the blind man?

#### 8.7.-A. Answer to the above questions:

**Ans 8.7.1.:** It was a street dog.

**Ans 8.7.2.:** Before he was two years old he had earned the scars of a hundred fights on his body.

**Ans 8.7.3.:** The dog was moved by the smell of food, got up, came out of his shelter, and stood before the blind man.

**Ans 8.7.4.:** The Village urchin liked to tease the blind man by calling him names and by trying to pick up the coins in his bowl.

**Ans 8.7.5.:** The blind man lost the Old woman.

**Ans 8.7.6.:** The blind man was a beggar.

**Ans 8.7.7.:** The ribbon-seller, the novel-vendor and the perfumer saw the dog slaving and turning pale and weak.

**Ans 8.7.8.:** The perfumer cut the cord tied to the dog with the scissors.

**Ans 8.7.9.:** Tiger.

**Ans 8.7.10.:** Sami.

### 8.8 Answer the following questions.

- What happened to the dog once it became the blind man's companion?

Ans: The life of the dog changed completely once it became blind man's companion. They met every day and the dog sat beside the blind man and watched him receive alms morning to evening. In course of time observing him, the dog understood that the passers-by must give a coin, and whoever went away without dropping a coin was chased by the dog, he tugged the edge of their clothes by his teeth and pulled them back to the old man at the gate and let go only after they dropped something in his bowl.

- How did the friendship between the dog and the blind man begin?

Ans: An old woman led the old man every day at the market gate early in the morning and seated him. She came up again at midday with some food. The dog was sleeping nearby. He was stirred by the smell of food. He got up, came out of his shelter, and stood before the blind man, wagging his tail and gazing expectantly at the bowl, as he was eating his meal. The blind man threw a handful of food which the dog ate gratefully. The dog went up and licked his hand. The blind man stroked its coat gently. This was the beginning of the friendship between the Old man and the dog.

- How did the dog guard the blind man from the village urchin?

Ans: A village urchin used to visit the market and liked to tease the blind man by calling him names and by trying to pick up the coins from his bowl. The blind man helplessly shouted and cried and whirled his staff. One day as the Village urchin appeared near the gate and began to take money out of the bowl. The dog sprang on him and snapped his jaws on wrist. The boy extricated his hand and ran for his life. The dog bounded up behind him and chased him out of the market.

- Write a character sketch of the blind man?

Ans: The blind man was a poor beggar. An old woman used to bring him and seated him at the market gate. He used to beg whole day seated at the market gate. The blind man cleverly befriended a stray dog. After the death of the old woman, the blind man forcibly tied and virtually imprisoned the poor dog. The blind man was cruel, selfish and greedy. His greed for money made him a devil. He forced the poor dog to roam all through the day. He denied freedom to the dog and ill-treated him. He used to hit and kick the dog every now and then.

- How did the dog's life change after the death of the old woman?

Ans: Life for the dog changed completely after the death of the old woman. The dog lost its freedom completely. In a few days the dog learnt to discipline his instinct and ceased to take notice of other dogs, even if they came up and growled at his side.

- Describe the life the dog led after being set free from the blind man?

Ans: Life for the dog changed completely after the death of the old woman. The old man tied a white chord around its neck and he remained with the old man all day and night. When Tiger saw other dogs, friends or foes, instinctively he sprang up, tugging the string, and this invariably earned him a kick from his master. It lost its original appearance. As months rolled on, bones stuck up at his haunches and ribs could be seen through his fading coat.

- What is your opinion about the dog's behaviour.

Ans: Dog is undoubtedly, man's best and true friend. The dog, named Tiger, remained loyal and faithful to the poor, yet cruel beggar. The dog did not run away even after being freed by the perfumer He came back to the blind master.

### 8.9. Vocabulary Exercises

8.9.1. Provide antonyms of the following words taken from the story.

- High-- Low
- Back--front

- Friendship---enmity
- Edge---middle
- cheap--costly
- appear---disappear
- free--captive
- sense--nonsense
- income--expenditure
- whole--part

8.9.2. *Provide synonyms of the following words taken from the story.*

- Earn--gain
- Grateful--thankful
- Urchin--rascal
- Tease-- mock
- Leer--stare
- Freedom--independence
- Active--agile
- Tyrant--despot
- Observe--notice
- Hurt—injure

8.10. *Arrange the following statements regarding the events in the story in the correct order as they occur in the story.*

- ‘Death alone can help that dog,’ cried the ribbon-seller, looking after it with a sigh.
- He was not seen for ten days, fifteen days and twenty days. Nor was the dog seen anywhere.
- ‘Rascal, want to tumble me down have sense." In a few days the dog learnt to discipline his instincts and impulses.
- A great desire to earn more money than ever before
- seized his master, so that he felt any resting a waste of opportunity, and the dog had to be continuously on his feet.
- He liked to tease the blind man by calling him names and by trying to pick up the coins in his bowl.
- ‘It rends my heart to see that poor dog slaving. Can't we do something?’

Ans:

- ✓ He liked to tease the blind man by calling him names and by trying to pick up the coins in his bowl.
- ✓ ‘Rascal, want to tumble me down have sense." In a few days the dog learnt to discipline his instincts and impulses.
- ✓ A great desire to earn more money than ever before seized his master, so that he felt any resting a waste of opportunity, and the dog had to be continuously on his feet.
- ✓ ‘It rends my heart to see that poor dog slaving. Can't we do something?’
- ✓ He was not seen for ten days, fifteen days and twenty days. Nor was the dog seen anywhere.
- ✓ ‘Death alone can help that dog,’ cried the ribbon-seller, looking after it with a sigh.

### 8.11. Punctuation

Punctuation (taken from the Latin word, *punctum*) is an essential part of written communication in any language. Correct punctuation gives logic and meaning to words and sentences.

The following are the punctuation marks that are usually used in written English:

- Capital Letters/Alphabets
- Full stop ( . )
- Comma ( , )
- Single inverted commas ( ‘ ’ )

- Double inverted commas ( “ ” )
- Dashes ( — )
- Hyphen ( - )
- Semi colon ( ; )
- Colon ( : )
- Apostrophe ( ’ )
- Question mark/sign of interrogation ( ? )
- Parenthesis ( )
- Exclamation mark ( ! )
- Ellipses ( . . . )

#### 8.11.1. Capital Letters/Alphabets

Capital letters are generally used in the beginning of sentences.

Anmol is a handsome man.  
Uditi is the best player of our team.

They are used to start a sentence within inverted commas.

Shakespeare says, ‘Frailty Thy name is woman’  
It is said, ‘Necessity is the mother of invention’

We capitalize the names of people and use capital letters to refer to a person’s degree or title.

Amit, Jeffry, Sakina, Gurpreet  
Sir Donald Bradman was a great batsman.  
Gandhi was called ‘Bapu’ by the Indians.

Capital letters are used in names of festivals, days, weeks, months and events. Do not capitalize the names of seasons (spring, summer, winter, etc.).

Christmas falls on 25 December.  
On Saturdays, we generally go to school.  
Delhi is very cold in December.

Capital letters are used to refer to the names of particular places, streets, roads, cities, states and countries. Adjectives derived from these are also capitalize.

Parliament Street, Akbar Road  
Mumbai, Kerala, Germany  
Bengali, Dutch

Capital letters are used in names of clubs, organizations and business firms.

Liverpool Football Club  
The Tatas

Capital letters are used in exclamatory words.

Bravo! Said the commander.  
Oh! I missed it.

The personal pronoun ‘I’ is always written in capital letter.

I am the senior player of my team.  
I will not give up until I pass.

### 8.11.2. Full Stop

The full stop is used at the end of sentences, if they are complete statements. It is used to mark the end of an affirmative, negative or imperative sentence and not after an interrogative sentence.

Dr APJ Kalam was a good human being.  
Harish knew the way to the hall.  
Cheenu did not like pink shoes.

It is used in abbreviations.

Mohit is an I.A.S officer.  
Sachit is pursuing M.Tech.

We used to use full stops after Dr., Mr., Ms., etc. However, in current usage these words are seen as full spellings, therefore, we write these abbreviations without full stops.

Dr, Mr, Ms, Mme, Rev, etc.

We also do not use full stops after initializations that are written in capital letters.

UNO, BBC, CNN, UGC

But, we use full stops after a.m., p.m., e.g., etc.

We use full stops after using shortened words for ranks in Armed forces or for months and days of a week.

Brig. for Brigadier  
Gen. for General  
Feb. for February  
Wed. for Wednesday

### 8.11.3. Comma

The comma is used to separate a series of words. It suggests a pause in the writing. It marks off words in long sentences to make their meanings clear to the reader.

It specifies the omission of a word, particularly in a verb.

Virat can do that; Pujara, never.  
Jai got his punishment; Vijay, his prize.

The comma has to be used between words that do not belong together.

The Trousers were black, and blue. (It means black, and blue, separately.)  
Govind, Rahul and Sikka are here.

It separates the same parts of speech used in the same sentence.

Meena is smart, intelligent and confident.  
Bats, gloves, pads and shoes have to be bought.  
Baljeet groaned, wailed and screamed in pain when he was hit.

It is used to separate two or more nouns in apposition.

Atal Bihari Vajpayee, the former Prime Minister of India, was also a great Poet.  
Bhupesh, my brother, is going to Australia today.

It is used before 'or', 'and', 'but' when these conjunctions are used to combine sentences.

Pedro was there, but I didn't see him.

It separates parenthetical ideas from the main ideas in a sentence.

Avtar's game, however, is quite impressive.

Abhijeet, having topped the test, threw a party for his class mates.

It is used to address people.

Sir, the entire Teaching staff is thankful to you for your kind gesture.

Madam, Kindly pass the cup, please.

It separates the coordinate clause(s) in a compound sentence.

He came, he saw, he conquered.

Mother is in her office, brother is in the college.

It is used to separate an adverbial clause from the principal clause.

When Raju came back, he found the house burgled.

If you work hard, Mother will be happy.

It is used before and after words, phrases or clauses that are introduced to the main idea in a parenthetical way.

This, in no way, is my bag.

The young boys, on seeing the bats, hopped with joy.

#### 8.11.4. Double inverted commas

Double inverted commas are used to quote the exact words of person or from a text.

William Shakespeare said, "Procrastination is the thief of time."

It is said, "To err is human."

#### 8.11.5. Single inverted commas

Single inverted commas are used to indicate quoted material within a quotation.

The teacher said, "Milton's writings were associated with the 'Puritan ideology' of his time."

The trainer warned, "Are you not aware? 'Out of sight is out of mind.'"

Note: In certain punctuation styles, single inverted commas are used for quotations and double inverted commas are used to indicate quoted material within a quotation. For instance, the punctuation style followed in this book uses this convention.

#### 8.11.6. Dash

A dash is used in place of a colon or parentheses in a sentence. It is used to emphasise the idea anticipated in the sentence. There are two kinds of dashes: the N-dash (–) and the M-dash (—).

Finally, the students got what they long desired – a computer.

Ranbir is what you expect him to be – the best friend you can have.

It is also used to point out a sudden change in the ideas presented in a sentence.

Once you reach home – but wait, you are sure of going today?

Only if the students were more patient – but how would that change the result?

#### 8.11.7. Hyphen

Hyphens are generally used to join two or more words in a compound word.

My mother-in-law is coming to visit us.

The editor-in-chief agreed to publish the article.

It is also used with adjectival compounds of nouns and past participles.

It left him a heart-broken boy.

This jam is home-made.

It is also used with compound numerals and fractions.

My flat is on the forty-fifth floor.  
Our half-term exams will start from 5 October.

#### 8.11.8. Semi colon

A semi colon is often used to replace commas in a long sentence. It is also used to separate clauses.

The Manager admires his aptitude; but hates his behaviour.

The house contained three bedrooms, one drawing room, one study room; one kitchen, two washrooms, one chest of drawers, three chairs; the dining room, eight chairs, one big dining table.

#### 8.11.9. Colon

A colon is used to join examples and enumeration.

The various parts of speech are: Noun, Pronoun, Adjective, Adverb, Preposition, Conjunction, etc.

The Indian football team consists of eleven players: Sachit, Jayant, Garvit, Dushyant, Arnav, Tarun, Parv, Diego, Sidharth, John and Ali.

#### 8.11.10. Apostrophe

An apostrophe is used to signify the real possessive of a noun. Generally, if the noun is singular, the apostrophe is followed by an 's' ; if the noun happens to be plural , the 's' is followed by an apostrophe, except in the case of few irregular nouns.

We celebrate the Teachers' Day every year on 5 September.

Children's Day is celebrated on 14 November.

The boy's bat was lost. (bat of one boy)

The boys' bats were lost. (bats of many boys)

However, nowadays there is a trend to drop the apostrophe in plural nouns, if the plural nouns are adjectival in nature and do not represent true possessive sense.

Womens University is in Delhi.

Boys School is situated in the heart of the city.

It is also used to write words in a constricted form.

It's raining heavily in the hills. (*It's* stands for *It is.*)

Let's go watch the match today. (*Let's* stands for *Let us.*)

#### 8.11.11. Question mark/sign of interrogation

This sign is always used after a direct question or a tag question. It should not be put in brackets after any word.

Will you sit here?

Shall we dance?

#### 8.11.12 Parentheses

It is used to set off additional information or ideas related to the idea expressed in a sentence.

The corrupt officer (and this is how he is known throughout the locality) has finally been suspended.

The development (as it seems) was achieved by forcibly turning away the poor out from their makeshift homes.

#### 8.11.13. Exclamation mark

The exclamation mark is used to express a sudden strong emotion or a desire.

Hurrah! We have won the match.

Be careful!



What a pleasant surprise!

#### 8.11.14 Ellipsis

An ellipsis is indicated by using three spaced dots. It is used to indicate the missing part of a quotation.

The General roared . . . We shall not give up.

The captain encouraged the team . . . and therefore, they fought till the end.

##### 8.11.14.1. Use appropriate punctuation marks in the following sentences.

- The students had a great time in Manali they really enjoyed it
- Some boys perform best in the mornings others do better in the evenings
- What are the kids doing next weekend
- father had to go into hospital he had heart problems
- Did you understand why I was happy
- It is a good plan let us hope that it is going to work
- they will be arriving on sunday morning at least I think so
- A textbook can be a bridge between teacher and students
- The boys mother sat in a corner
- According to Murphys Law Anything that can go wrong will go wrong

#### Answers

- ✓ The students had a great time in Manali – they really enjoyed it.
- ✓ Some boys perform best in the mornings; others do better in the evenings.
- ✓ What are the kids doing next weekend?
- ✓ Father had to go into hospital: he had heart problems.
- ✓ Did you understand why I was happy?
- ✓ It is a good plan; let us hope that it is going to work.
- ✓ They will be arriving on Sunday morning – at least, I think so.
- ✓ A textbook can be a ‘bridge’ between teacher and students.
- ✓ The boy’s mother sat in a corner.
- ✓ According to Murphy’s Law: ‘Anything that can go wrong will go wrong.’

##### 8.11.14.2. Punctuation: Exercise

Put appropriate punctuation marks in the following sentences.

- A mothers job is easier than a fathers
- It appears as if the sun goes around the earth but actually the earth really goes round the sun
- she neither smiled spoke nor looked at me
- Long ago in a distant town there lived a beautiful prince
- It was my friend who took mohan to school yesterday not rahul
- gauri was invited to the dinner but she was ill so maurice went instead of her
- Sorry to disturb you could you please pass the salt
- they will be on time
- amirs going to sleep during the function was rather embarrassing
- Having lost all his money raj went home

#### Answers

- ✓ A mother’s job is easier than a father’s.
- ✓ It appears as if the sun goes around the earth, but actually the earth really goes round the sun.
- ✓ She neither smiled, spoke, nor looked at me.
- ✓ Long ago, in a distant town, there lived a beautiful prince.
- ✓ It was my friend who took Mohan to School yesterday, not Rahul.

- ✓ Gauri was invited to the dinner, but she was ill, so Maurice went instead of her.
- ✓ Sorry to disturb you – could you please pass the salt?
- ✓ They will be on time.
- ✓ Amir's going to sleep during the function was rather embarrassing.
- ✓ Having lost all his money, Raj went home.

8.11.14.3. Punctuate the following sentences.

- The boys in question harish Kewal Jai parveen Govind deserve awards
- Several countries participated in the hockey tournament Italy Belgium France and India
- Only one way was left to us surrender, said the police officer and we did
- Yes jolly said I'll be home by four
- There was only one thing to do wait till morning
- The following are the main colors green red blue

Answer : Punctuation Exercise

- ✓ The boys in question (Harish, Kewal, Jai, Parveen, and Govind) deserve awards.
- ✓ Several countries participated in the hockey tournament: Italy, Belgium, France, and India.
- ✓ "Only one way was left to us: surrender," said the Police officer, "and we did."
- ✓ "Yes," Jolly said, "I'll be home by four."
- ✓ There was only one thing to do--study till morning.
- ✓ The following are the main colors: green, red, and blue.

## Chapter-9

### Essay

Study Material: Dr. Anju Mehra

**9.0** A paragraph is a self-contained unit of a discourse in writing that deals with a particular point or idea. It has a topic, sentence and supporting sentences that all relate closely to the topic sentence. A paragraph is composed of a group of sentences expressing one central idea. A paragraph is complete in itself and also a subdivision or part of something larger such as a composition. The paragraph form refers to its overall structure, which is a group of sentences focusing on a single topic.

- There are three main parts of a paragraph:
- Topic sentence - it has the main idea.
- Supporting sentence - details that relate to and support the topic sentence.
- Concluding sentence - a brief reflection or statement about the main idea.

Most paragraphs have a three-part structure--introduction, body, and conclusion, whether they are narrating, describing, comparing, contrasting, or analyzing information. Each part of the paragraph plays an important role in communicating meaning to the reader.

- 1) Introduction: the first section of a paragraph; includes the topic sentence and any other sentences at the beginning of the paragraph that give background information or provide a transition.
- 2) Body: follows the introduction; discusses the controlling idea, using facts, arguments, analysis, examples, and other information.
- 3) Conclusion: the final section; summarizes the connections between the information discussed in the body of the paragraph and the paragraph's controlling idea.

Each sentence should relate clearly to the topic sentence or controlling idea and each sentence should flow smoothly into the next without obvious shifts or jumps. A coherent paragraph should also highlight the ties between old information and new information to make the structure of ideas or arguments clear to the reader.

#### 9.1 My Favourite Book

I love reading books. I have read many books. But I like *The RamcharitManas* the most. It is written by GoswamiTulsi Das. It is one of the greatest epics of the world. It tells us the story of Lord Rama. He was son of great king Dashratha. He had three brothers: Lakshmana, Bharata, and Shatrughana. He was an ideal brother. Rama married Sita, who was an epitome of love and sacrifice. Rama sacrificed his right to be a king. He accepted exile readily. He was a great warrior. He killed Ravana. This book teaches us how to be an ideal son, an ideal brother, an ideal king and an ideal husband. Hanuman teaches us how one can get greatness by living a life of devotion. Sugriva tells us how to be an ideal friend. It gives us moral lessons. This book has become a part and parcel of our culture and civilization.

#### 9.2 My sports icon

Sachin Tendulkar is my favourite sports person. He is very famous Indian cricketer. He started his career as international cricketer in 1989. He was only eighteen years old then. He made several records. He played more than four hundred one day international cricket matches for India. He scored more than one hundred centuries in his cricketing career. People love him. He was awarded PadamShri, Rajiv Gandhi KhelRatna awards. He was rated by Wisden as the second greatest test batsman ever, after Sir Don Bradman. Sachin was born in middle class family but achieved this greatness by sheer hard work and determination. He retired from all forms of cricket in

2013. Presently he is a member of parliament. May he live long! He is really a source of motivation to Indian youth.

### **9.3 The Importance of Water Conservation**

We all are water creatures. It makes up 60% of our body, 70 % of our brain, 80% of our blood. While we can live almost a month without food but cannot survive one week without water. Water existed on earth billions of years ago and it still exists. It covers most of the planet but there is just three percent fresh water and most of that is ice . Less than one percent of all fresh water is readily accessible for our use. We waste a lot of fresh water in our houses .We waste it in our industry. A water crisis is looming. Our water sources are under pressure. Due to over pumping, the ground water in several countries is almost gone .Water crisis results in grain deficits. So, it is high time to conserve water. We should not waste water. In our civilization, there had been rain water harvesting system in houses. We must develop this system. We should use less and save more.

### **9.4 Gender Inequality in India**

Gender is seen closely related to the roles and behavior assigned to women and men based on their sexual differences. In India as soon as a child is born families and society begin the process of gendering. The birth of the son is celebrated, the birth of a daughter filled with pain; son are showered with respect, better food and proper health care. Boys are encouraged to be tough and outgoing; girls are encouraged to be housebound and shy. All these differences are created by society. Gender inequality has an adverse impact on developments goals as it reduces economic growth. It hampers the over all well being because blocking women for participation in social, political and economic activities can adversely affect the whole society. Many developing countries including India has displayed gender inequality in education, employment and health. Indian government made many laws for the empowerment of women.

### **9.5 Universal Literacy**

The word ‘literacy’ means an ability to read and write. In a civilized country, every citizen should learn how to read and write. If not, he is called an illiterate person. An illiterate person has to face many practical difficulties in life. As he is unable to read or write, he can not read a letter addressed to him by his near and dear ones. He cannot calculate his own income and expenses, nor can keep his own accounts. Morally, he feels insecure and weak, and suffers from an inferiority complex. Literacy will help him also in gaining common knowledge in various subjects, which will make him a “complete man”. An illiterate man is generally exploited by the clever men in the society. They take full advantage of his ignorance of the wisdom. The illiterate men become like dancing dolls at the hands of the clever person. They suffer in many ways in life. Now a days, the Indian government has taken a literacy drive all over the country. They are sending teachers into the remote corners of the villages of India in order to educate the people, irrespective of their age. The student also come forward voluntarily to actively participate in this noble literacy drive and make their country free from the curse of illiteracy.

### **9.6 The Future of India**

Our former president A.P.J. Abdul Kalam exhorted people, especially the children, to think big and strive for bigger aspirations and achievements. He showed the way how to envisage the vision 2020 and translate it into a reality. No doubt, visionaries sell dreams and talk to vision so that people at large are excited and exercised to make the best of their calibre and capabilities, in turning sand into gold, and dreams into roaring realities. With our rich culture and tradition, our considerable natural resources and our growing defence capabilities we have the potential to make a major contribution to the emerging global society, so as to ensure a stable, multi-polar world in the years to come. But this will be possible only if we learn the lessons that contemporary history is teaching us loud and clear. The years ahead are full of promises. Nations do not become great by accumulating heaps of gold, but only by people who are determined to chisel the present in such a way that the future unfolds itself exactly the way we have worked for it.