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CENTRE FOR DISTANCE AND ONLINE EDUCATION

B. A. Part-I (Compulsory English)

Ability Enhancement Compulsory Course
(AECC-1 and AECC-2)

Semester-I and II
English for Communication

(CBCS with MEME in accordance with NEP 2020)
(Academic Year 2022-23 onwards)

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■ **CO-ORDINATOR B.O.S. IN ENGLISH AND LINGUISTICS** ■

Dr. Tripti Karekatti
Department of English,
Shivaji University, Kolhapur

INTRODUCTION

Dear Students,

You are doing this course of Ability Enhancement Compulsory English as distance learners. You are studying the same text book which is prescribed for the regular students. But your course book is organised differently to help you study it on your own.

In all, there are 8 modules. They are divided into two parts for two semesters. In Semester I, students are required to study three units on Communication Skills and six units on Reading Comprehension. In the same way you have to study three units on Communication Skills and six units on Reading Comprehension for Semester-II.

Units on Communication Skills will help you enhance your linguistic competence. You will be able to describe objectives, people, places and daily routine. You will also be able to narrate your experiences. Further you will learn to develop your vocabulary and make enquiries and give instructions. Also you will be able to use English for General purposes in your actual life situations. Unit on Telephonic Communication will provide you the practical training of how to speak on telephone for various purposes. Units on Reading Comprehension will add to your literary competence. You will study short stories, essays, poems, literary articles based on the experiences of writers of memoirs, one act play etc.

For the purpose of study, the units are developed on the points like Objectives, Introduction, Content, Vocabulary or Terms to Remember, Check your progress, Key to check your progress, Exercises, Summary, List of books for further study, etc.

If you read the Self-Instructional Material given here carefully with great interest, you will be able to develop your own English language and will also get good marks in the examination.

So, we wish you great success and hope that you will enjoy studying this course.

Editors

Writing Team

| Author's Name | Unit No |
|---|----------------|
| Semester-I | |
| Dr. Prabhavati Patil Vivekanand College, Kolhapur | 1 |
| Dr. S. A. Salokhe Dudhsakhar Mahavidyalaya, Bidri | 2 |
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| Dr. C. Y. Jadhav Doodhsakhar Mahavidyalaya, Bidri | 6 |
| Smt. S. S. Sirmagdum Arts and Commerce College, Gadhinglaj | 7 |
| Dr. N. B. Masal Dr. Ghali College, Gadhinglaj | 8 |

■ **Editors** ■

Dr. C. Y. Jadhav
Doodhsakhar Mahavidyalaya,
Bidri, Tal. Kagal,
Dist. Kolhapur

Dr. S. B. Bhambar
Tukaram Krishnaji Kolekar Arts and
Commerce College, Nesari, Tal. Gadhinglaj,
Dist. Kolhapur

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Each Unit begins with the section Objectives -

Objectives are directive and indicative of :

1. What has been presented in the Unit and
2. What is expected from you
3. What you are expected to know pertaining to the specific Unit once you have completed working on the Unit.

The self-check exercises with possible answers will help you to understand the Unit in the right perspective. Go through the possible answer only after you write your answers. These exercises are not to be submitted to us for evaluation. They have been provided to you as Study Tools to help keep you in the right track as you study the Unit.

Module 1

A) Developing Vocabulary

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Check Your Progress

1A.0 Objectives:

- To make the students to choose words with greater precision
- To acquaint the students with the specialist vocabulary associated with communication and literary area
- To make the students learn to communicate knowledge and ideas in appropriate way.
- To inculcate among the students skill to identify words and/or phrases related to the topic.

1A.1 Introduction:

Vocabulary, or word meaning, is one of the keys to comprehension. Student's develop vocabulary indirectly through reading, listening, and speaking. Students' background knowledge and prior experiences play a large role in vocabulary development. They build connections between known words and unknown words and develop a deeper understanding of their reading. A large vocabulary is more specifically predictive and reflective of high levels of reading achievement. Vocabulary is "the sum of words used by, understood by, or at the command of a particular person or group." There are some differences in the number of words that an individual understands and uses. Even the terms "uses" and "understands" need clarification. For example, the major way in which we "use" vocabulary is when we speak and write. Vocabulary consists of function words and content words. Function words are common words, such as are, that, and to. Content words include nouns, verbs, adjectives, and adverbs, like flower, eat, beautiful, and sadly.

In this unit, vocabulary exercises are provided. These exercises encourage students to figure out the meaning of unfamiliar words and expressions from context. The purpose of reading the prose, "On Saying Please" is to pose one or more questions for students to consider as they read the piece, giving them some aspect, feature, or idea on which to focus their attention. Students will be referred back to these questions after they read and discuss the piece to confirm their understanding.

Post-reading questions enable students to clarify their ideas through activities that focus on specific reading skills and literary elements. The activities offer

students guided avenues for interpretation, while giving them space to make their own personal connections to the literary pieces. Comprehension questions check students' understanding of the main ideas and the more "objective" or literal aspects of the extract they have read.

Expansion questions are interpretive and require critical thinking. These questions lend themselves to various interpretations, and allow students to connect their personal experiences to the literature. The questions in this section deal with issues of values clarification, requiring students to reflect on their personal values as these relate to the unit themes.

1A.2.1 Section I Word Formation Process:

Vocabulary touches every aspect of students' development as academically literate learners, strongly influencing their reading, writing and conversational proficiencies. Everything, it seems is harder for students when they lack an adequate vocabulary. Oral vocabulary includes those words that we recognize and use in **listening and speaking**. Print Vocabulary includes those words that we recognize and use in **reading and writing**. Receptive vocabulary includes words that we recognize when we hear or see them –listening and reading. Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we don't know their full definitions and connotations – or ever use them ourselves as we speak and write.

The present unit aims to focus some ways of developing vocabulary. It attempts to help the students of English to know the words. The unit tries to give some clues that would be useful in developing vocabulary.

Word Formation Process:

There are various ways of word formation- Affixation, Compounding, Conversion, Clipping, Blending, Reduplication, Acronym etc. It is easy to understand a word both grammatically and semantically, if we know how that word is formed. In English new words are formed by using the word-formation processes like Affixation (rewrite, writer), Compounding (teapot, sunrise), Conversion (pen (V), work (N)), Clipping (fridge, lab), Blending (Brexite, brunch), Reduplication (tick-tock, nit-wit), Back derivation (edit, laze), and Acronymy (UNO, NASA)

Affixation: Prefixes and suffixes are sets of letters that are added to the beginning or end of another word. They are not words in their own right and cannot stand on their own in a sentence.

1. **Prefixation:** Prefixes are added to the beginning of an existing word in order to create a new word with a different meaning. A prefix usually changes or concretizes the lexical meaning of a word and only rarely parts of speech, e. g. *write – rewrite, smoker – non-smoker*. Prefixes are sometimes used to form new verb: *circle – encircle, large – enlarge* etc.
2. **Suffixation :** Suffixes are added to the end of an existing word.

Prefixes: All the prefixes in English are derivational. They are used to derive new words. On this ground, lexically they can further be divided into: class changing and class maintaining prefixes.

Class Changing Prefixes :

A few prefixes that change the class of the root to which they are affixed are called class changing prefixes, as their attachment converts the word from one part of speech into another.

For example, ‘friend’ is a noun. When the prefix, be- is affixed to it, verb befriend is derived. A- in asleep, be- in becalm, en- in encage, de- in deforest, dis- in disbar, non-in non-stick, and un- in unhorse are class changing prefixes. Almost all the other prefixes are class maintaining.

Class Maintaining Prefixes :

The majority of, or it would not be wrong to say almost all the prefixes, except the one mentioned above are class maintaining. They are termed so because their affixation or addition to the root of a word, no doubt creates a new word, but does not change the class or part of speech of the root word to which they are affixed.

For example, ‘happy’ (Aj) ‘unhappy’ (Aj); ‘cycle’ (N) ‘bicycle’ (N); and ‘generate’ (V) ‘degenerate’ (V).

Prefix de- is both class changing and class maintaining.

Semantic Classification of Prefixes of English:

English prefixes are semantically classified. The prefixes are grouped under eight different titles such as **negative prefixes** (un- (unhappy), non- (nonviolence), in- (incorrect), a- (amoral)), **reversative or privative prefixes** (un- (undo), de- (decode), dis- (disconnect)), **pejorative prefixes** (mis- (misunderstand), mal- (malpractice), pseudo- (pseudo-science)), **prefixes of degree or size** (arch- (archenemy), super- (superfast), out- (outsmart), sur- (surcharge), sub- (subcommittee), over- (overconfidence), under- (underuse), hyper- (hypertension), mini- (minicomputer)), **prefixes of attitude** (co- (coauthor), counter- (counter-attack), anti- (antisocial), pro- (pro-democracy)), **locative prefixes** (super- (superstructure), sub- (subway), inter- (interschool), trans- (transatlantic)), **prefixes of time and order** (fore- (foretell), pre- (pre-lunch), post- (post-lunch), ex- (ex-minister), re- (remake)), and **number prefixes** (uni- (uniform), mono- (monorail), bi- (bicycle), di- (dialogue), tri- (triangle), multi- (multinational), poly- (polysyllable)). Prefixes of English are rather more independent semantically than the suffixes.

Check Your Progress

- i. Fill in the blanks with a prefix that forms the opposite of words given below:

| | | | |
|--------------|--------------|--------------|---------------|
|patient |happy |pure |honest |
|friendly |legible |agree |connect |
|logical |regular |visible |correct |
|social |lock |do |employed |

- ii. Put the following prefixes in appropriate gaps in the following sentences:

dis- in- mis- re- un- under-

1. That is correct answer.
2. Let's look at this study material again. We should view it before the exam.
3. The subway does not go over the land like a normal train. It moves ground.

4. The police saw a thief, but they could not find him. It seemed that he appeared.
5. The students didn't hear the teacher correctly. They understood him.
6. I just can't believe it! The story is believable!

Suffixes:

English suffixes are either Inflectional or Derivational. Inflectional suffixes come at the end of the word. They follow the derivational suffixes, but they are followed by nothing. Therefore, when an inflectional suffix is added to a word, no further derivation is possible through that word.

Inflectional Suffixes of English:

English has a limited number of inflectional suffixes. They are used to present grammatical meaning. They are affixed to a stem of a word (such as Noun, Verb, Adjective, Adverb) to create different grammatical forms of the same word. They express grammatical concepts such as number, person, tense, case, and degree which means they have grammatical function and are grammatically conditioned. English has following types of inflectional suffixes:

- i. **The plural suffix -s** is used to form the regular plural by adding the suffix, -s to the nouns in the singular as in: apples, books, churches, babies.
- ii. **Genitive or Possessive suffix -'s** is used to mark the possessive case as in: Virat's, boy's, girls' or Socrates'.
- iii. **Third Person Singular Subject Present Tense Suffix, -s** occurs with verbs while expressing present tense when the subject is third person and singular in form, as in: walks, moves, catches.
- iv. **Past Tense Suffix, -ed** is used to indicate simple past tense form of regular verbs as in played, talked, wanted. It is also used with some irregular verbs like burn, dream, swell.
- v. **Present Participle Suffix, -ing** is used to form the present participle of verbs which normally follow a form of 'be' to indicate the progressive aspect of tense, e.g. coming, working.

- vi. **Past Participle Suffix, -ed** is also called 'Perfective and Passive Participle'. In regular verbs it is spelt -ed, as in connected, called, talked which is identical with the Past Tense suffix. However, in the irregular verbs, it is represented differently, e.g. grown, seen, taken and others.
- vii. **Comparative Suffix -er** is attached to mono- and disyllabic regular gradable adjectives and adverbs to form their comparative forms as in tall ~ taller, soon ~ sooner.
- viii. **Superlative Suffix -est** is attached to mono- and disyllabic regular gradable adjectives and adverbs to form their superlative degree forms as in tall ~ tallest, soon ~ soonest.

Derivational Suffixes of English:

As mentioned earlier, affixation is the most commonly used word formation process, and suffixation is the most common of affixations. The derivational suffixes are used to create new words. The derivational suffixes of English can be classified variously. They can be broadly classed into class maintaining derivational suffixes and class changing derivational suffixes.

Classification of Derivational Suffixes:

Suffixes added to a particular class of word to derive a new word belonging to the same class are called class maintaining derivational suffixes. For example, the suffix -hood is class maintaining as it can be added to nouns like child, brother, and others to derive nouns such as childhood, brotherhood.

English has a limited number of class maintaining derivational suffixes such as: - (e)ry, -ese, -ess, -ette, -hood, -let, -ling, -ster, -eer, -ship and a few others.

Most of the derivational suffixes of English bring about change in the class of the base to which they are added. Such suffixes are called class changing derivational suffixes. For example, the suffix -ify changes the noun, class in the verb, classify. Hence, it is class changing.

Suffixes like -able, -al, -ance/-ence, -ant/-ent, -ard, -arian, -ary, -ate, -ion(-tion, -ation, -ition and others), -ative, -ed, -ee, -esque, -fold, -ic, -ify/-fy, -ism, -ist, -ite, -ity,

-ive, -ize, -less, -ly, -ment, -er, -or, -most, -ness, -ous/-eous, -some, -ure, -word(s), -wise, and others are class changing derivational suffixes of English.

English has a few suffixes that can be both class changing and class maintaining derivational suffixes. For example, the suffix, -dom becomes a class changing suffix when it is attached to an adjective, free to derive the word freedom, a noun. It works like a class maintaining suffix when it is added to a noun such as king to form a noun, kingdom. The suffixes like -age, -an, -ian, -dom, -ful, -ing, -er, -y, -ish, can be the member of this group of derivational suffixes. They may or may not bring about a syntactic category shift in the base to which they are appended.

In English, it can be observed, prefixation is typically class maintaining while derivational suffixation is typically class changing.

Classification of Suffixes as per the Class of Derivatives:

Suffixes of English can also be classified as per the part of speech of the derivatives they form: Noun Forming Suffixes of English are added to the variety of bases to form nouns.

Hence, the suffixes in this category can further be classified into:

The class of Suffixes Forming Nouns from Nouns includes suffixes like -dom (king~kingdom), -ess (poet~poetess), -er (London~Londoner), -ette (kitchen~kitchenette), -hood (child~childhood), -ism (Marx~Marxism), -let (flat~flatlet), -ling (duck~duckling), -scape (land ~ landscape), -ship (friend ~ friendship), and others.

The class of Suffixes forming Nouns from Verbs consists of suffixes like -ation (examine ~ examination), -ee (employ ~ employee), -al (propose ~ proposal), -ary (dispense ~ dispensary), -er (work ~ worker), -ment (enjoy ~ enjoyment), and many others.

The suffixes like -cy (delicate ~ delicacy), -dom (free ~ freedom), -er (ten ~ tenner), -hood (false ~ falsehood), -ist (social ~ socialist), -ness (happy ~ happiness), -th (warm ~ warmth), and others are the part of the class of Suffixes Forming Nouns from Adjectives.

Adjective Forming Suffixes are the Suffixes Forming Adjectives from Nouns which include -al (nation ~ national), -ate (passion ~ passionate), -en (gold ~ golden), -ese (Pekin Pekinese), -esque (picture ~ picturesque), -ful (colour ~

colourful), -ic (artist ~ artistic), -ly (friend ~ friendly), -ous (courage ~ courageous), -y (luck ~ lucky) and others.

Some English adjectives are formed by adding following suffixes to verbs: The suffixes like -able(believe ~ believable), -ant/-ent (absorb ~ absorbent), -atory(affirm ~ affirmatory), -ful (scorn ~ scornful), -ive (possess ~ possessive), -less (count ~ countless), and others belong to the class of Suffixes Forming Adjectives from Verbs.

The class of Suffixes Forming Adjectives from Adjectives is less productive. Its members are -ish (red ~ reddish), -ly (good ~ goodly), -some (queer ~ queersome).

Verb Forming Suffixes: English has only three suffixes for producing verbs:

- a. -ify is added to nouns to form verbs as in class ~ classify, beauty ~ beautify, and others.
- b. -ize is appended on nouns (hybrid ~ hybridize) and affixed to adjectives (nasal ~ nasalize) to form verbal derivatives.
- c. -en is attached to adjectives to form verbs, as in short ~ shorten, weak ~ weaken.

Adverb Forming Suffixes:

-ly, -ward(s), and -wise are adverb forming suffixes of English. Out of these, -ly is very productive with adjective bases. For example, happy ~ happily, home ~ homeward(s), and student ~ studentwise.

The knowledge of the affixes helps the learners to a great extent in forming new words. It is also helpful in understanding the existing words by decomposing them. If you know an affix and its meaning, you can understand the usage and the meaning of the derived /complex word easily.

Check Your Progress

i. Put the words in the brackets in the appropriate form using suffixes:

1. He was acting in a very way. (child)
2. He wants to be an, when he grows up. (engine)
3. There is no in his presentation. (weak)

4. He completed the work in time. He became (success)
 5. There were only a of people in the party. (hand)
 6. You need aof motivation, organization and hard work to realize your dreams. (combine)
 7. The road was too narrow, so they had to it. (wide)
 8. They require the to arrange the function. (approve)
 9. She loves in everything. (pure)
 10. Amitabh Bachchan is a actor. (fame)
- ii. **Make Nouns of the following words by adding suffixes and use them in sentences:** prepare, refuse, run, manage, fail, private, good, wide, child, injure, clear, divide, mix
- ii. **Make Adjectives of the following words by adding suffixes and use them in sentences:**
function, affection, earth, China, acid, joy, cost, walk, act, cream, attract
- iii. **Make Verbs of the following words by adding suffixes and use them in sentences:**
pure, actual, dark, simple, final, white

1A.2.2 Section II Vocabulary and Words in context :

Synonyms:

Context plays a very important role in developing vocabulary. When you study words, you have to pay attention to the context of situation in which they are used. Actually, you can remember words better when you associate them with other words and understand the similarity and difference between them as they are used in sentences. The words having more or less the similar meanings are synonymous. The following are the pairs of synonyms:

| | |
|---------------------|------------------------|
| Beautiful : pretty, | hurt : injure : wound, |
| distant : remote, | mad : insane, |
| tidy : neat, | glow : shine, |
| guard : protect | |

However, it should be noted that no two words have exactly the same meaning. It is so because, even though two words have exactly the same referential meaning, they may differ from emotive, associative or evocative point of views.

Two words are synonymous, if they can substitute each other in all the contexts:
e.g. rich : wealthy, neat : tidy

But there are words like beautiful : handsome which cannot substitute each other in certain contexts as in 'a beautiful flower' cannot be 'a handsome flower'. However, they can substitute each other in certain other contexts like 'a beautiful woman' can be 'a handsome woman'.

Two words are synonymous if their antonyms are same. However, this is also context-dependent. That is two words may have same antonyms in one context but not in the other. For example,

1. He studies English with profound interest.
2. He listened to the song with deep interest.
3. The valley is very deep.

The word 'profound' and the word 'deep' in the sentence (2) have the same antonym word, 'superficial'. Hence 'profound' and 'deep' in sentence (2) are synonyms. However, the antonym of the word 'deep' in the sentence (3) is 'shallow' and therefore 'deep' in sentence (3) is not the synonym of 'profound'.

Words can be synonymous in different patterns:

i. Words belonging to different dialects:

| | |
|---------|--------------|
| British | American |
| autumn | fall |
| biscuit | cookie |
| chips | French fries |
| flat | apartment |
| kennel | doghouse |
| lift | elevator |
| queue | line |

ii. Synonyms differing due to the point of view of their emotional overtones and evocative effects:

liberty : freedom, politician : statesman, hide : conceal

iii. Words belonging to two different registers:

children : kids, die : pop off, father : daddy
mother : mummy, gentleman : chap, lady : woman

'Daddy' and 'Mummy' mostly belong to children's language. Likewise, 'woman' is more likely to occur in the common man's language and 'lady' in the variety of language used by upper classes.

This shows that synonymous words have similar general meaning but they have different shades of meaning and are used in different contexts. Let us see some words which are synonymous but have different shades of meaning.

A) Synonymous nouns in different shades of meaning:

The following group of nouns has same general meaning but they are used in different contexts as they have different shades of meanings.

freedom, emancipation, liberty, independence

'Freedom' a native everyday word means the right to do or say what you want without anyone stopping you. It is generally meant for the country. 'Emancipation', of Latin origin, means act of setting free from the power of another, from slavery, subjugation, or dependence. 'Liberty', a word borrowed from French means freedom to live as you choose without too many restrictions from authority. It is meant for an individual and it is formal. And 'Independence' is again from French and means freedom from dependence.

fame, repute, honour, glory, renown, credit, reputation, popularity, name, recognition, stardom

'Fame' refers to the state of being known by many people. Glory is fame, praise or honour that somebody gets after achieving something important. When we talk about honour we refer to great respect or admiration for somebody. 'Repute' is the opinion that people have of somebody. Repute and reputation differ in usage as in 'artist of repute' and 'artist's reputation'. If you are a person of renown, you get fame

and respect because of something you have done. It is used in formal situation. 'Recognition' is the public praise and reward for somebody's word or deeds. 'Stardom' refers to the state of being famous as an actor or a singer. Similarly, 'Popularity' means the state of being liked, enjoyed or supported by a large number of people. 'Credit' is the praise or approval you get for something good you have done.

Check Your Progress:

Study the core meaning of the following synonymous nouns and write sentences to show how they are used differently:

1. pleasure, delight, enjoyment, joy, ecstasy, bliss, happiness
2. courage bravery, boldness, heroism, intrepidity, valour
3. brink, bank, edge, fringe, brim
4. fear, fright, horror, alarm, panic, terror, dread
5. luck, fortune, chance, prosperity, good stroke
6. knowledge, perception, wisdom, intuition, cognition, information, intelligence
7. house, residence, home, abode, hut, shack, shanty, pad, bungalow, mansion, villa, flat
8. shopkeeper, grocer, green-grocer, merchant, trader, hawker, vendor
9. campaign, drive, expedition
10. war, battle, combat, contest, conflict, broil, row, fighting

B) Synonymous verbs having different shades of meaning:

Like nouns, there are verbs which mean almost the same but they are not perfect synonyms.

build, construct, erect, assemble, fabricate, make

'Build' and 'construct' are perfect synonyms. The only difference they have is of the dialect. Build is British, while construct is American. Make is more general than build and construct. Moreover, a computer can be assembled. 'Fabricate' is used with steelwork or making of goods and equipment from various different materials. Erect is used in formal mode.

chase, follow, hunt, pursue, track

The police chase a thief when they see him or her and track one when they see the marks left by a thief. We pursue a goal and hunt an animal and when we follow somebody we go after him/her.

There are many such groups of verbs. They can be better understood by looking up them in a dictionary and learning their meaning and usage. Some of the groups are given below:

Verbs related to walk : stroll, wander, march, plod, strut, stride, stagger, stray, ramble, stalk, stumble

Verbs related to smile: smile, sneer, grin, giggle, laugh, titter, chuckle, guffaw

Verbs related to pull: pull, draw, drag, jerk, lug, tug, wrench, haul, tow

Verbs related to hold: hold, catch, grasp, clutch, seize, snatch, grip, clasp, clench

Check Your Progress:

i. Study the core meaning of the following synonymous verbs and note down their meanings and write sentences to show how they are used in different contexts:

1. come, arrive, near, approach, advance, reach
2. stroll, wander, march, plod, strut, stride, stagger, stray, ramble, stalk
3. smile, sneer, grin, giggle, laugh, titter, chuckle, guffaw
4. pull, draw, drag, jerk, lug, tug, wrench, haul, tow
5. hold, catch, grasp, clutch, seize, snatch, grip, clasp, clench

ii. Study the following pairs of verbs. Write down their general meanings and use them in your sentences so as to show how different they are.

Assure - ensure, bow - stoop, capture - arrest, disclose - reveal, evade - avoid, finish - finalize, grab - catch, hire - rent, portray - delineate, lessen - lighten, prevent - forbid.

C) Synonymous adjectives having different shades of meaning:

Like nouns and verbs, many groups adjectives also have almost the same meaning but at the level of context they are different.

holy, godly, saintly, sacred, hallowed, divine express generally the meaning of being holy. Holy, divine and sacred mean ‘connected with God or a god’. Moreover, sacred means very important and treated with respect as in - ‘Human life is always sacred’. ‘A godly man’ is one who lives a moral life based on religious principles. ‘A saintly life’ is holy and good. ‘Hallowed traditions’ are important and respected.

Lonely, solitary, lonesome, forlorn have generally the same meaning. But lonely, lonesome and forlorn have unfavourable meaning referring to unhappiness and isolation. On the other hand, solitary has favourable meaning as in – ‘A solitary child enjoys being alone’.

Similarly, there are pairs of adjectives which appear to be related and to have nearly the same meaning but they are used differently. Find out their meanings in the dictionary.

| | | | | | |
|----|----------------------|----|---------------------|----|---------------------|
| a. | childish/childlike | b. | economic/economical | c. | historic/historical |
| d. | sensible/sensitive | e. | true/truthful | f. | uneatable/inedible |
| g. | unreadable/illegible | h. | young/youthful | | |

Check Your Progress

1. Use the following pairs of adjectives in your own sentences:

| | |
|---|----------------------|
| childish/childlike, | economic/economical, |
| historic/historical, sensible/sensitive, | true/ truthful, |
| uneatable/inedible, unreadable/illegible, | young/youthful |

2. Find out other such pairs of adjectives; study the difference in their meanings and use them in your sentences.

3. Study the adjectives in the following groups and use them in your sentences:

| | |
|----------------------------------|-----------------------------|
| i. amicable - cordial – friendly | ii. favourable - favourite, |
| iii. trusting - trusted, | iv. lovable -loving, |
| v. careful - caring, | vi. cool - cold |

Antonyms:

Now you know that your vocabulary can be developed through learning synonymous words. Similarly, antonyms also help in developing our vocabulary. Antonyms are the words with opposite meanings. Antonyms are used for clear and forceful communication. We use a number of antonyms in our day-to-day communication. Consider the following statements:

a. He is my friend.

b. He is not my friend.

'friend' and 'enemy' are antonyms but sentence (b) does not exactly mean what sentence (a) means. It means antonymous words are contextually meaningful. Adjectives, nouns and verbs have antonyms.

Antonymous adjectives:

absent X present,

beautiful X ugly,

clever X dull,

difficult X easy,

glad X sad,

high X low,

thick X thin,

narrow X wide,

rough X smooth,

junior X senior

Antonymous nouns:

height X depth,

arrival X departure,

chaos X order,

consumption X preservation,

controversy X agreement,

confidence X diffidence,

popularity X notoriety,

truth X falsehood,

mercy X cruelty,

love X hatred,

Antonymous verbs:

buy X sell,

forget X remember,

give X take,

increase X decrease,

hide X seek,

hasten X delay,

gather X separate,

destroy X create,

permit X forbid,

strengthen X weaken

Check Your Progress

i. Choose the word that is most nearly opposite in meaning to the word in capital letters.

1. VACATE = A. abandon B. charter C. sever D. occupy E. discharge
2. AMASS = A. disperse B. meld C. muster D. compile E. infuse
3. ENAMOR = A. entice B. enlighten C. loathe D. subdue E. fascinate
4. RENOWN = A. acclaim B. obscurity C. villainy D. infamy E. restige
5. AMPLIFY = A. magnify B. intensify C. allay D. withdraw E. lessen
6. FESTIVE = A. serene B. hearty C. gruesome D. jaunty E. dreary
7. WAN = A. pale B. drab C. anemic D. glowing E. kaleidoscopic
8. FORGO = A. despise B. revere C. indulge D. abstain E. waive
9. EXPEND = A. stash B. dispatch C. splurge D. exhaust E. smother
10. POROUS = A. fragile B. waterproof C. consolidated D. dense E. spongy

1A.2.3 Section III Problem Words:

English has homonyms which can be problematic. These words look similar or have same pronunciation but their meanings are different and unrelated. Such words are considered problem words as they confuse us. Hence, the knowledge of meaning and usage of such words makes them a part of your vocabulary and enrich it. Some problem words are given below:

1. **air** : (mixture of gases we breathe) The air in the university campus is clean and fresh.

Heir /eY/ : (one who inherits) Usually a son becomes the heir to the property of a father.

2. **wind /wInd/**: (air in motion) The wind is blowing.

wind/waInd/: (to twist or bend something) The river winds its way between two meadows.

3. **except**: (apart from) We work everyday except Sunday.

expect: (to think that something will happen, wish) She expects that she will be the topper.

4. **here:** (in or at this place) A tiger had come here last night.

hear: (to listen or to pay attention) I hear songs on radio.

5. **hoard** (to collect and keep large amounts of money and food secretly) He hoarded wealth greedily.

horde: (a large crowd of people) Cricket fans came in hordes.

6. **adopt:** (to take somebody's child into your family and become its legal parent) She adopted a girl from the orphanage.

adapt: (modify, to change something) We have to adapt quickly as per the new technology.

adept: (skilful) He is adept at playing harmonium.

Check Your Progress:

Look up the following pairs of words in the dictionary and use them in your sentences:

accept – except, advice – advise, affection – affectation, birth – berth, cast – caste, complement – compliment, collision – collusion, confident – confidant, corps – corpse, council – counsel, dairy – diary, device – devise, draft – draught, eligible – illegible, eminent – imminent, human – humane, last – latest, licence – license, prophecy – prophesy, persecute – prosecute, right – rite, story – storey, suit – suite, tale – tail, tire – tyre – tier.

1A.2.4 Section IV Phrasal Verbs:

English can be used in both formal or polite way and informal, familiar or colloquial manner. Those who learn English in the classroom and not exposed amply to outside the classroom, may not have access to its colloquial variety. A phrasal verb is combination of a standard verb (especially native) like 'go' or 'look' and a preposition or an adverb which are called particles. This combination forms a new verb with totally different meaning. For example,

- a. She put the book on the table.
- b. She put out a candle.

In the sentence (b) put out means ‘stop something from burning’. In the sentence (a) put has its common meaning ‘keep’.

Phrasal verbs are important because they are extremely common in colloquial English. If you are not familiar with them, you will find informal English difficult to understand. A good dictionary has the entries of the phrasal verbs. If you want to master phrasal verbs and consequently English, develop a habit to look for phrasal verbs. There are three types of phrasal verbs:

1. Phrasal verbs (intransitive) that do not take an object:

blow in : My cousin blew in unexpectedly with his family. (visit unexpectedly)

come along : If you want, you can come along. (accompany)

2. Phrasal verbs (transitive) with an Object:

hand back : Will he hand back my money? (return)

pick out : Anita picked out a lively dress. (choose)

3. Phrasal verbs with two particles:

stand up for : Everybody must stand up for the truth. (defend)

put up with : Nobody should put up with injustice. (tolerate)

Check Your Progress:

A) Each sentence given below contains an incomplete phrasal verb. Complete the expression by supplying a suitable preposition or adverb particle. Choose your answer from the options given in the brackets.

1. She takes her grandmother. (after / off / in)
2. They assaulted the watchmen and took many precious paintings
(down / away / back)
3. These shoes don't fit. I am going to take them to the store. (back / away / off)
4. Don't take him an idiot. (for / in / off)
5. The dress was loose for me so I took it to the tailor and got it taken
(in / off / down)

6. Please take your shoes before entering the temple. (down/ off / away)
7. How are you going to meet the deadlines if you take too many projects? (on / in / over)
8. If you love Susie why don't you take her on a date? (out / up / off)
9. He took farming after retirement. (up / in / on)
10. We will take this issue when we meet next week. (up / on /over)

B) Fill the phrasal verbs in the blanks according to their meanings in brackets:

1. your shoes.(Remove)
2. Somebody has to the baby. (Take care of)
3. She wants to the truth? (Discover)
4. The truck in the desert. (stop working properly)
5. The heavy rains the road. (gradually destroy) Exercises:

I. Make nouns from the following words:

admit, connect, laugh, weigh, brave, refer, great, height, equal, wed

II. Make adjectives from the following words:

air, brother, comfort, move, tire, talk, cease, cheer, fruit, gas

III. Make verbs from the following words:

circle, riend, prison, fame, glory, dark, special

IV Choose the word which means almost same as the underlined words in the following sentences:

1. She is very wealthy.
a) rich b) poor c) wise d) well
2. He made a real solution.
a) good b) nice c) genuine d) wrong
3. Every time you cannot blame the system.
a) accept b) accuse c) admit d) excuse

4. Education may end your misery.
a) mission b) machine c) sorrow d) happiness
5. She portrayed a painting.
a) drew b) spoiled c) photo d) picture

V. Choose the word which is opposite in meaning of the underlined words in the following sentences:

1. Wild animals are very cruel.
a) aggressive b) beastly c) kind d) angry
2. Demonetization decreased corruption.
a) increased b) destroyed c) delayed d) discourage
3. It was a comic film.
a) lovely b) dirty c) serious d) good
4. He is a man of knowledge
a) importance b) information c) ignorance d) wise
5. The umpire must not be partial.
a) fair b) part c) pleasing d) pure

VI Choose the appropriate word from the pair given below and fill up the blanks in the following sentences:

1. He is a man of character. (lose/loose)
2. Heart caused her (decease/disease)
3. Do not your time and energy in useless things. (waste/waist)
4. The is pleasant. (whether/weather)
5. The world requires (peace/ piece)

VII Put the phrasal verbs given in the bracket in its correct place in the following sentences: [carry on, give in, go through, jump in, make up]

1. Feel free to at any moment while we are talking.
2. Never! You can do it!

3. Though he is tired, he wants to his study.
4. Good friends must after trivial disputes.
5. Before the examination students the notes.

VIII Tick the correct meaning of the affix underlined in the following sentences:

1. Nothing is impossible.
a) not b) again c) more d) something
2. The assistant helped me in arranging things.
a) help b) action c) a person who... d) helper
3. She loves a creamy cake.
a) not b) full of c) oily d) man
4. He attended the pre-lunch session.
a) early b) after c) late d) before
5. They read the booklet on cashless transactions.
a) late b) big c) small d) good

B) On Saying Please

A. G. Gardiner

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- 1 B.5 Answers to Check Your Progress
- 1 B.6 Exercises
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1 B.0 Objectives:

- To inculcate human values among the students through the prose, “On Saying Please” by A. G. Gardiner
- To increase the actual achievement in reading of students.
- To make the students to use polite words to make other people feel appreciated and respected.

1 B.1 Introduction:

Alfred George Gardiner (1865–1946): A G Gardiner was born into the Victorian era in 1865 and writing through the Edwardian and Georgian periods. Alfred George Gardiner was a newspaper editor, journalist and author. He is known for his essays, written under the pen-name “Alpha of the Plough” as well as his prose written under his own initials. Beginning his career as an apprentice- reporter at the age of fourteen

Gardiner went on to become the editor of the oldest, most widely read Liberal newspaper in the early half of the 18th century, Daily News.

As was typical of the Victorian age, his works reflected the pressing social, intellectual, economic, and religious issues and problems of the era. However, his skill was best displayed in the four published collections of pen portraits: Prophets, Priests and Kings (1908), Pillars of Society (1913), The War Lords (1915), and Certain People of Importance (1926). His essays are uniformly elegant, graceful and humorous. His uniqueness lay in his ability to teach the basic truths of life in an easy and amusing manner. **Pebbles on the Shore, Many Furrows and Leaves in the Wind**, are some of his other best known writings. His writings reflect two moods: the combative, disputatious controversialist who signed himself A. G. G., and the gentle, discursive essayist, Alpha of the Plough, who contributed to The Star.

Essays of Gardiner sparkle with laughter and charm. By the charm of his art Gardiner succeeded admirably in lifting journalistic writings to the level of pure art. His style is typical of the best modern journalism. Though written in a playful spirit, Gardiner's essays often contain thought-provoking idea. His ideas are made palatable by a coating of fine humour. His style is marked by a perfect clearness of expression, happy choice of words, lively humour and a wealth of literary and historical allusions. Gardiner died in 1946.

1 B.2 Content:

“On Saying Please” by A G Gardiner

The young lift-man in a City office who threw a passenger out of his lift the other morning and was fined for the offence was undoubtedly in the wrong. It was a question of 'Please'. The complainant entering the lift, said, 'Top'. The lift-man demanded 'Top-please' and this concession being refused he not only declined to comply with the instruction, but hurled the passenger out of the lift. This, of course was carrying a comment on manner too far. Discourtesy is not a legal offence, and it does not excuse assault and battery. If a burglar breaks into my house and I knock him down, the law will acquit me, and if I am physically assaulted, it will permit me to retaliate with reasonable violence. It does this because the burglar and my assailant have broken quite definite commands of the law, but no legal system could attempt to legislate against bad manners, or could sanction the use of violence against something which it does not itself recognize as a legally punishable offence. And

whatever our sympathy with the lift-man, we must admit that the law is reasonable. It would never do if we were at liberty to box people's ears because we did not like their behaviour, or the tone of their voices, or the scowl on their faces. Our fists would never be idle, and the gutters of the City would run with blood all day.

I may be as uncivil as I may please and the law will protect me against violent retaliation. I may be haughty or boorish and there is no penalty to pay except the penalty of being written down an ill-mannered fellow. The law does not compel me to say 'please' or to attune my voice to other people's sensibilities any more than it says that I shall not wax my moustache or dye my hair or wear ringlets down my back. It does not recognize the laceration of our feelings as a case for compensation. There is no allowance for moral and intellectual damages in these matters.

This does not mean that the damages are negligible. It is probable that the lift-man was much more acutely hurt by what he regarded as a slur upon his social standing than he would have been if he had a kick on the shins, for which he could have got a legal redress. The pain of a kick on the shins soon passes away but the pain of a wound to our self-respect or our vanity may poison a whole day. I can imagine that lift-man, denied the relief of throwing the author of his wound out of the lift, brooding over the insult by the hour, and visiting it on his wife in the evening as the only way of restoring his equilibrium. For there are few things more catching than bad temper and bad manners. When Sir Anthony Absolute bullied Captain Absolute, the latter went out and bullied his man, Fag, whereupon Fag went out downstairs and kicked the page-boy. Probably the man who said 'Top' to the lift man was really only getting back on his employer who had not said 'Good morning' to him because he himself had been henpecked at breakfast by his wife, to whom the cook had been insolent because the housemaid had 'answered her back'. We infect the world with our ill humours. Bad manners probably do more to poison the stream of the general life than all the crimes in the calendar. For one wife who gets a black eye from an otherwise good natured husband there are a hundred who live a life of martyrdom under the shadow of a morose temper. But all the same the law cannot become the guardian of our private manners. No Decalogue could cover the vast area of offences and no court could administer a law which governed our social civilities, our speech, the tilt of our eyebrows and all our moods and manners.

But though we are bound to endorse the verdict against the lift-man most people will have a certain sympathy with him. While it is true that there is no law that

compels us to say 'Please', there is a social practice much older and much more sacred than any law which enjoins us to be civil. And the first requirement of civility is that we should acknowledge a service. 'Please' and 'Thank you' are the small change with which we pay our way as social beings. They are the little courtesies by which we keep the machine of life oiled and running sweetly. They put our intercourse upon the basis of a friendly co operation an easy give and take, instead of on the basis of superiors dictating to inferiors. It is a very vulgar mind that would wish to command where he can have the service for asking, and have it with willingness and good feeling instead of resentment.

I should like to 'feature' in this connection my friend, the polite conductor. By this discriminating title, I do not intend to suggest a rebuke to conductors generally. On the contrary, I am disposed to think that there are few classes of men who come through the ordeal of a very trying calling better than bus conductors do. Here and there you will meet an unpleasant specimen who regards the passengers as his natural enemies - as creatures whose chief purpose on the bus is to cheat him, and who can only be kept reasonably honest by a loud voice and an aggressive manner. But this type is rare - rarer than it used to be. I fancy the public owes much to the Underground Railway Company, which also runs the buses, for insisting on a certain standard of civility in its servants and taking care that that standard is observed. In doing this it not only makes things pleasant for the travelling public, but performs an important social service.

It is not, therefore, with any feeling of unfriendliness to conductors as a class that I pay a tribute to a particular member of that class. I first became conscious of his existence one day when I jumped on to a bus and found that I had left home without any money in my pocket. Everyone has had the experience and knows the feeling, the mixed feeling, which the discovery arouses. You are annoyed because you look like a fool at the best and like a knave at the worst. You would not be at all surprised if the conductor eyed you coldly as much as to say, 'Yes I know that stale old trick. Now then, off you get.' And even if the conductor is a good fellow and lets you down easily, you are faced with the necessity of going back and the inconvenience, perhaps, of missing your train or your engagement.

Having searched my pockets in vain for stray coppers, and having found I was utterly penniless, I told the conductor with as honest a face as I could assume that I couldn't pay the fare, and must go back for money. 'Oh, you needn't get off: that's all

right', said he. 'All right', said I, 'but I haven't a copper on me.' 'Oh I'll book you through, he replied. 'Where d'ye want to go ?' and he handled his bundle of tickets with the air of a man who was prepared to give me a ticket for anywhere from the Bank to Hong Kong. I said it was very kind of him, and told him where I wanted to go, and as he gave me the ticket I said, 'But where shall I send the fare?' 'Oh, you'll see me some day all right', he said cheerfully, as he turned to go. And then, luckily, my fingers, still wandering in the corners of my pockets lighted on a shilling and the account was squared. But that fact did not lessen the glow of pleasure which so good-natured an action had given me.

A few days after, my most sensitive toe was trampled on rather heavily as I sat reading on the top of a bus. I looked up with some anger and more agony, and saw my friend of the cheerful countenance. 'Sorry, sir', he said. 'I know these are heavy boots. Got'em because my own feet get trod on so much, and now I'm treading on other people's. Hope I din't hurt you, sir,' He had hurt me but he was so nice about it that I assured him he hadn't. After this I began to observe him whenever I boarded his bus, and found a curious pleasure in the constant good nature of his bearing. He seemed to have an inexhaustible fund of patience and a gift for making his passengers comfortable. I noticed that if it was raining he would run up the stairs to give someone the tip that there was 'room inside'. With old people he was as considerate as a son, and with children as solicitous as a father. He had evidently a peculiarly warm place in his heart for young people, and always indulged in some merry jest with them. If he had a blind man on board it was'nt enough to set him down safely on the pavement. He would call to Bill in front to wait while he took him across the road or round the corner, or otherwise safely on his way. In short, I found that he irradiated such an atmosphere of good temper and kindness that a journey with him was a lesson in natural courtesy and good manners.

What struck me particularly was the ease with which he got through his work. If bad manners are infectious, so also are good manners. If we encounter incivility most of us are apt to become uncivil, but it is an unusually uncouth person who can be disagreeable with sunny people. It is with manners as with the weather. 'Nothing clears up my spirits like a fine day', said Keats, and a cheerful person descends on even the gloomiest of us with something of the benediction of a fine day. And so it was always fine weather on the polite conductor's bus, and his own civility, his conciliatory address and good humoured bearing infected his passengers. In

lightening their spirits he lightened his own task. His gaiety was not a wasteful luxury, but a sound investment.

I have missed him from my bus route of late; but I hope that only means that he has carried his sunshine on to another road. It cannot be too widely diffused in a rather drab world. And I make no apologies for writing a panegyric on an unknown bus conductor. If Wordsworth could gather lessons of wisdom from the poor leech gatherer 'on the lonely moor,' I see no reason why lesser people should not take lessons in conduct from one who shows how a very modest calling may be dignified by good temper and kindly feeling.

It is a matter of general agreement that the war has had a chilling effects upon those little every day civilities of behaviour that sweeten the general air. We must get those civilities back if we are to make life kindly and tolerable for each other. We cannot get them back by invoking the law. The policeman is a necessary symbol and the law is a necessary institution for a society that is still somewhat lower than the angels. But the law can only protect us against material attack. Nor will the lift man's way of meeting moral affront by physical violence help us to restore the civilities. I suggest to him, that he would have had a more subtle and effective revenge if he had treated the gentleman who would not say 'Please' with elaborate politeness. He would have had the victory, not only over the boor, but over himself, and that is the victory that counts. The polite man may lose the material advantage, but he always has the spiritual victory. I commend to the lift-man a story of Chesterfield. In his time the London streets were without the pavements of today and the man who 'took the wall' had the driest footing. 'I never give the wall to a scoundrel,' said a man who met Chesterfield one day in the street. 'I always do', said Chesterfield, stepping with a bow into the road. I hope the lift man will agree that his revenge was much more sweet than if he had flung the fellow into the mud.

Check Your Progress:

Q.1 A) Complete the following statements by choosing the best alternative:

1. The pain of wound to lasts longer.
 - a) the image
 - b) self-respect
 - c) emotions and feelings
 - d) dreams
2. According to A. G. Gardiner, we infect the world with

smoothly go on. If we do not adopt good manners, we will poison the whole atmosphere and spoil the stream of life.

Moreover the writer wants to tell us that there is no law that can compel people, to have good manners. No law can force people to be well mannered. But the civilization, culture and tradition of all good nations enjoin a man to be civil and tolerant. So people should have good manners to make their lives easier and more pleasant.

The writer presents an incident from a city office where a liftman threw out a person who insulted him by treating him as a social inferior. The person demanded "top". The liftman asked for "top please". It led to a fierce quarrel. It was only a question of "please". The liftman was punished for his violent behaviour. It happened because the law doesn't recognize the damage to our feelings but if we experience a material or physical loss the law can protect us. The liftman was punished because he broke a definite command of law by hitting the customer. We may sympathize with the liftman whose feelings were hurt but we will have to admit that the law is quite reasonable.

Good manners are key to success in life. Bad manners are not a legal offence. No law allows us to kick back the person who misbehaves with us. Good manners and bad manners are like infection, create a chain of reactions. If any burglar beaks into house, one is allowed to hit him but if any one injures the feelings of any one, law is silent. The attitude of the lift man is not appreciable because he retaliates bad manners with bad manners.

The bad manners are subjective. Their effects change from person to person. Sometimes even a light comment or action can hurt a man. It depends on our mental state at that time. If we are already hurt or disturbed then anything can provoke us. As was the case with the man who did not say "please" to the liftman. He was rude because his employer had misbehaved with him. The employer did so because he had been hen-pecked by his wife and his wife was angry because the cook had been insolent, as the housemaid had answered back to the cook. This shows how quickly the bad manners start a chain reaction of penetrating in the social life.

All the religions have preached in favour of good manners but neither any religion nor any constitution has ever tried to legislate against bad manners.

In writer's view "Please", "thank you" and "sorry" are the little courtesies by which we keep the machine of life oiled and running sweetly. They produce an atmosphere of cordiality and good will. The writer pleads us to restore these manners and behaviours so that the society can become a safe and pleasant place to live in.

A lift-man in an office threw a passenger out of the lift as the latter was impolite. He did not use the word 'please' while asking him to take him to the top.

The author is of the opinion that discourtesy is not a legal offence. If a person knocks another person down because he has broken the law, the former will be acquitted. But the liftman was in wrong because the law does not permit anybody to use violence, if another person is discourteous. Protect him against attack. An uncivil person may be called ill-mannered but he cannot be compelled by the law to say 'please'.

Moral and intellectual damages have nothing to do in this case. The lift-man was perhaps badly hurt because he considered it a blot on his social position. If he had been kicked on the shin he could have approached the law for getting it redressed but the pain of a wound to self-respect would last a longer period. If a person's self-respect is wounded, he remains uneasy till he inflicts such a wound on some other person. Evil manners start a vicious circle. A bad mood and temper cause widespread infection. They do more harm to the social life than the crimes recognized by the panel code. All the same the law cannot operate in this area because it is so vast. It is true that no law requires us to be polite. Politeness in speech and manners is not only beneficial for the individual who practices it but also for those around. Bad manners poison the general stream of life.

Bad as well as good manners are infectious. They create a chain of reactions. Once, the writer had a chance to travel in a bus. Unfortunately he was with zero money in his pocket. He thought that the conductor might throw him out off the bus. The conductor gave him the ticket and requested the author to pay the money later on. All the way long, the conductor amused the passengers with his jolly mood and words of courtesy. That was the reason the people waited for his bus to board on.

One day sitting on the top of the bus the author was reading a book. Suddenly his sensitive part of the toe was trampled on rather heavily. The writer looked up; it

was his friend conductor who was already humbled with his sense of sorry. Although the author was hurt badly but good behaviour of man healed his pain.

1 B.4 Terms to Remember:

Glossary

| | |
|---------------|--|
| undoubtedly | : known for certain to be so |
| discourtesy | : not polite |
| assault and | : an attack which includes not only battery threats but the actual use of violence |
| burglar | : thief who breaks into houses shops etc with the intention of stealing |
| retaliate | : to do something bad to someone who has done something bad to you |
| assailant | : an attacker |
| legislate | : to make a law or laws |
| to box | : to fight with the fists (closed hands) |
| haughty | : a high opinion of oneself and often a low position of others |
| laceration | : hurt feelings |
| slur | : a cause of blame |
| brooding over | : spend time thinking anxiously or sadly about something |
| equilibrium | : balance of the mind, emotions |
| insolent | : very rude |
| martyrdom | : the death or suffering of a martyr |
| morose | : very sad and ill tempered |
| Decalogue | : the Ten Commandments |
| intercourse | : dealings with |
| resentment | : anger |
| ordeal | : difficult or painful experience |
| cheerfully | : happily |
| squared | : having no doubt, settled |
| inexhaustible | : can never be finished |

| | |
|--------------|--|
| solicitous | : giving helpful care |
| uncouth | : not having good manners |
| benediction | : a blessing |
| conciliatory | : trying to win friendly feelings |
| panegyric | : a speech or piece of writing praising someone highly |
| boor | : a rude insensitive person |

1 B.5 Answers to Check Your Progress:

- A) 1. ---b; 2---c; 3---d; 4---a; 5---c.
- B) 1. Courtesy is a good investment because in lightening other people's spirits by being courteous, he is Lightening his own task.
2. According to A.G. Gardiner, saying 'please', 'thank you', 'excuse me', 'much obliged' etc. are small courtesies. They lighten our work and sweeten our life.
3. The writer suggests to the angry lift-man that he should have treated the gentleman who would not say 'please' with elaborate politeness.
4. The young liftman threw the passenger out of his lift because the passenger had refused to say, "Top please". That is why the young liftman was fined.
5. Good and bad manners affect our daily life very much. Good manners help the machine of our life oiled and running sweetly. Bad manners infect the world by poisoning the stream of life.

1 B.6 Exercises:

1. Vocabulary

A. Consult a dictionary and find out the subtle distinction in the following words.

rob, steal, burgle, thief

B. Find out the words with prefix 'un' and 'in' in the lesson.

C. Write some adjectives which can be used for a person not having good manners and for a person having good manners.

D. Complete the following table:

| Noun | Verb | Adjective | Adverb |
|-----------|-----------|------------|------------|
| Offence | --- | | |
| ---- | Retaliate | | |
| ---- | --- | concessive | |
| Infection | ---- | | |
| ----- | Apologize | | |
| | | | pleasantly |

E. Give synonyms and antonyms of the following words:

| Word | Synonym | Word | Antonym |
|---------|---------|----------|---------|
| assault | -- | idle | -- |
| liberty | -- | refuse | -- |
| deny | -- | courtesy | -- |
| offence | -- | civil | -- |
| vast | -- | inferior | -- |

2. Skimming and Scanning Questions :

A) Answer the following questions in one sentence each:

1. What was the offence of the young lift-man?
2. What did the lift-man demand from the person entering the lift?
3. Why was the young lift-man in a city office fined?
4. Why did the lift-man throw the passenger out of the lift?
5. Why did Captain Absolute bully his man?
6. What kind of a conductor is regarded as 'an unpleasant specimen'?
7. Why couldn't the writer pay the bus fare?

8. When are we apt to become uncivil?
9. How did the conductor behave with old people?
10. How was the conductor with young people?
11. Whom does the writer refer to as ‘an unusually uncouth person’?

3. Comprehension Questions :

A) Answer the following questions in 3 to 4 sentences each:

1. Distinguish between a legal and moral offence.
2. Give some examples of bad behaviour that are not punishable under law.
3. Discuss the importance and effect of good manners.
4. What is natural courtesy? How does it affect the society?
5. How could the liftman take a polite and effective revenge?
6. What compels us to be civil in our social behaviour?
7. What penalty does one have to pay for being discourteous?
8. How does the writer describe ‘a vulgar mind’?
9. What are small courtesies, according to A.G. Gardiner? How do they help us in our day to day life?
10. What better way of taking revenge does the writer suggest to the angry lift man?
11. How do good and bad manners affect the people around, according to A.G. Gardiner?
12. What are the advantages of using “please” and “thank you”, according to the writer?
13. What is the writer’s advice to the lift-man?

B. Answer each of the following questions in about 50 words.

1. Suggest some ways to encourage people to adopt good moral behaviour.
2. How does the stream of general life get polluted by one's behaviour ?
3. Discuss the necessity of the police and law in the society.

C. Write short notes on the following in 8 to 10 sentences each :

1. The lift-man
2. The bus conductor
3. Importance of civilities in social life

4. Writing Activity

- A. Write to your mother about the courteous behaviour of a bus conductor, you have come across recently. (50 words)
- B. Prepare a speech to be delivered in the morning assembly on 'Good manners are Infectious' (150 words)
- C. Write a paragraph of about 250 words on 'Value-based Education'.

5. Things to do

Cultivate the habit of saying 'please', 'thank you' 'sorry' etc. Mark its effect on the people and make its entry in your diary.

1 B.7 Books for Further Reading.

1. *The English Character* by E. M. Forster
2. Jane Austen's *Guide to Good Manners: Compliments, Charades & Blunders* by Josephine Ross
3. Alpha of the Plough, "The Vanity of Old Age", *Windfalls*, J.M. Dent & Sons Ltd., London, 1920,



Module 2

A) Narration

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2.A.0 Objective:

After studying this Module you are going to learn:

- How to narrate or talk about your own experiences.
- How to talk about past events and experiences.
- How to narrate past incidents, reposts making use of appropriate grammar and vocabulary.

2.A.1 Introduction:

After Studying Module No.1, you have acquired the basic skills like Listening, Speaking, Reading, and Writing along with developing vocabulary that attempts to help the students of English to develop Reference skill. In this Module you find that one has to talk about past events and experiences that happened in the past one has to make use of the past tense. Writing reports of experiment, newspaper reports, general reports of events/occurrences and events that happened in one's life are to be narrated by using past tenses. The speaker or writer should have the knowledge of first person, third person narrators and the people to whom one is narrating the gist of the matter.

In learning the skill of 'Narration' you need to learn the use of the past tense. This skill is useful in your social, professional life and it will be quite useful if you wish to become a creative writer.

2.A.2 Section – I

I) **Narration** is used for narrating past experiences. It is used in news reports, storytelling and day-to-day informal conversation. It is usually in some kind of chronological order. It requires the skill of explaining or telling something to someone. We like to listen to stories, incidents, events in the life of others. Sometimes we love even listening to the scary ghost stories around a campfire. The narrator of a story may be a character having some name or just an outside observer. This narrator or a character or author's persona that tells a story has a control on everything you need to know about the characters and the events.

The Narrator can be a **FIRST PERSON** narrator where an "I" (occasionally a "we") speaks **from his/her/their subject position**. This kind of **narrator** is usually a character in the story interacting with other characters. We see those interactions through the **narrator's** eyes (point of view), and we can't know the things that the **narrator** doesn't know or doesn't wish that we should know.

The other type of narration gives us a **THIRD PERSON point of view**. It is told by a narrator who projects himself/ herself as not being **the part of the story** and generally uses pronouns such as: he, she, it, they, them, their, him, her and its.

See for example:

“Looking back on a childhood filled with events and memories, I find it rather difficult to pick on that leaves me with the fabled “warm and fuzzy feelings.” As the daughter of an Air Force Major, I had the pleasure of traveling across America in many moving trips. I have visited the monstrous trees of the Sequoia National Forest, stood on the edge of the Grand Canyon and have jumped on the beds at Caesar’s Palace in Lake Tahoe. However, I have discovered that when reflecting on my childhood, it is not the trips that come to mind, instead there are details from everyday doings; a deck of cards, a silver bank or an ice cream flavor.”

OR

"There was something elusively whimsical about Einstein. It is illustrated by my favorite anecdote about him. In his first year in Princeton, on Christmas Eve, so the story goes, some children sang carols outside his house. Having finished, they knocked on his door and explained they were collecting money to buy Christmas presents. Einstein listened, then said, "Wait a moment." He put on his scarf and overcoat, and took his violin from its case. Then, joining the children as they went from door to door, he accompanied their singing of 'Silent Night' on his violin.

Let’s start with these interesting stories:

What is the difference between the narrations of these two stories?

- In the first story, the narrator (using the first-person pronoun ‘I’) is a character in the story. We can hear and see only what the narrator hears and sees.
- In the second story, the narrator is an outside observer and plays no part in the story but can tell us what all the characters are thinking and feeling. He indirectly tells us that though Einstein was a great scientist he was quite whimsical.
- Though the narrator of the second story is not a part of the story but he/ she knows everything. He/she knows all the details about the character (Einstein) and reveals him to us. Interesting, isn’t it?

When you read newspapers you must see that many of the news items/news reports do tell something that has happened in the recent past, especially what has happened on the previous day. The reporter narrates it from his point of view.

You can also narrate some personal experiences or report some past happenings (as you find in news reports).

Read the following news report for example:

A 16-year-old set sail from Portsmouth harbour on Saturday in a bid to become the youngest person to sail solo around the world. Michael Perham, who became the youngest person to cross the Atlantic alone when he was 14, left Portsmouth at 11:10 am aboard a 50-foot (15-metre) yacht, his spokesman Kizzi Nkwoch told AFP. He will cover 21,600 nautical miles, crossing every single line of longitude and the equator, in four and a half months, and his only contact with family members back home will be limited to brief satellite conversations.

This is narrated by a reporter making use of simple past tense. e.g.

| | |
|------------|------------------|
| told | set sail |
| who became | is expected back |
| will cover | he was 14 |

In such kind of narrations, we find the use of **past tense**. You know that a construction turns into past tense either by using verb forms as **was/were** or is regularly formed in by attaching **-ed** to the main verb or by using the past participle of the main verb.

For example:

- i. The last train reached New Delhi in time.
(to reach (v) – reached (simple past))
- ii. Gitanjali received a letter from the college office a week ago.
(to receive (v) – received (simple past))
- iii. Prakash withdrew one hundred rupees in his first attempt at the ATM.
(to withdraw (v) – withdrew (simple past))
- iv. Manoj and Yogesh spent one month in U.S. last year.

(to spend (v) – spent (simple past))

You need to study different types of verbs and try to make a list of them using a good dictionary and any grammar book from your library. Remember that a good narrative skill requires a sequence of past and past perfect tense.

The other distinction is of the use of past participle.

We use the verb **had** and the **past participle** for the **past perfect**:

The past perfect is used in the same way as the present perfect, but it refers to a time in the past, not the present.

See for example:

- When we reached there, we found that he had managed to call his mother.
- She didn't want to move. She had lived in that village all her life.
- I was sorry when the factory closed. I had worked there since I left school.
- My eighteenth birthday was the worst day I had ever had.
- I couldn't get into the house. I had lost my keys.

Now, see the following example of narration of a personal experience.

After an hour, the train stopped at the next station where five pretty ladies occupied the remaining berths in my coupe. They were well-dressed, seemed to be literate (I can't call them educated because you'll come to know why). Within a few minutes after they entered the coupe, they started claiming the berth I was sleeping on as theirs. They even pulled out an e-ticket (the one you can print when you book a ticket online) as a proof of their claim. Without even crosschecking the claims, the TTE (The Travelling Ticket Examiner) raised his voice and asked me to get off my berth. I tried to explain that I had already shown him my ticket and reminded him that he himself cross-checked my credentials just an hour back when I boarded the train. But he was not in a listening mode and demanded I vacate my berth (the upper one)

The other important thing that you should know while narrating experience is the use of time-markers. While referring your past experiences or memories what do you do? You try to relate your reflections using some time markers such as BEFORE,

LATER, SOON, STILL, EVER SINCE, etc. These time-markers introduce a time clause (an adverb clause) marking time.

| on Saturday | later | at first | during | For 15 minutes |
|------------------------------|----------------------|-----------------|---------------|------------------------|
| during afternoon hours | beginning, ending | on time | later | This is the first time |

See how these/such types of time-markers are used in the following passage:

NEW DELHI: Maharashtra chief minister Devendra Fadnavis found himself in an embarrassing situation when his scheduled public rally in Pune on Saturday gathered only a handful of people. Fadnavis was in Pune to address a campaign rally in the run up to the Pune Municipal Corporation polls. However, noting the thin crowd at the venue, Fadnavis left the city without addressing the meeting. The chief minister later clarified that he had cancelled the rally due to a miscommunication of time. “I have cancelled my public meeting at Pune due to miscommunication of time of rally. I regret for the same,” he said in a tweet. The fiasco occurred as the meeting was scheduled in the heart of the city during afternoon hours, traditionally siesta time for Pune-kars. Fadnavis, who reportedly reached the venue on time, waited for 15 minutes near the stage for a crowd to materialise, but very few people turned up. This is the first time that the chief minister was forced to cancel a campaign rally during the ongoing election campaign.

The use of such kind of adverb clause relates the action of the main clause.

For example:

- Caesar came out when he heard the cry of the crowd.
- While waiting for the guests to arrive, we were happy to enjoy reading the newspaper.
- Later, as she returned to her bedroom, Kadambari looked at herself in the mirror.
- Before Komal got out of bed, she spent a little time thinking about what she’ll be doing the rest of the day.

Most of the times, these time expressions are needed to arrange the order of actions in our narration. These expressions help us to arrange our past experience in a specific chronological order.

For example:

- (a) To begin with, Mamta made all necessary preparations for making a cup of tea.
- (b) At first, Sonam helped Mamta with a teapot and they put it on the gas- stove.
- (c) Then, Mamta added the required amount of milk and water.
- (d) Later on, she added a tablespoon of sugar and allowed it to boil.
- (e) After some time, she added a teaspoon of tea powder.
- (f) In the end, she allowed this mixture to boil for a few more minutes.
- (g) At last, they enjoyed their first recipe, their own cup of tea.

Now, you can narrate the third person (she, they) tea-making experience in the first person (I) narration in the following manner.

How I prepared my first cup of tea

Last evening some of my friends came to my house. My mother was not at home. So I myself had to make tea for my friends. I seated them in the drawing room. Then I went to the kitchen and lighted a stove. I put some water into the kettle and placed it on the stove. After some time the water began to boil. Now I put some tealeaves and sugar into the boiling water. Again I let it boil for a few seconds. Then I added milk to it. The tea was ready to serve. It gave a very good flavour. I poured it into the tea-pot and covered the tea-pot with a lid. I arranged the tea-pot, cups and saucers in a tray and served to my friends.

I was happy that they all liked it.

Check your progress

2.A.2 Section – 1 TASK 1

Rewrite the following sentences using appropriate simple past OR past perfect forms of the verbs given in the brackets:

1. I found the wallet that he had (keep) in the cupboard for me.

2. She hit me from my back and (ask) me whether I (recognize) her.
3. He went on a long drive when he (get) the key of his father's bike.
4. When the two friends Gitanjali and Kadambari (come) home they (see) that their parents were already there.
5. I could not send you an email because I (lose) your email ID.
6. The rain washed away the home that the poor farmer had recently (build) for him.
7. They (finish) their homework and went out to play.
8. Lalit (eat) all the food that Gitanjali had (cook) that evening.
9. She (recognize) him even in the Army Uniform.

(b) Complete the following piece of incomplete narration with the help of appropriate time-markers and linkers.

A Chairperson of the housing society put an advertisement – paying guest accommodation for deserving girls—undergraduate girl students of B. A. I attended the interactive session – the Chairperson not happy with their English – nobody spoke in English - there was Akash – a boy from a village but very active – was waiting outside the gate of the society – knew that accommodation was only for girls – Chairperson lady looked out of the window – sent the watchman to call him in – Akash presented in pleasant manner and in good English- Chairperson made an exception to her own rule – he was willing to undertake petty jobs like bringing grocery for the senior citizens- he got the paying guest accommodation.

(c) Narrate your experience:

Narrate your college tour experience (the places you visited like Raanchi, Bhopal, terrible winter etc)

2.A.2.2 Section – II

Use of linking words and phrases:

When you narrate an event in the past or your experience a few years ago, you need to use time-linkers to link clauses and sentences in a paragraph. See, for example, the expressions in the following paragraph:

BRAVE Samuel Thorne visited his house in seven months today in what was a precursor to his fulltime return home late this year.

The Logan schoolboy was struck down by a severe case of a rare neurological condition, transverse myelitis which extensively damaged his brain stem and spinal cord, confining him to a wheelchair and requiring constant ventilation.

He does, have movement in his right foot which enables him to steer his wheelchair.

Samuel, 10, toured his Meadowbrook house and joined his family watching the Rio Olympic Games coverage in the lounge room where Australian Emma McKeon's swim of a lifetime (bronze medal, 200m freestyle) put a smile on his face.

He had not been back to his family home since being admitted to Lady Cilento Hospital last December with the life-threatening, rare neurological illness.

You need linkers or linking expressions which express intention, reasons, purpose, contrast, consequence, comparison, to make additions, to give illustrations and to give examples, etc.

While narrating, time markers, linking words and phrases can be helpful in presenting your views and opinions effectively. These linkers are used for various purposes such as supporting our opinions, giving emphasis, showing agreement or disagreement or other such common purposes of communication.

However, these words have different meanings, nuances, and connotations. Before using a particular linker, be sure of its meaning and usage.

Some of the linking words and phrases are as follows:

Linking words used to show effect, result or consequences:

In consequence, as a result, for, consequently, under those circumstances, thus, therefore, in that case, because, thereupon, for this reason, henceforth, hence, accordingly, hence, etc.

Linking words used for your agreement or showing similarity:

Initially, in the first place, again, moreover, not only ... but also, as well as, as a matter of fact, together with, in addition, likewise, comparatively, in the same fashion, similarly, furthermore, by the same way, etc.

Linking words used in supporting examples, emphasis or point of view:

In other words, to put it differently, in fact, in particular, as an illustration, to be sure, in detail, in this case, for this reason, to put it another way, that is to say, with attention to, by all means, surely, certainly, absolutely etc.

Linking words used to suggest time/chronology:

at the present time, after, henceforth, from time to time, later, whenever, sooner or later, eventually, until, meanwhile, further, to begin with, since, during, in due time, as soon as, prior to, by the time, all of a sudden, immediately, formerly, suddenly, presently, finally, occasionally, etc

Linking words used to suggest space, location or place:

in the middle, here, further, to the left/right, beyond that, on this side, in the distance, here and there, in the background, in the centre of, opposite to, near, above, below, under, between, across, behind, alongside, etc.

Linking words used in showing opposition / limitation / contradiction:

although, although this may be true, but, in contrast. still instead, different from, unlike, whereas, of course ... but, despite, on the other hand, on the contrary, otherwise, at the same time, however, in spite of, besides, rather, above all, notwithstanding, after all, in reality, etc.

Linking words used in cause/ condition / purpose:

in the event that, in this case, then, provided that, as / so long as, unless, given that, on (the) condition (that), even if, with this intention, so as to, in the hope that, while, due to, in view of, because of, etc.

There are many more linking words. It is necessary for you to learn the use of these link words and linking expressions to make your writing logically acceptable.

For example:

- **As soon as** she landed in Mumbai, she got a good job.
- Will you please ask her to respond to my email **quickly**?
- **While** she was on board of the ship she enjoyed watching other ships.
- The boy troubled his mother **all the while** when she was shopping.

- **During** the rainy season farmers did lot of water harvesting.
- **By the time** our breakfast reached our table we had no desire to eat.
- **Before we** could get an umbrella we were all wet.
- He studied **until** midnight last night.
- She had looked after the baby **until** I came back from a three-day holiday.

2.A.2.2 Section – II TASK 2

Use the following linking words or connecting/cohesive devices in your own sentences suggesting various purpose/s.

| linking words/connecting/cohesive devices to | | | | |
|--|----------------|-------------|--------------------|-------------------|
| ADDITION | TIME | PLACE | COMPARISON | CONTRAST |
| furthermore | immediately | opposite to | in the same way | nevertheless |
| in addition | meantime | beyond | similarly | on the contrary |
| even more | simultaneously | nearby | in like manner | and yet |
| finally | until now | adjacent to | in similar fashion | on the other hand |
| besides | sometimes | below | likewise | at the same time |

2.A.2 Section – III

Some more examples of Narration :

Narration is not always narration of action or event. It may be narration of details of life of someone. There may not be a single word or linking expression as above, but there is a sequence of sentences according to birth, schooling, higher education, achievements in person's life. For example, see how the biographical details of a person are expanded into a small paragraph:

A.P.J. Abdul Kalam was a prominent Indian scientist who served as the 11th President of India from 2002 to 2007. Renowned for his pivotal role in the nation's civilian space programme and military missile development, he was known as the Missile Man of India. He made significant contributions to India's Pokhran-II nuclear tests in 1998 which established him as a national hero. An alumnus of the prestigious Madras Institute of Technology, Kalam began his career as a scientist at the Aeronautical Development Establishment of the Defence Research and Development Organization (DRDO). He was later transferred to the Indian Space Research Organisation (ISRO) where he served as the project director of India's first Satellite Launch Vehicle (SLVIII). He eventually rejoined DRDO and became closely involved in India's space programme. He served as the Chief Scientific Adviser to the Prime Minister in the 1990s before becoming the President of India in 2002. Immensely popular during his term, he earned the moniker of People's President. He was honored with several awards including the Bharat Ratna, India's highest civilian honour, for his contribution to the nation's space and nuclear programme.

See another example of the first-person narration by the great English writer Charles Dickens where he is telling of his childhood memories and his association with his late father:

'I was a posthumous child. My father's eyes had closed upon the light of this world six months, when mine opened on it. There is something strange to me, even now, in the reflection that he never saw me; and something stranger yet in the shadowy remembrance that I have of my first childish associations with his white gravestone in the churchyard, and of the indefinable compassion I used to feel for it lying out alone there in the dark night, when our little parlour was warm and bright with fire and candle, and the doors of our house were—almost cruelly, it seemed to me sometimes—bolted and locked against it.'

You can narrate an event or a story as the third person or an observer. For example, a news item is a narration by a third person or a reporter. The same story or an event can be narrated by the person involved in the event, but with a third person point of view. Few changes occur in such a narration. Read the following incident:

My father was busy in the kitchen. He sent me to go to the grocer and get some salt. Our house is located out of the town. I took my bicycle and went to the town. There was a huge crowd in the grocery shop. I kept the bicycle in the nearby lane. Unfortunately, I forgot to put a lock. When I returned with the salt, I was shocked to see the empty place where my bicycle was kept. My bicycle was lost! I enquired in the surrounding area, asked many persons but nobody knew about it. I did not know how to face my father. I was quite frightened. I told my mother about the tragic loss of our bicycle. She shouted at me. I could only hang my head and listen! I could not believe my eyes when I saw my own friend riding merrily to my home on my bicycle. I was relieved.

This is a brief account of what happened with the narrator.

You have already seen how past tense and past continuous tense are used in narratives like this. This gives you a good example of the use of past tense. Note the following expressions:

My father wanted to..., He sent me to..., I took my bicycle ..., There was a huge crowd in the grocery shop..., I kept my bicycle..., I forgot to..., When I returned..., I was shocked, bicycle was lost..., I enquired..., etc.

The narrator has given almost all details of the incident. But this is narrated from the first-person narrator's point of view. You can change the narrator also. You can rewrite this incident from the 'Father's Point of View'.

How will the narrator's father narrate it from his point of view? What changes will be there in the narration if the same incident is told by 'the father'? Try to rewrite it in the father's point of view.

2.A.2. Section – III TASK 3

Take any news item from the newspapers like 'Times of India' or 'Indian Express'. Try to rewrite it / narrate it from your point of view (first person narration).

2.A.3 Answers to Check your progress

2.A.2.1 Section – 1 TASK 1

A) Rewrite the following sentences using appropriate simple past OR past perfect forms of the verbs given in the brackets:

1. I found the wallet that he had **kept** in the cupboard for me.
2. She hit me from my back and **asked** me whether I **recognized** her.
3. He went on a long drive when he **got** the key of his father's bike.
4. When the two friends Gitanjali and Kadambari **came** home they **saw** that their parents were already there.
5. I could not send you an email because I **had lost** your email ID.
6. The rain washed away the home that the poor farmer had recently **built** for him.
7. They **finished** their homework and went out to play.
8. Lalit **ate** all the food that Gitanjali had **cooked** that evening.
9. She **recognized** him even in the Army Uniform.

(b) Complete the following piece of incomplete narration with the help of appropriate time-markers and linkers.

A Chairperson of the housing society put an advertisement **for** paying guest accommodation for deserving girls. **Then** undergraduate girl students of B. A. I attended the interactive session **but** the Chairperson not happy with their English **because** nobody spoke in English. **Besides the girls**, there was Akash **who** was a boy from a village but very active. **That time**, he was waiting outside the gate of the society **but** he knew that accommodation was only for girls. **When** the Chairperson Lady looked out of the window, **she** sent the watchman to call him in. **When** Akash presented in pleasant manner and in good English **the** Chairperson made an exception to her own rule **because** he was willing to undertake petty jobs like bringing grocery for the senior citizens. **Finally**, he got the paying guest accommodation.

(c) Narrate your experience:

A Visit to The Taj Mahal

The Taj Mahal is a historical building which is famous all over world. It is one of the Seven Wonders of the World. It is situated at Agra. It was built in 1631 by the famous Mughal Emperor, Shah Jehan in the sweet memory of his favourite wife Mumtaz. Our college tour visited the Taj Mahal last Sunday. It was a moon-lit night. We were simply dazzled by the beauty of the Taj situated on the banks of the Jamuna River. Before reaching the building, we had to pass through a passage with symmetrical cypress trees on either side. We were excited to see the lofty spiral minarets arising out of the main building on a raised platform, a paragon of architectural beauty and excellence. We visited the marble tombs of Shah Jehan and his wife in the middle of the main building. We observed with great deference and reverence the carved verses from the holy Koran on the walls. We really enjoyed the trip to Agra.

2.A.2.2 Section – II TASK 2

Use the following linking words or connecting/cohesive devices in your own sentences suggesting various purpose/s.

ADDITION:

furthermore: The house is beautiful. Furthermore, it's in a good location.

in addition: people get valuable experience in work, and , in addition, employers can afford to employ them.

ever more: He promised to love her evermore, if she would consent to his wife.

finally: we are making a steady progress and may finally finish the project.

besides:- She wants to learn more languages, besides, English and French.

TIME:

immediately: I will make that call immediately.

meantime: Meantime, he had been attentive to his other interests.

simultaneously: The two gunshots were simultaneous.

until now : Until now, he has travelled a lot.

sometimes: His jokes are funny, but sometimes he goes too far.

PLACE:

opposite to: The two walls are opposite to each other.

beyond: We passed the hotel and drove a bit *beyond* to see the Ocean.

nearby: I'll be nearby if you need anything.

adjacent to: Their house is adjacent to a wooded park.

below: The sun dipped below the horizon.

COMPARISON:

in the same way: we can clear this semester in the same way the last one.

similarly: The houses are similar in design.

in like manner: The children finished their dinner in like manner the parents should do.

in similar fashion: You can complete the given task in similar fashion as your friends.

likewise: The new rules will affect you likewise.

CONTRAST:

nevertheless: He nevertheless kept his eyes wide open.

on the contrary: I don't think it is difficult problem; on the contrary, it is very simple to solve.

on the other hand: He's a good guy. His brother, on the other hand, is a very selfish man.

at the same time: The project submission is going on. The preparation of the seminar should be done at the same time.

2.A.2 Section – III TASK 3

Rewriting of news from first person point of view:

While I was going to Sangli on my bike, I saw an accident of the school bus on the Kolhapur –Sangli highway. I was shocked to see that the drivers of a school bus and a trailer and the trailer's cleaner were killed while 22 students were injured when the two vehicles collided at Malephata in Chokak village on the Kolhapur-Sangli road on Tuesday morning. The injured students have been admitted to private hospitals with minor injuries. The bus was ferrying the students from areas near Kolhapur to the school in Atigre on Kolhapur-Sangli road. Investigations suggest the trailer driver lost control, broke the divider and rammed the bus at around 8.30am. Trailer driver Suresh Khot and cleaner Sachin Khilare died on the spot. Bus driver Jaysing Chougule died in hospital. Kolhapur superintendent of police Sanjay Mohite said Chougule tried to avoid the trailer. I still remember that shocking incident whenever I pass through that road.

2.A.4 Exercises:

1. Describe the most memorable incident in your life.
2. Complete the following narratives by using your imagination.
 - a) A beggar – in the bus stand – begging for something to eat - two rich students boarding the bus – their wallet falls down – the beggar runs after the bus shouting “wallet, wallet” – the bus stops – students are overwhelmed – offer a hundred rupee note – he denies and takes only ten rupees to eat vada-paav – students report the incident to their father – the beggar is rewarded for his honesty – is given the charge of the farm labourers – honesty gives the beggar a happy living.
 - b) Dipak – a rich farmer – not happy with limited wealth from farming – visits relatives and friends and breaks families by creating misunderstanding among members of the family – accumulates wealth with the help of corrupt police – tries to play his trick in honest but very intelligent teacher’s family- the matter reaches higher courts – misguides society – wise judges give right verdict- Dipak is dragged to court – is punished for his crimes – the teacher leads a happy life ahead.

B) In Passion's Shadow

Mohan Rakesh

Contents

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- 2.B.1 Introduction
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- 2.B.3 Terms to Remember
- 2.B.4 Answers to check your progress
- 2.B.5 Exercises and their Answers
- 2.B.6 Writing Activity
- 2.B.7 Books for Further Reading

2.B.0 Objectives :

After studying this Module, you are going to learn:

- About Mohan Rakesh as an Indian writer writing in Hindi.
- Some important features of short story as a form of literature.
- Indian family life and its tradition.
- Parent children relationship.

2.B.1 Introduction:

Mohan Rakesh (1925 - 1972): Mohan Rakesh was a famous Hindi playwright of India. But he was popularly recognized as an author of fiction. Mohan Rakesh was born in Amritsar, Punjab in 1925. His family background was somewhat conservative. He completed postgraduate degrees in Sanskrit and Hindi, and started writing short stories at an early age. He edited a literary journal '*Sarika*' for some time. After a few stints at teaching he took up freelancing as a profession because of

his temperament. He was a rebel and wanderer. His small body of plays can be mentioned as *Ashadh ka ek din* (One Day in Ashadha) (1958), *Lahron ke rajhans* (Swans of the Waves), *Adhe-adhure* (One Half Unfinished) and the unfinished *Pair tale ki zamin* (Ground Beneath the Feet).

He brought a completely new sensibility to the realistic genre of Indian Drama. Thematically, his primary interest lay in human relations. He focused on man woman relationship in the contexts of conflict within a creative artist in *Ashadh Ka Ek Din*, conflict between material and spiritual in *Lahron Ka Rajhans*, and fast-changing values of middleclass urban life in *Adhe-adhure*. However, in all these plays he emphasized a restless search, clearly a manifestation of his own life experience. He always stressed the meaningful relationships beyond existing social norms, creative expression without compromises, and stability without losing one's self.

2.B.2 Content :

I had seen Pushpa for the first time drawing water at the hand pump. She had eyes like thin sea shells. When she looked at me twice or thrice, I had felt that either my hair had grown greyer than usual or I was looking four or five years younger. Otherwise there could have been no reason for her to look at me with complete trust as if saying "Would you like to play hide & seek."

Pushpa must have been thirteen years old or at the most fourteen. She was fair of complexion. It would take her two or three years to attain maidenhood. Yet her eyes showed awareness of the meaning of youth which comes generally at this age; as if she was surprised that she alone knew why the rose is red.

"You can fill your bucket first," Pushpa had said to me removing her own bucket. Thinking that she had offered this to respect my greying hair, I had replied, "No, you fill up first."

"You have to go to office so you had better fill up yours first," she had said. I had felt happy that she knew about my existence, what I did and the consideration was not only on account of my greying hair.

"What is your name?" I had asked her filling up my bucket. "Pushpa" she had replied with a little hesitation.

"Which class do you study in?"

She had replied with some the same hesitation, "I don't go to school."

"Why?" I had asked. I was surprised that a girl with such beautiful eyes does not go to school. Normally I don't enter into conversation with girls because they are in the habit of attaching importance even to casual conversation. But Pushpa had not yet reached the age when a girl is to be treated as a girl.

"I don't live here," she had said in a manner as if my question was irrelevant. "I have come with my father from the village. Bapu has some work here. As soon as it finishes we shall return home."

I had noticed that her eyes had not yet learnt to blush like a young girl. She had come from the village and will go back to the village. The yellow 'sarson' flowers will be her playmates and she will grow up on the delicious and delicate stems of 'sarson' saag. Someone will sing Heer at night and she will listen to it with rapt attention. If not that, the music of the breeze at night will lull her to sleep. She will get up in the morning and tend the cattle. Some will loll around in the stream as long as she wants. Her wet hair will dry of their own and she will be oblivious of the fact. She will not be bothered with arithmetic. Geography will not have to go through dictionaries to find meanings of words in poems. In fact wherever she goes she will give birth to poetry.

Suddenly I had found that I was still working the hand pump although my bucket was already full and the water was over-flowing. To cover my absent-mindedness and to thank Pushpa for her courtesy in letting me fill up my bucket first, I had picked it up and filled up Pushpa's bucket.

"Oh," she had said, getting back a little, "My bucket has been touched."

"Touched?" I had asked insulted.

Pushpa had caught the hint of my remark and said by way of apology, "I had brought my bucket after cleaning it. Yours has not been cleaned."

I had reminded myself that unless the bucket is cleaned with some ash and earth, it is not considered having been properly cleaned. After that it matters little whether the place where it is put is filthy and littered with twigs used as tooth brushes. "I had also cleaned mine in the morning," I had lied to her. To lie comes easy to me. I lie without reason, several times during the day. I like it, honestly. Anyone does not tell a lie openly tells it all the time inwardly. And anyone who tells a lie in his mind is

more dangerous than me because he claims to speak the truth and is therefore a bigger liar.

Pushpa had smiled, emptied her bucket, picked up some earth from the ground and had started cleaning her bucket. I had started filling my bucket again.

Someone had shouted for her, "Pushpi."

"Coming Bapu," she had replied.

"Haven't you filled up your bucket yet?"

"Not yet Bapu."

"Hurry up," he had said adding a curse.

I had looked up and found a tall, old Jat tying his turban standing in the verandah upstairs in house nearby. Not only was his voice rough, he had sharp, pointed beard as if it was used for slaughtering chickens. His eyes appeared bloodshot as if he had spent the night in drinking. He had wiped his hands on the beard after tying his turban and had shouted again, "Hurry up you wretch unless you want a good beating."

Seeing that my bucket was only half filled, I had started working on the hand pump faster. The Jat had turned his backs towards us. Pushpa had looked at me and smiled as if saying "A father's curses do not affect a daughter."

I had seen Pushpa twice or thrice after that. I do not know why but I had started associating her with red velvety flowers. In my younger days I used to wear such flower in my button hole.

I had also seen Pushpa's father twice or thrice- brushing his teeth with a twig or tying his turban or cursing her. I associated him with birds' droppings which start melting after a heavy rain and start trickling down tin roofs.

That day while returning from office, I had gone barely a furlong from the Nakodar bus stand when I noticed that the old man was walking almost by my side. I started walking faster. He also increased his pace. I slowed down. He did likewise.

I cannot bear to keep pace with anyone while walking because I feel that the person not only expects me to keep pace with him but also expects me to think like

him. But if someone walks by my side I somehow like it because he keeps pace with me but keeps busy in his own thoughts.

To draw my attention he asked, “Where are you going Babuji?”

“To Model Town,” I replied in a tone which conveyed that I belonged to a higher strata and was walking merely because I liked evening walks.

“I am also going there,” he said, “Do you know Dr Gurbux Singh Madan? He is from our village. We stay with him when we come to town. Then coming nearer he added, “While walking two are better than a loner.”

Trying to be more familiar he asked, “Do you belong to these parts?”

“No,” I replied.

“Since when are you in Jullundur then?” he asked

To satisfy his curiosity about me once and for all I considered it appropriate to answer all his questions at one go. I told him that I was there since the last two months; I worked as Assistant Supervisor in the Secretariat; the salary was Rs. 120/- p.m. and there were possibilities of extra income. I was still a bachelor but was on the lookout for a suitable girl and that I was a graduate. I added that among vegetables, I like cauliflower, among fruits I was partial to mangoes, every Sunday I massaged myself with mustard oil, my food was cooked for me by a man from Gadhwal aged around forty years and the cleaning was done by his daughter aged around twenty.

After telling him all this I said to myself – let us see if he has anything else to ask. The Jat had still more to ask, “Why has the servant not married off his daughter yet?”

This was almost the limit. But I did not lose patience. I pride myself on the fact that I do not lose patience easily, “She is a widow,” I gave a factual reply considering that perhaps the question was natural.

“If she is a widow,” said the Jat, “then he must be looking for someone to settle her with.”

If I had been a student of current history and customs, I would have ascertained from the Gadhwalis what he intended to do for her. But my connection with history had ended with Timur’s wars. Regardless, I considered it necessary to reply to the

Jat. To while away the time I said, "I think he is looking around but it will all depend on the girl's luck."

"Is she good looking?" asked the Jat. I noticed signs of virility appearing in the old bones.

"She is not only good looking but also has a sweet temperament," I replied wanting to add a touch of romance to the conversation.

"Really," said the Jat. "Is she hardworking also?" "No," I said, "She is lazy but talks a lot." "It is difficult to work hard with the heat of youth in the veins," observed the Jat. Enjoying his remark, I looked at him. I found his eyes covetous like those of a hungry tomcat. His lips were wet. To break his train of thought, I looked off me one of my shoes, started cleaning it and said, "Walking on these dirty, Kuchcha roads ruins the shoes, Sardaji." He paid no heed to my attempt at changing the subject. Continuing with his train of thought he said, "Babuji, is it possible to meet your Gadhwalis?" "Why?" I asked looking towards him, and felt as if the shadow of passion I had perceived earlier on his face had become keener and deeper.

"I need a wife, Babuji," he said, "I am a Zamindar. I have four acres of land in a nearby village; five acres I have in Karnal district. I am the Nambardar of the village there. My wife is dead. There is a young daughter in the house. If I marry her off, there would be no-one to look after me. I also have a cow and two buffalos. If there is a woman in the house, she can look after the Cattle and I can also be taken care of." He caught me by the arm and said entertaining, "Kindly help me in this and I would be ever so grateful."

As he spoke, his voice gave me different meaning of his words. He seemed to be saying "Even though I am old, I have nine acres of land. There are Cattle in the house and everything else. It lacks only a woman. Please help me to get green fodder for these hungry bones."

To somehow get out of the situation I said, "Gadhwalis do not marry Panjabis, Sardarji. He will only go to a Gadhwalis." This was a damper for him. I felt that his moustaches had limped. He sighed and said, "I am not destined to succeed it seems. I had heard that one and a half year's efforts have all been a waste of time. Doctor Sahib had fixed a woman for four hundred rupees but seeing my grey beard she also backed out."

“You need someone to look after the house,” I said, “Why don’t you employ a servant?”

“A servant is not sufficient.” he replied, “It is after all a Zamindar’s household. There are guests to be looked after. Also the Cattle. Only a wife can do all this.”

“So you want a young woman to look after you as well as milk the Cattle.”

“Why would she milk the Cattle, Sir,” he replied, “she would sit in comfort in the house. I am here to milk the Cattle.”

To see how far he was prepared to bargain, I said, “At this age, Sardarji, if you get someone, she would have passed through many hands. Would you be prepared to take such a woman?”

There was glow again on his face. He caught me by the arm and said, “I am certain you have someone Babuji, I am dead certain.”

I had not imagined that my remarks could convey such an impression. To clear the air I said, “I did not mean that. I said that only to express an opinion.” “You definitely have someone, Babuji,” he insisted with entreaties, “Please help me. Assure me that you have someone.”

I looked at him from head to foot. Even his eyebrow had greyed. The eyes had shrunk to mere points. The skin of the cheeks was hanging loose. Half the teeth were missing; the rest had decayed badly. Every time he spoke, spit smeared his white beard. And he was asking me for an assurance that I had a woman who can be his fodder, who can offer her youth to him because he is a Zamindar, because he has a cow and two buffalos. His purse has power though his bones may be weak. “Do please tell me honestly, Babuji,” said the Jat again agitated and impatient. “I do not know anyone,” I replied in a slow tone.

Model Town was in front of us. As soon as we reached the Pucca Road, I saw Pushpa, who was waiting for her father in the verandah. I was again reminded of the red velvety flower. I asked the Jat, “You would be our neighbor for a few more days, Sardarji, won’t you?”

“No,” he replied, “we are going back to our village tomorrow. There is no hope here. Let me go and try again in the village. If nothing else, let me see if an exchange can be arranged.”

“An exchange?” I asked surprised.

“We have this custom, Babuji,” he said. “An exchange can be arranged between two equal status housed if they can offer equal for exchange. Let us see if this can be organized.”

I saw Pushpa waiting. “A father’s curse is going to fall on her soon”, I said to myself.

2.B.2.1 Check your progress :

A. Write answers of the following questions in one word / one phrase/one sentence.

- 1 When and where did the narrator see Pushpa for the first time?
- 2 What age did the narrator guess Pushpa to be?
- 3 Why did Pushpa offer her turn to fill the bucket to the narrator?
- 4 What made the narrator happy when Pushpa first spoke to him?
- 5 In which class did Pushpa study?
- 6 Why does the narrator not enter into conversation with girls?
- 7 Whose bucket was already full and the water was overflowing?
- 8 Who lies several times during the day?

B. Complete the following statements by choosing the best alternatives:

1. Pushpa her bucket and started to clean her bucket.
a) Filled b) emptied c) patted d) touched
2. The narrator saw the old Jat tying his turban in the standing in of the house nearby.
a) balcony b) verandah c) corridor d) door
3. The Jat had such a sharp, pointed beard that the narrator thought it could be used for slaughtering
a) pigeons b) goats c) chickens d) lions
4. The narrator had started associating Pushpa with flowers.
a) red b) yellow c) orange d) velvety
5. The narrator associated the Jat, Pushpa’s father with birds’ that start trickling down tin roofs.

- a) feathers b) nests c) droppings d) clipped tails
6. When the narrator went from the Nakobar bus stand he saw the
was walking by his side.
- a) young girl b) old lady c) village priest d) old man
7. The narrator replied that he was going to
- a) Model Town b) Jullundur c) Gadhwal d) Chandigarh
8. The narrator told him that he was in the town since last months.
- a) ten b) five c) two d) three

2.B.3 Terms to Remember:

| | |
|----------------|--|
| blush | : to show shyness on the face, the natural quality of a young girl. |
| Playmates | : companions to play with |
| Heer | : the traditional Panjabi folk song expressing separation of the lover and the beloved |
| yield | : give way to arguments, demands, or pressure |
| rapt attention | : bound for a certain destination |
| breeze | : a gush of fresh cool air |
| littered | : spread |
| wretch | : an abuse |
| trickling | : slowly coming down |
| higher strata | : rich class in society |
| loner | : alone |
| ascertain | : to confirm the truth |
| virility | : having a strong capability of manliness |
| entreating | : requesting in very polite manner |
| damper | : disheartening |
| destined | : having a possibility of happening something |
| shrunk | : had become small |
| smeared | : covered |
| agitated | : angry |

2.B.4 Answers to check your progress :

A. Skimming and Scanning Questions:

1. The narrator saw Pushpa for the first time drawing water at the hand pump.
2. Thirteen or at the most fourteen.
3. Because she thought that he wanted to go to office.
4. When Pushpa first spoke to the narrator, he felt happy that she knew about his existence.
5. Pushpa did not go to school.
6. Because they are in the habit of attaching importance even to casual conversation.
7. The narrator's bucket was full and the water was overflowing.
8. The narrator lies several times during the day.

B. Complete the following statements by choosing the best alternatives:

1. b) emptied
2. b) verandah
3. c) chickens
4. d) velvety
5. c) droppings
6. d) old man
7. a) Model Town
8. c) two

2.B.5 Exercises and their Answers

I. Comprehension Questions :

A) Answer the following questions in 3 to 4 sentences each:

1. How was the first meeting of the narrator and Pushpa?

Ans: The first meeting of the narrator and Pushpa was very much interesting. While the narrator was going to draw water at the hand pump, Pushpa looked at the narrator twice or thrice and the narrator felt that either his hair had grown greyer than usual or he was looking four or five years younger. As if she was calling the narrator for playing the game of hide and seek.

2. Why did the narrator's bucket start to overflow?

Ans: The narrator's bucket started to overflow because he was involved into conversation with Pushpa regarding her education and place. When she told him that she did not go to school, the narrator imagined about her enjoying life with the yellow 'Sarson' flowers and her listening of the song Heer and her involvement with Arithmetic and Geography. In fact, the narrator thought that wherever she would go she would give birth to poetry. As a result, the narrator's bucket started to overflow.

3. Why was the narrator surprised when Pushpa told him that she didn't go to school?

Ans: When Pushpa told him that she didn't go to school, the narrator was surprised because a girl with such beautiful eyes did not go to school. It was the idea of the narrator that such a beautiful girl might be going school.

4. Why had Pushpa come to Jullundur?

Ans: Pushpa had come to Jullundur from her village because her father, a widower, was in search of a wife for himself. While her father's search was going on for a suitable wife, Pushpa was looking after him during his stay at Jullundur.

5. What did the narrator imagine about Pushpa's life in the village?

Ans: The narrator imagined about Pushpa's life in the village that she might be enjoying her life with the yellow 'Sarson' flowers and her listening of the song Heer and her involvement with Arithmetic and Geography. In fact, the narrator thought that wherever she would go she would give birth to poetry.

6. How did Pushpa clean her bucket?

Ans: When the narrator filled Pushpa's bucket, she shocked a little and emptied her bucket and started cleaning it by picking up some earth from the ground. It is not considered having been the bucket is properly cleaned without cleaning it with some ash and earth.

7. Who is more dangerous than who according to the narrator as far as telling lies is concerned?

Ans: According to the narrator the person who does not tell a lie openly tells it all the time inwardly. And anyone who tells a lie in his mind and he claims to speak

the truth all the time and is therefore a bigger liar and more dangerous as far as telling lies is concerned.

8. How did the Jat treat Pushpa when she took some to return home?

Ans: When Pushpa took some to return home from the water hand pump, her father, the Jat, treated her very badly by scolding her and giving bad words and also threatening to beat her before the narrator.

B. Write short notes on following in 8 to 10 sentences each:

1. Pushpa's father
2. The meeting of Pushpa's father with the narrator
3. The Jat's ideas about marrying off the daughter
4. The narrator's description about himself to the Jat
5. The custom of 'Exchange' as described by the Jat

II Vocabulary Exercises:

A. Complete the following table filling in the appropriate form of the given words.

| VERB | NOUN | ADJECTIVE | ADVERB |
|-----------------|------------------|--------------------|----------------------|
| draw | drawing | - | - |
| consider | consideration | considerate | considerately |
| clean | cleanness | clean | cleanly |
| entreat | entreaty | entreating | entreatingly |
| destine | destiny | destined | - |

B. Give Synonyms of the following words:

1. draw : pull, draw
2. trust : belief, faith
3. hesitation : unwilling, misgiving
4. beautiful : fair, attractive

5. delicious : edible, delightful
6. hint: clue, suggest

2.B.6 Writing activity:

1. Comment on the effective portrayal of gender politics and inhuman treatment given to the girl child in India.
2. Express your honest opinion on the Jat as an old father having no affection for his young daughter.
3. Describe the picture of the society in Punjab as you know from the story.

2.B.7 Books for Further Reading:

Watch the cine play Aadhe Adhure by Mohan Rakesh

online : <http://www.cineplay.com/pages/adhe-ad...>

Kanya-Daan by Vijay Tendulkar



Module 3

A) English for General Purposes

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- 3.A.5. Additional Exercises:

3.0 Objectives :

After studying this unit you will be able to-

- Understand common forms of communication.
- Learn the language skills especially speaking and writing.
- Understand use of English in formal and informal communications.
- Learn how English is used for sending SMS and writing e-mails.

3.1 Introduction :

Now-a-days, language is one of the most esteemed properties of man. It is a repository of wisdom. Eventually English language became a link of the World. Though English is not our first language, it has become an integral part of India. Consequently the demand of English for General Purposes (EGP) has increased in India. English for General Purposes is not a grammar teaching. It is designed to meet learner's day-to-day common needs. It should be learner-centered. A learner should be well acquainted with practical use of English language. As EGP is an exhaustive topic, it is not possible to deal with all its aspects. Hence, a precise area is considered

in the present unit.

The present unit focuses on the day-to-day common communicative needs and practices of the students. In the present unit you are going to study a certain language skills especially speaking and writing. A learner can acquire these skills through consistent practice. Here, you are introduced greetings, friendly communications and self-introductions, formal conversation, making small talk with a stranger, interacting at market place, writing SMS, writing e-mails, etc.

3.2 Presentation of subject matter :

3.2.1 Section 1

I) Friendly communications:

Conversation is the most common form of communication. It links people together. In conversation, there is an oral, informal or friendly exchange of feelings, views, ideas, etc. Many times we converse with our friends, relatives and colleagues. A friendly communication begins with a topic between the speaker and the listener in which both of them have some interest. During the course of conversation, call listener by his or her name and look at him or her while speaking.

a) Friendly greetings on Special Occasion:

Special greetings are expressed during the festivals and anniversaries. Such greetings are pleasant compliments that create a healthy relationship among the friends and relatives. Study the following examples of greetings exchanged during the festivals and anniversaries:

- | | |
|---------------------------------------|----------------------|
| : Happy Diwali! | : Happy New Year! |
| : Merry Christmas! | : Id Mubarak! |
| : Happy Birthday! | : Happy Anniversary! |
| : Many Many Happy Returns of the day. | |

Many times greetings are also a message of good wish to somebody's health, happiness, etc. Such greetings help to develop friendly and healthy relations. Study the following examples of greetings that we use commonly:

- : Have a good day!
- : Wish you a successful day!

- : God bless you!
- : All the best !
- : Good luck!
- : Nice day to you!
- : A happy journey to you!
- : Safe journey to you!
- : Best of luck!
- : Come out with flying colours!

You may express the special greetings in both formal and informal situations. Moreover, you may express cheerful greetings in your friendly conversation. While expressing greetings be always polite and cheerful and feel interested in what is being said. Don't be argumentative because it may spoil your conversation. For example:

- : Good morning Rahul.
- : Hello.

In the above short dialogue, a speaker is very polite in his greetings and the listener has replied in a very familiar way. 'Hello' or 'Hi' are the informal and familiar expressions used in friendly talk. See another example:

Hemant : Hello Anil, how are you? (greetings)

Anil : Fine, Thank you. How are you?

Hemant : I am fine too. (responding to greetings)

In the above another short dialogue, some more expressions are given to develop informal friendly dialogue. Note how the greetings and responses to the greetings are expressed. Remember that while speaking with familiar person, we ask 'how are you', but with unfamiliar person we say 'how do you do'. Now see how both of them continue their conversation in the following manner:

Hemant : Anil, yesterday I saw your brother going to Jeevanjyoti hospital. What's the matter?

Anil : My father has been admitted there. He had a mild heart attack.

Hemant : How sad! It's very unfortunate. (expressing sympathy) Oh!

How is he now?

Anil : He's still in the ICU. But the doctor says that there is nothing to worry.

Hemant : Thank God! (expressing relief) I wish him a speedy recovery.

Hope he'll get well soon

Anil : I hope so too. See you later.

Hemant : See you. Bye! (taking leave)

Note in the above example, how the dialogue continues with friendly talk and certain expressions of sympathy, relief and leave taking, etc. Look at the following expressions used to greet people. Note the use of contracted forms such as 'I'm' for "I am" and 'you'll' for 'you will'.

1. : Good morning, how are you?
2. : I'm fine, thanks.
3. : Hello! What a lovely surprise!
4. : Just fine, thanks.

Read another dialogue below. Pay attention to the expressions used in informal situation where people greet and take leave of one another.

Alisha : Good morning Mr. Anand. How are you?

Mr. Anand : Good morning, Alisha. I'm very well, thank you. What about you?

Alisha : I'm fine, thanks. We haven't met for quite sometime, have we?

Mr. Anand : Yes, you're right. I have been away in Nagpur. Have you found something interesting to buy?

Alisha : No, not really. I just came in a few minutes ago.

Mr. Anand : Well, it was nice meeting you, Alisha. I could have given you a lift home but I'm afraid I have to rush to keep an appointment. I do hope you'll excuse me.

Alisha : Yes, please do come over sometime. Bye!

Alisha : Bye, bye, Mr. Anand!

Introducing Yourself:

Many times you have to introduce yourself to others. So pay attention to the expressions used in informal situation where people introduce themselves to each other. Note that the same expressions can be used in the formal situation as well. Study the following example:

Informal Dialogue:

Priya : Akshay, this is my sister, Rajani. She's a cashier in the Bank of Maharashtra. Rajani meet Akshay. He's my classmate.

Akshay : Hi, Rajani. It's nice meeting you too. I used to know your cousin Smita at S. P. College of Science

Formal Dialogue: Mr. Patil: Good morning! I'm Sachin Patil. I've joined the bank today as an assistant accounts officer. I was with a private finance company in Pune earlier.

Mr. Dixit : Good morning! I'm happy to meet. I'm Suhas Dixit, and I'm a manager in the housing loan division. Welcome to our bank!

Mr. Patil : Thank you, Mr. Dixit. Very nice meeting you too.

Look at the following expressions used in both formal and informal situations to introduce yourself to somebody. Study each of them and repeat by filling in the name of your choice:

1. : Good morning! My name is
2. : Hi! I'm
3. : I'm from

Introducing People to One Another:

In different situations, you have to introduce people to one another. Read the expressions used in situations where a person introduces people to one another. Study the following dialogues in both the formal and informal situations.

Mrs. Joshi : Dr. Jadhav, I'd like to introduce you to Mr. Harun Shaikh.

He is our company secretary. Mr. Shaikh, please meet Dr. Shrikant Jadhav, an educational advisor with the KIIT.

Dr. Jadhav : (shaking hands) How do you do, Mr. Shaikh? I'm happy to see you.

Mr. Shaikh : Thank you, Dr. Jadhav. This is indeed a pleasure. Mrs. Joshi has spoken to me about the fine work that you are doing among children in government schools.

Look at the following expressions used in both formal and informal situations to introduce two persons to each other. Study them and repeat by filling in a name of your choice:

1. : I'd like to introduce you to
2. : Please meet
3. : I'm happy to meet you.
4. : Nice meeting you.

b) Formal Conversation:

Here is an example of a formal conversation at a college library.

Siddharth : Good afternoon, Sir. (greeting)

Librarian : Good afternoon, Siddharth. What can I do for you? (offering to help)

Siddharth : I need a book on English grammar.

Librarian : What is it for, Siddharth?

Siddharth : I'll refer it to prepare my notes.

Librarian : That's fine. (appreciating a proposal)

Siddharth : Could you tell me where I can get it, Sir? (making a polite request)

Librarian : Look at that last cupboard.

Siddharth : Do you mean the fifth one?

Librarian : Exactly! That's one.

Siddharth : Oh, I see. May I borrow it for a day? (asking for permission)

Librarian : Sorry, the reference books are not for lending.

Siddharth : There is no place around. May I sit here and take notes?

Librarian : Yes, you may. (granting permission)

Siddharth : Thank you, Sir. (thanking)

Librarian : Welcome. (responding to thanks)

3.2.1 Task -1 Check your progress.

- A) Imagine that your friend with his younger brother meets you at bus station. Write a piece of friendly conversation with him and his brother. (Imagine necessary details.)
- B) Imagine that you are visiting Mumbai for the first time. Write a piece of conversation in English with a policeman asking about Assembly House. (Imagine necessary details.)

3.2.2 Section : 2

Conversation with an unfamiliar people:

a) Conversation with a stranger :

While speaking with the strange person we should make certain changes in our expressions. A strange person does not use familiar expressions. Many times, a stranger asks for help and it is expected that we should talk with him or her in respectful manner and help him or her if possible. Now see the following dialogue which may help you to know a conversation with a stranger.

Stranger : I wondered if you could tell me where the boys' hostel is.

Raju : That's not too far from here.

Stranger : Which way should I go?

Raju : Take the road right in front of you. (giving directions) Walk for about half a kilometre.

Stranger : Yes!

Raju : You'll see on your right, a Plane Building.

Stranger : Oh, I see, Plane Building.

Raju : The very next building is the boys' hostel.

Stranger : OK, thank you Sir.

Raju : Welcome.

Note the beginning of a stranger's conversation, how a stranger directly asks a question regarding the destination. It is expected that if possible we should help a stranger with a few formal words. Note how the second speaker gives directions and a stranger shows his polite responses.

Here is another example of a conversation with a foreigner. Study the interactions between a speaker and a foreigner. Learn the expressions which may help you to talk with any foreign person. See the example:

Deepika : May I introduce myself?

My name is Miss Deepika. (introducing oneself)

Katherine : I am Miss Katherine.

Deepika : How do you do? (responding to introduction)

Katherine : How do you do?

Deepika : Where are you from, Miss Katherine? (asking for information)

Katherine : I'm from the UK. How about you?

Deepika : I belong to Kolhapur. How long have you been here?

Katherine : I've been here for two weeks.

Deepika : Are you going to stay for long?

Katherine : No, I'm just on a short holiday.

Deepika : Do you like Kolhapur? (asking for likes/dislikes)

Katherine : Yes, I am enjoying it here. (expressing likes/dislikes)

Deepika : Is it too hot for you?

Katherine : No, not too hot.

Deepika : And how do you like the food here? (asking for likes/dislikes)

Katherine : It's delicious and tasty, but a little hot and spicy.

(expressing likes/dislikes)

Deepika : Do you like Kolhapuri Bhel?

Katherine : I love the soft Bhel. It's fantastic.

Note the different expressions in the above example such as introducing oneself, responding to introduction, asking information, and likes and dislikes, expressing likes and dislikes, etc. You may practice to speak in English with a foreigner by taking the above expression into consideration.

b) Conversation at Market:

In the market when you want to buy something else, you make inquiries about it and how a salesman gives responses to your inquiries. See the example:

Customer : Excuse me.

Salesman : Yes, please. What do you want?

Customer : I want to buy some sweets and snacks.

Salesman : What kind of sweets and snacks would you prefer sir?

Customer : Let me see what is available at your shop?

Salesman : These two varieties of sweets have just arrived, and are very fresh.

Customer : Please give me one kilo of each and two dozen of Samosas.

Salesman : Here you are, sir. Please pay the bill at the cash counter.

Customer : Thank you.

Salesman : You are welcome sir.

Note the simple expressions of the customer and the responses given by the salesman. Normally, a conversation at a market place takes place in the above manner. However, you need to put into practice such a conversation in your day to day life which may develop your confidence to speak and bring fluency.

3.2.2 Task-2 Check your progress.

A) Fill in the blanks choosing the appropriate word given in brackets and practise the conversations:

1. A : Do you (enjoy/want) reading Hindi novels?

B: Yes, I (like/want) to read Hindi novels. But I prefer Marathi fiction.

A: Who do you (love/like) talking to?

B: I like talking to children.

2. A: Have you been to Mumbai?

B: Yes, I went there last year

A : How did you like it?

B : I had a (great/best) time there.

- B) Imagine that you are at Mahabaleshwar and meet a foreigner. Write a piece of conversation with him introducing you and asking him about his likes/dislikes, etc. (Imagine necessary details)
- C) Imagine that you are in the fruits-market to buy some fruits. Write a short piece of formal conversation with the sales person. (Imagine necessary details.)

3.2.3 Section: 3

English for Writing SMS:

SMS is an abbreviation of Short Message Service. It is a service that enables the transmission of typed text messages from one mobile phone to another. In the present situation the facilities such as cell phone handsets, network subscriptions and recharging cards are easily available in an affordable cost. In the present circumstances, SMS is cheaper than a voice call. It is the fastest way of communication. It is less intrusive, and it can be saved for future reference. However, the language of SMS is an independent register that does not follow the conventions of the written language. The language of SMS is used in a very free way just like speech between very close friends. Therefore the SMS language is a threat to standard writing which may evoke fears among the language teachers and academicians. They compare the language and syntax of SMS with formal and written English.

Nevertheless, SMS has become an effective means of communication. Now-a-days, the greeting cards have been replaced by the SMS. The SMS style of communication was initially used for different communication purposes such as exchanging information on events; invitation to religious, social, political, academic meetings, making business contacts and sending goodwill messages. Today students

use SMS texting to chat, to pass information concerning meetings, lectures, assignments, and social networking. Study the following examples:

Hai, how R U?

Wel n gud

Thank U

Rn't U wel ?

Note that the SMS is a system of providing the quickest means of communication in a brief a manner. Therefore, it employs brevity of words through representation or sounds. It is for this reason that SMS words are numbers and letters or alphabets accordingly. For example:

How are you?

how are u?

You are too good to be true.

U'r 2 gud 2 b true.

The SMS text messages commonly use words that are shortened through the use of symbols to represent the word. For example:

“2morrow” is used for “tomorrow”

“4U” is used for “for you”

“2U” is used for “to you”

“b4” is used for “before”

In the text of SMS the homophones are regularly used which save the space and provide expected message. Study the following examples:

“C” is used for “see”

“U” is used for “you”

“d” is used for “the”

The deletion of middle letters is another method has been popularized by the text of SMS. Study the following examples:

“aft” is used for “after”

“mgmt” is used for “management”

“nxt” is used for “next”

“tx” is used for “thanks”

The acronyms and initials are also commonly used to convey the message in a brief manner. For example;

“LOL” is used for “Laugh out loud”

“BTW” is used for “by the way”

“OMG” is used for “oh my God”

In writing SMS non conventional spellings are common forms that minimize the space and convey expected message. For example:

“nite” is used for “night”

“guday” is used for “good day”

“pliz” is used for “please”

There are also other forms of non conventional spellings which are pronounced in different way. For example:

“klass” is used for “class”

“klub” is used for “club”

“kam” is used for “come”

In showing emotions in the SMS, people use exclamation marks and full stops. For example:

“Ah!!!!!!.” is used for “Hahaha....”

Thus, with the help of the above examples, you can prepare a number of examples of SMS. Remember that SMS is specially a means of informal communication. Therefore, in formal communication you should follow the conventions of the written language.

3.2.3 Task- 3 Check your progress.

A. A few contexts are given below read them and prepare SMS.

1. Birthday invitation

:

2. Desirous to know where is your friend?

:

3. Instructing your friend

:

4. Requesting to come

:

B. Match the boxes:

SMS Message

Moods reflected

1. Pls forgiv me

a) Expressing concern

2. y dint u call ?

b) Feeling sorry

3. 1 hr more. R u redi ?

c) Gratitude

4. Got it. Thank U

d) Angry for not calling

C. Write SMS texts to your friend on the following situations.

1. Timely help and express your concern.

2. Invitation for your sister's wedding ceremony.

3.A.4. Answers to check your progress :

Section 1 Task -1

A : Conversation with the friend.

I: Hi ! Sachin. what brings you here ?

Sachin : Hi ! Vijay .I have come here to receive my mother.

I: oh, nice .How are you, Ram ?

Ram : I an fine, thank you. How are you Vijay dada?

I: I am fine too. At what time is the bus going to arrive?

Ram : Generally it arrives at 6.30 p.m.

I: where had your mother been ?

Sachin : well, she had gone to see.....

Ram : Vijay dada, Are you going somewhere ?

I: yes, I am going to visit my maternal uncle's house. It is just 5 km from here.

Ram : Are you going to stay there, tonight ?

I: well, I don't have any important work to do there. It Is a casual visit. Therefore,I will be back by 9.p.m.

Ram : Oh ! Here comes the bus.!

Sachin : Yes, It has come in time. Let's go there ram. Bye Vijay. See you again.

I: Bye. It is nice to you.

B : Conversation with the policeman.

I: Excuse me, sir ?

Policeman: Yes , what can I do for you?

I: Sir, I am Prateek Mane from Kolhapur.

Policeman: Oh! From Kolhapur , that's great. I also belong to the same region.

I: Well , really nice to meet you. But I am new in the city.

Policeman: Oh, I see. Why did you come to Mumbai?

I: I have an important work in the Assembly House. But I don't know how to go there?

Policeman: Well, you can go to the Assembly House either by auto rickshaw or BMC bus no.121 .

I: Thank you sir . Bye.

SECTION 2 Task -2

A.

1) Fill in the blanks :

A: Do you enjoy reading Hindi novels?

B: Yes, I like to read Hindi novels. But I prefer Marathi fiction .

A: Who do you like talking to?

B: I like talking to children.

2) Choose the appropriate word.

A: Have you been to Mumbai?

B: Yes, I went there last year.

A: How did you like it?

B: I had a great time there.

B.

1) Conversation with Foreigner

I: Hello sir , I am Vinayak Patil from Sangli .

Foreigner: Hello Vinayak , what can I do for you?

I: Sir , you seem to be a foreigner by your appearance . Am I right?

Foreigner: Of course, I am an American.

I: What is your name sir?

Foreigner: My name is John Smith.

I: Why do you come to Mahabaleshwar?

Foreigner: I am here at Mahabaleshwar to enjoy the winter season and the beauty of the nature .

I: How long have you been here?

Foreigner: I have been here for last two days. Tell me something about you Vinayak.

I: Sir, I am the student of Willingdon College, Sangali. We are on a study tour. We like to observe the climate change in Mahabaleswar. It is our part of syllabus.

Foreigner : Oh , that's really nice. Do you like strawberry ?

I: Of course I like it very much.

Foreigner : That's fine . Here are some . Enjoy it.

I : Thank you sir . It is really nice to see you at Mahabaleshwar. Ok bye. See you again.

Foreigner : Bye . Have a great day.

2) Conversation with fruit seller.

I : Excuse me . I want to buy some fruits .

Fruit seller: Welcome sir. Which fruits would like to buy ?

I: Do you have Alphonso mangoes ?

Fruit seller : Yes sir. It is one of the best of all types of mangoes sold here.

I : Oh that's fine. But are they tasty?

Fruit seller : Definitely sir. Our shop is famous both for quality and reasonable price of fruits. But if you don't mind you can taste some part of the Alphonso mango.

I : Oh that's nice . Thank you. How much does it cost per kg?

Fruit seller: It will cost you Rs. 400 per kg.

I : Oh! It's too high . A few days ago I bought a kg at the cost of 250 only .

Fruit seller : But here only quality product sir. Don't think about the price . Just enjoy the item .

I : Ok . Give me one kg Alphonso mangoes .

Fruit seller : Take it and come again .

I : Thank you .

Fruit seller : You are welcome sir.

Section C. Task -3

A) 1) Birthday Invitation

Hi guys, this Friday I am turning 20 and I hope you will be there to celebrate the party .

2) Desirous to know where is your friend.

Hiii Rahul ! How r u ? Rn't u well ? call me. Where r u ?

- 3) Instructing your friend .

Hii Geeta. How are you ? Exams approaching fast. So study hard and take care of your health. Gn.

- 4) Requesting to come :

Hello friends ! 2morrow is holiday . Plzz kam . We will go for the movie .

B) Match the boxes

SMS message

Moods reflected

1. Pls forgive me

feeling sorry

2. y didn't u call

angry for not calling

3. 1 hr more . R u ready ?

expressing concern

4. Got it . Thank u

gratitude

C) Write SMS texts

- 1) Timely help and express your concern .

Thx 2 u 4 ur kind help . yesterday my frnd met with accident . u took him 2 d hospital . thx a lot .

- 2) Invitation for Your sister's wedding ceremony .

Dear frndzz, we are cordially inviting u all on occasion of marriage ceremony of my sis. Add our happiness . Plz do kam. Here is d address : Vinayak Plaza, near Church road, Sangali.

3.A.5.Additional Exercises:

1. Imagine that you are at Airport for the first time. Write a piece of conversation in English with a receptionist asking about ticket booking and essential documents. Imagine necessary details.
- 2) Imagine that your friend with his parents meets you at your college. Write a formal conversation with him and his parents. Imagine necessary details.

- 3) Imagine that you are at Fort Raigad. Write a piece of conversation with Foreigner introducing yourself to him and asking him about his likes/dislikes etc. Imagine necessary details.
- 4) Imagine that you are in the fruit market to buy the mangoes. Write a piece of conversation with the salesperson. Imagine necessary details.
- 5) Prepare the SMS for the following.
 - a) Invitation for house warming ceremony of your house.
 - b) Timely support from the friends.
 - c) Invitation for get together of school friends.



B) The Solitary Reaper

William Wordsworth

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3.B.0 Objectives :

After studying this poem you will be able to :

- Study Wordsworth as a nature poet.
- Acquaint with romantic poetry.
- Know the theme of the poem along with the language of the poem.

3.B.1 Introduction:

William Wordsworth (1770-1850) was a major English Romantic poet. He was a founder of the Romantic Movement of English literature. He was often called a nature poet because of his emphasis on the connection between humans and the natural world. He finds friend, philosopher and guide in nature. He became widely successful and was named Poet Laureate of England in 1843.

Wordsworth presented the common subjects uncommonly in the common man's language through his poetry. The present poem is a lyrical ballad. It is about a girl who works alone in the field. She cuts and binds the sheaves of corn. She sings a very sad song. The poet does not understand the meaning of her song as she sings in a language unfamiliar to him. She sings a melancholy song but the poet enjoys its

melody and thinks it eternal. The song echoes in his imagination even after it was heard no more.

3.B.2 Presentation of subject matter :

Behold her, single in the field,
Yon solitary Highland Lass!
Reaping and singing by herself;
Stop here, or gently pass!
Alone she cuts and binds the grain,
And sings a melancholy strain;
O listen! for the Vale profound
Is overflowing with the sound.
No Nightingale did ever chaunt
More welcome notes to weary bands
Of travellers in some shady haunt,
Among Arabian sands:
A voice so thrilling ne'er was heard
In spring-time from the Cuckoo-bird,
Breaking the silence of the seas
Among the farthest Hebrides.
Will no one tell me what she sings?—
Perhaps the plaintive numbers flow
For old, unhappy, far-off things,
And battles long ago:
Or is it some more humble lay,
Familiar matter of to-day?
Some natural sorrow, loss, or pain,

That has been, and may be again?
Whate'er the theme, the Maiden sang
As if her song could have no ending;
I saw her singing at her work,
And o'er the sickle bending;—
I listened, motionless and still;
And, as I mounted up the hill,

The music in my heart I bore,
Long after it was heard no more.

3.B.2.1 Check your progress :

A. Answer the following question in one word / phrase/ sentence:

1. Where did Wordsworth behold the solitary reaper?
2. Who is the solitary reaper?
3. What kind of song was the girl singing?
4. To what does the poet compare the reaper's song?
5. Why was the poet puzzled with the song?
6. What is meant by 'melancholy strain'?
7. What does the 'vale profound' refer to?
8. What is meant by 'plaintive numbers'?

B. Complete the following the statements by choosing the best alternative:

1. The central idea of the poem 'The Solitary Reaper' is
 - (i) well sung songs give us happiness
 - (ii) melodious sounds appeal to all
 - (iii) beautiful experiences give us life-long pleasure

- (iv) reapers can sing like birds
2. To whom does the poet say ‘ Stop here or gently pass’?
 - (i) to the people cutting corn (ii) to himself
 - (iii) to the people who make noise (iv) to all the passers by
 3. The girl in ‘The Solitary Reaper’ is singing while
 - (i) walking (ii) reaping
 - (iii) dancing (iv) watching natural beauty
 4. The poet laments that
 - (i) he cannot understand the song (ii) he did not know the lass
 - (iii) she stopped singing at once (iv) he had to move away
 5. The poet tries to imagine that the girl’s song is about
 - (i) the nightingale and cuckoo (ii) her work and life full hardships
 - (iii) some past or some present sorrow, pain or loss (iv) her loneliness
 6. The pronoun ‘she’ in the poem refers to the
 - (i) solitary reaper (ii) nightingale
 - (iii) cuckoo-bird (iv) Vale
 7. The setting of the poem is
 - (i) Arabia (ii) Hebrides (iii) Scotland (iv) England

3.B.3 Summary :

William Wordsworth was on the tour of Highlands in Scotland . He saw the lonely girl was singing while doing her work in the field. She was reaping and binding the grain lonely. She was singing in Scottish language which the poet could not understand. But he was deeply impressed by her sweet and thrilling voice.

The song of the Solitary Reaper was more melodious than the notes of the nightingale in the deserts of Arabia and more thrilling than the song of the cuckoo. Though her song was unfamiliar to the poet, he was greatly moved by the feelings of melancholy as she might be singing about some sorrowful incidents of her country’s past or some familiar sorrow of everyday life. Whatever be its theme the song of the

girl greatly appealed to the poet and he carried away the memory of its sweet music for a long time to come.

3.B.4 Terms to remember :

| | |
|-----------------------------|---|
| single in the field | : loneliness of the girl is emphasized. It intensifies the pathos |
| Yon | : that |
| Highland | : from high mountainous country |
| lass | : girl |
| reaping | : cutting and collecting a crop from a field: harvesting |
| melancholy | : very sad |
| strain | : music, song or verse |
| Vale | : a valley |
| profound | : very great or felt very strongly |
| overflow | : to be so full that the contents go over the sides |
| Nightingale | : a small brown bird, the male of which has beautiful song |
| weary | : very tired |
| bands | : groups of travellers (of Arabia) |
| haunt | : a place that somebody visits often |
| Cuckoo-bird | : a bird with a call that sounds like its name |
| Hebrides | : a group islands off the west coast of Scotland |
| Will no one tells.....sings | : The girl is singing in Gaelic, a native dialect of Scotland. Consequently, the poet doesn't understand the meaning of the song. |
| plaintive | : very sad |
| humlelay | : a song about an day-to-day matter |
| mountedup past tense | : to go up something form of 'to mount' |
| bore past tense form | : (formal/ old fashioned) carry of 'bear' |

3.B.5 Answers to Check your progress

3.B.2.1 Skimming and scanning

A) Answer in one word/ phrase :-

- 1) In the field in Scotland
- 2) The Highland lass or Scottish girl
- 3) A sorrowful or melancholy song
- 4) To a nightingale's and cuckoo bird's song
- 5) Because the poet couldn't understand the language of a song
- 6) A sad/ sorrowful song
- 7) The quiet nature
- 8) The sad tunes of the song

B) Complete the following statements by choosing the best alternative :

- 1) Beautiful experience gives us life-long pleasure
- 2) To all the passers by
- 3) Reaping
- 4) He cannot understand the song
- 5) Some present sorrow, pain or loss
- 6) Solitary reaper
- 7) Scotland

3.B.2.2 Comprehension questions

A) Answer the following questions in 3 to 4 sentences each :

- 1) When the poet saw the solitary reaper, he thought that she was reaping the harvest lonely. The poet heard the song sung by the girl which was very melodious. She was singing some sad or sorrowful song. The poet enjoyed the song very much and was impressed by it.
- 2) The poet sees the Highland girl who was reaping the grain in the field. The poet informed as that girl was single in the field. The poet has used words such as

solitary, by herself alone to represent her loneliness. She was totally busy in her work and was unaware of the passers by and she was singing loudly and sweetly to complete her work easily.

- 3) The girl was singing a sorrowful or melancholy song. But the poet couldn't understand the song sung by the girl. She was singing in a language which was unfamiliar to the poet. So the poet thought that she might be singing a song of old, unhappy and far off things, or old battles or present day incident. It was in elegiac tone.
- 4) The lonely girl was singing a melancholy song very loudly and in melodious tune. All around the atmosphere was peaceful so naturally the valley was filled with music. The valley was profound so the sound of the song was overflowing.
- 5) The nightingale used to sing a song of welcome to the travelers in the Arabian deserts. They were tired and were resting in a shady shelter. To cheer up their spirits the nightingale used to sing a song for them.
- 6) The reaper girl was Scottish. She was singing in Scottish language. The poet was totally unfamiliar to the girl's language so he couldn't understand the theme of her song. But he thought that it must be a song relates with some old unhappy or sorrowful events or battles or present day sad incident.
- 7) When the poet heard the reaper's song he was vey much impressed by it. He was thrilled by its sweet and melodious tunes. He felt that the song was more fascinating and thrilling than the songs of the nightingale or cuckoo.
- 8) The poet heard the reaper's song which was so sweet, melodious and thrilling song. He was greatly impressed and moved by it's melancholy but melodious notes. The language of the song was unfamiliar to the poet so he couldn't understand its theme. He wanted to know the theme so that he could enjoy and appreciate it fully.

B) Write short notes on:

- 1) The theme of the poem
- 2) The significance of the title of the poem
- 3) The impact of the girl's song on the poet
- 4) Atmosphere of silence in the poem

- 5) The girl in “The Solitary Reaper”

Comprehension Questions :

A. Answer the following questions in 3 to 4 sentences each:

1. What were the poet’s first thoughts when he saw the solitary reaper?
2. How does the poet highlight the loneliness of the reaper girl?
3. What kind of song was the girl singing?
4. Why was the valley filled with music?
5. For whom did the nightingale sing? Why?
6. Why could not the poet understand the theme of the reaper girl’s song??
7. How did the reaper’s song affect the poet?
8. Why does the poet ask ‘Will no one tell me what she sings?’

B. Write short notes on the following in 8 to 10 sentences each :

1. The theme of the poem, “The Solitary Reaper”
2. The significance of the title of the poem
3. The impact of the girl’s song on the poet
4. Atmosphere of silence in the poem
5. The girl in “The Solitary Reaper”

Vocabulary exercises:

A. Match the words given under A with their meanings under B:

| A | B |
|------------|-----------|
| chant | still |
| single | plaintive |
| melancholy | lass |
| maiden | sing |
| motionless | alone |

- B. Find out the synonyms of the following words from the poem: reap, solitary, unhappy, farthest

3.B.2.3 Vocabulary exercises :

A) Chant – sing

Single – alone

Melancholy – plaintive

Maiden - -lass

Motionless – still

B) Synonyms

Reap – cut and bind the grain

Solitary - single, alone, by herself

Unhappy – melancholy, plaintive

Farthest – far- off

3.B.6 Exercises :

1. Describe in detail Wordsworth as a nature poet.
2. Appreciate the poem ‘the Solitary Reaper’



Module 4

A) My School

Rabindranath Tagore

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4 A.0 Objectives:

After studying this Unit you will be able to:

- Understand the concept of education dreamt by Tagore.
- Explain the education system carried out at Shanti-Niketan.
- Find relationship between the forest schools and autocratic schools.

4 A.1 Introduction:

Rabindra Nath Tagore(1861-1941), a man of versatile genius, was an authority of art and literature. He always kept on burning the lamp of light and knowledge throughout his life. He won the Noble Prize for literature in 1913 for his poetical

work *Gitanjali*. Besides his achievement in the field of verse, drama, essay, novel, dance, painting and music, his extraordinary genius can also be traced out in the aesthetic and poetic presentation of his short stories.

In 1900 he started a small school at Shanti-Niketan on the pattern of the ancient Indian forest schools where the pupils led simple lives and learnt the truths of life from Nature and their *gurus*. This school developed into a university called Visva-Bharti in 1921. In this extract from a lecture which Tagore delivered in America in 1915, he explains the circumstances in which he started his school. He has mingled his art and music in the present short story. He has also weaved his theme of social consciousness, social reality and spiritual issues through the medium of art and beauty. Like all his short-stories, the present story also bears the impress of his literary craftsmanship.

4 A.2 Content:

4 A.2.1 Section – I:

I started a school in Bengal when I was nearing forty. Certainly this was never expected of me, who had spent a greater portion of my life in writing, chiefly verses. Therefore people naturally thought that as a school it might not be one of the best of its kind, but it was sure to be something outrageously new, being the product of daring inexperience.

This is one of the reasons why I am often asked what is the idea upon which my school is based. The question is a very embarrassing one for me, because to satisfy the expectation of my questioners I cannot afford to be commonplace in my answer. However, I shall resist the temptation to be original and shall be content with being merely truthful.

In the first place, I must confess it is difficult for me to say what is the idea which underlies my institution. For the idea is not like a fixed foundation upon which a building is erected. It is more like a seed which cannot be separated and pointed out directly it begins to grow into a plant....

In India we still cherish in our memory the tradition of the forest colonies of great teachers. The places were neither school nor monasteries in the modern sense of word. They consisted of homes where with their families lived men whose object was to see the world in God and to realize their own life in Him. Though they lived

outside society, yet they were to society what the sun is to planets, the centre from which it received its life and light. And here boys grew up in an intimate vision of eternal life before they were thought fit to enter the state of the householder.

Thus in ancient India the school was there where was the life itself. There the students were brought up, not in the academic atmosphere of scholarship and learning, or in the maimed light of monastic seclusion, but in the atmosphere of living aspiration. They took the cattle to pasture, collected firewood, gathered fruit, cultivated kindness to all creatures, and grew in their spirit with their own teacher's spiritual growth. This was possible because the primary object of these places was not teaching but giving shelter to those who lived their life in God.

That this traditional relationship of the masters and disciples is not mere romantic fiction is proved by the relic we still possess of the indigenous system of education. These *Chatuspathis*, which is the Sanskrit name for university, have not the savour of the school about them. The students live in their master's home like the children of the house, without having to pay for their board and lodging or tuition. The teacher prosecutes his own study, living a life of simplicity, and helping the students in their lessons as a part of his life and not of his profession. This ideal of education, through sharing a life of high aspiration with one's master took possession of my mind. Those who in other countries are favoured with unlimited expectations of worldly prospects can fix their purposes of education on those objects. But for us to maintain the self-respect which we owe to ourselves and to our creator, we must make the purpose of our education nothing short of the highest purpose of man, the fullest growth and freedom of soul. It is pitiful to have scramble for small pittances of fortune. Only let us have access to the life that goes beyond death and rises above all circumstances let us find our God let us live for that ultimate truth which emancipates us from the bondage of the dust and gives us the wealth, not of things but of inner light, not of power but of love. Such emancipation of soul we have witnessed in our country among men devoid of book-learning and living in absolute poverty. In India we have the inheritance of this treasure of spiritual wisdom. Let the object of our education be to open it out before us and give us the power to make the true use of it in our life, and offer it to the rest of the world when the time comes, as our contribution to its eternal welfare.

A. Answer the following questions in one word/phrase/ sentence.

- B) Complete the following sentences choosing the correct alternative from the ones given below them:**

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- c) living aspiration d) forest
5. emancipates us from the bondage of the dust and gives us the wealth of inner light and love.
- a) The ultimate truth b) Education
- c) Learning d) God
6. Indians inherit the treasure of
- a) wealth b) knowledge
- c) spiritual wisdom d) beauty

4 A.2.2 Section – II:

I had been immersed in literary activities when this thought struck my mind with painful intensity. I suddenly felt like groaning under the suffocation of nightmare. It was not only my own soul, but the soul of my country that seemed to be struggling for its breath through me. I felt clearly that what was needed was not any particular material object, not wealth or comfort or power, but our awakening to full consciousness in soul-freedom, the freedom of the life in God.

Fortunately for me I had a place ready to my hand where I could begin my work. My father, in one of his numerous travels, had selected this lonely spot as the one suitable for his life of communion with God. This place, with a permanent endowment, he dedicated to the use of those who seek peace and seclusion for their meditation and prayer. I had about ten boys with me when I came here and started my new life with no previous experience whatever.

All around our ashram is a vast open country, bare up to the line of horizon except for sparsely-growing stunted date-palms and prickly shrubs struggling with ant-hills. Below the level of the field there extend numberless mounds and tiny hillocks of red gravel and pebbles of all shapes and colours, intersected by narrow channels, of rain-water. Not far away towards the south, near the village, can be seen through the intervals of a row of palm trees, the gleaming surface of steel-blue water, collected in a hollow of the ground. A road used by the village people for their marketing in the town goes meandering through the lonely fields, with its red dust staring in the sun. Travellers coming up this road can see from a distance on the summit of the undulating ground the spire of a temple and the top of a building,

indicating the Shanti-Niketan ashram among its *amalaki* groves and its avenue of stately sal trees.

And here the school has been growing up for over fifteen years, passing through many changes and often grave crisis. Having the evil reputation of a poet, I could with great difficulty win the trust of my countrymen and avoid the suspicion of the bureaucracy. My resources were extremely small, with the burden of a heavy debt upon them. But this poverty itself gave me the full strength of freedom, making merely upon truth rather than upon materials.

But the question will be asked whether I have attained my ideal in this institution. My answer is that the attainment of all our deepest ideals is difficult to measure by outward standards. Its working is not immediately perceptible by results. We have fully admitted the inequalities and varieties of human life in our ashram. We never try to gain some kind of outward uniformity by weeding out the differences of nature and training of our members. Some of us belong to Brahma Samaj sect and some to other sects of Hinduism; and some of us are Christians. Because we do not deal with creeds and dogmas of sectarianism, therefore this heterogeneity of our religious beliefs does not present us with any difficulty whatever.....

In the teaching system of my school I have been trying all these years to carry out my theory of education, based upon my experience of children's minds.

I believe that children have their subconscious mind more active than their conscious intelligence. A vast quantity of the most important of our lessons has been taught to us through this. Experiences of countless generations have been instilled into our nature by its agency, not only without causing us any fatigue, but giving us joy. This subconscious faculty of knowledge is completely one with our life. It is not like a lantern that can be lighted and trimmed from outside, but it is like the light that the glow-worm possesses by the exercise of its life-process.

Fortunately for me I was brought up in a family where literature, music and art had become instinctive. My brothers and cousins lived in the freedom of ideas, and most of them had natural artistic powers. Nourished in these surroundings, I began to think early and to dream and to put my thoughts into expression. In religion and social ideals our family was free from all convention, being ostracized by society owing to secession from orthodox beliefs and customs. This made us fearless in our

I had only this experience of my early life to help me when I started my school. I felt sure that what was most necessary was the breath of culture and no formal method of teaching.

A. Answer the following questions in one word/phrase/ sentence.

- B) Complete the following sentences choosing the correct alternative from the ones given below them:**

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4. faculty of knowledge is completely one with our life and is like light.
 - a) Conscious
 - b) Subconscious
 - c) Artistic
 - d) Mental
5. Tagore's family was free from
 - a) orthodox beliefs and customs
 - b) a heavy debt
 - c) religious beliefs
 - d) fear
6. helped Tagore when he started his school.
 - a) His father
 - b) The experience of his early life
 - c) His family
 - d) His brothers and cousins

4 A.2.3 Section – III:

Have not our books, like most of our necessities, come between us and our world? We have got into the habit of covering the windows of our minds with their pages, and plasters of book phrases have stuck into our mental skin, making it impervious to all direct touches of truth. A whole world of bookish truths have formed themselves into a strong citadel with rings of walls in which we have taken shelter, secured from the communication of God's creation. Of course, it would be foolish to underrate the advantages of book. But at the same time we must admit that the book has its limitations and dangers. At any rate during the early period of education children should come to their lesson of truths through natural processes – directly through persons and things.

Being convinced of this, I have set all my resources to create an atmosphere of ideas in the ashram. Songs are composed – not specially made to order for juvenile minds. They are songs that a poet writes for his own pleasure. In fact, most of my *Gitanjali* songs were written here. These, when fresh in their first bloom, are sung to the boys, and they come in crowds to learn them. They sing them in their leisure hours, sitting in groups, under the open sky on moonlight nights, in the shadows of the impending rain in July. All my latter-day plays have been written here, and the boys have taken part in their performance. Lyrical dramas have been written for their

season-festivals. They have ready access to the room where I read to the teachers my new things that I write in prose or in verse, whatever the subject may be. And this they utilize without the least pressure put upon them; feeling aggrieved when not invited. Very often they themselves write plays or improvise them, and we are invited to their performance. They hold meetings of their literary clubs, and they have at least three illustrated magazines conducted by three sections of the school, the most interesting of them being that of the infant section. A number of our boys have shown remarkable powers in drawing and painting, developed not through the orthodox method of copying models, but by following their own bent and by the help of occasional visit from some artists to inspire the boys with their own work.

When I first started my school my boys had no evident love for music. The consequence was that at the beginning I did not employ a music teacher and did not force the boys to take music lessons. I merely created opportunities when those of us who had the gift could exercise their musical culture. It had the effect of unconsciously training the ears of the boys. And when gradually most of them showed a strong inclination and love for music I saw that they would be willing to subject themselves to formal teaching, and it was then that I secured a music teacher.

In our school the boys rise very early in the morning, sometimes before it is light. They attend to the drawing of water for their bath. They make up their beds. They do all those things that tend to cultivate the spirit of self-help.

I believe in the hour of meditation, and I set aside fifteen minutes in the morning and fifteen minutes in the evening for that purpose. I insist on this period of meditation, not, however, expecting the boys to be hypocrites and to make believe they are not meditating. But I do insist that they remain quiet, that they exert the power of self-control, even though, instead of contemplating on God, they may be watching the squirrels running up the trees.

Any description of such a school is necessarily inadequate. For the most important element of it is the atmosphere, and the fact that it is not a school which is imposed upon the boys by autocratic authorities. I always try to impress upon their minds that it is their own world, upon which their life ought fully and freely to react. In the school administration they have their place, and in the matter of punishment we mostly rely upon their own court of justice.

A. Answer the following questions in one word/phrase/ sentence.

- B) Complete the following sentences choosing the correct alternative from the ones given below them:**

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4 A.3 Summary:

The present story is an extract of a lecture that Tagore delivered in America in 1915. In it he explains the circumstances in which he started his school. In 1900, he started a school at Shanti-Niketan. He was chiefly a writer and hence people doubted about its future. He was inexperienced in the matters like this. His idea of the school was based on the pattern of the ancient Indian forest schools. He wanted to bring up his students in the atmosphere of living aspiration. He wanted his students to lead simple lives and learn the lessons of life from Nature and their teachers. Then students used to live in their master's home. They were treated as the children of the house by their masters. The students were not expected to pay anything. That was the ideal education system.

Tagore started his school to provide his students an intimate vision of eternal life. According to him the purpose of education must be the fullest growth and freedom of soul. Education should free man's soul from the bondage of any kind. It should give us the wealth of inner light and love. It should give us spiritual wisdom. The object of education should be the eternal welfare. He pondered over it and found that the whole country was in need of such education. Tagore chose a place for his school in Bengal, which was dedicated by his father to the seekers of peace. Thus he started his school in the lap of nature with ten boys. Initially he often went through grave crisis. His resources were very small and he was greatly indebted. Contrary enough, his poverty itself gave him the full strength. In his ashram there were disciples from all religions. It was free from any religious creed or dogma. In Shanti-Niketan, Tagore carried out his theory of education. It was based upon his experience of children's minds. He believed in the power of subconscious mind of children. As Tagore was nourished in the free atmosphere, he tried various experiments at his school. He was of the opinion that during the early period of education children should learn their lessons through natural processes. His students learnt singing, dramatic performances, drawing, painting and music directly through persons and things. To cultivate the spirit of 'self-help' and self-control was the motto of his school. It was totally a different school than any formal school.

4 A.4 Terms to Remember:

- outrageously (Av)** : greatly exceeding bounds of reason or moderation; shockingly
- embarrassing (Adj)**: hard to deal with; causing a feeling of confusion
- monastery (N)** : the residence of a religious community
- maimed (Adj)** : having a part of the body crippled or disabled
- seclusion (N)** : privacy
- indigenous (Adj)** : local, native
- savour(N)** : taste, flavor but here, signs of
- prosecutes (V)** : carries on
- scramble (V)** : to move hurriedly
- pittance (N)** : an inadequate payment
- emancipates (V)** : frees, liberates
- communion (N)** : rapport; fraternize; sharing thoughts and feelings
- sparsely (Av)** : in a sparse manner; scattered
- meandering (Adj)** : winding
- undulate (V)** : move in a wavy pattern or with a rising and falling motion
- creed (N)** : any system of principles or beliefs
- dogma (N)** : a doctrine or code of beliefs accepted as authoritative; article of faith
- sectarianism (N)** : a narrow-minded adherence to a particular sect or party or denomination
- instill (V)** : impart gradually or enter drop by drop; fill, as with a certain quality
- ostracize (V)** : expel from a community or group; cast out
- secession (N)** : separation or withdrawal from
- impervious (Adj)** : cranky; insensitive

- citadel (N)** : fortress
juvenile (Adj) : of or relating to children or young people
autocratic (Adj) : bossy; dominating

4 A.5 Answers to Check Your Progress:

4 A.2.1

A. Answer the following questions in one word/phrase/ sentence.

1. In Bengal
2. To start a school
3. What was the idea upon which his school was based?
4. The idea is more like a seed which cannot be separated and pointed out directly it begins to grow into a plant.
5. The tradition of the forest colonies of great teachers.
6. Not teaching but giving shelter to those who lived their life in God.
7. In their master's home like the children of the house.
8. the fullest growth and freedom of soul
9. the ultimate truth
10. the treasure of spiritual wisdom

B) Complete the following sentences choosing the correct alternative from the ones given below them:

1. a) Bengal
2. b) forty
3. b) writing verses
4. c) living aspiration
5. a) The ultimate truth
6. c) spiritual wisdom

4 A.2.2

A. Answer the following questions in one word/phrase/ sentence.

1. Ten boys
2. The attainment of all our deepest ideals
3. Having the evil reputation of a poet
4. through their subconscious mind
5. His nourishment in artistic and free surroundings
6. The breath of culture and no formal method of teaching

B) Complete the following sentences choosing the correct alternative from the ones given below them:

1. b) his life of communion with god
2. a) Poverty itself
3. a) his experience of children's mind
4. b) Subconscious
5. a) orthodox beliefs and customs
6. b) The experience of his early life

4 A.2.3

A. Answer the following questions in one word/phrase/ sentence.

1. Our books and our necessities
2. through natural processes – directly through persons and things.
3. Their own bent and the occasional visit from some artists
4. Because initially boys had no evident love for music
5. fifteen minutes in the morning and fifteen minutes in the evening

B) Complete the following sentences choosing the correct alternative from the ones given below them:

1. a) ideas
2. c) the advantages
3. a) his own pleasure
4. a) *Gitanjali*
5. a) The infant section

4 A.6 Exercises:

A) Answer the following questions in three to four sentences each.

1. Describe the tradition of the forest colonies of great teachers.
2. How are the *Chatuspathis* different from the modern universities?
3. How did Tagore get over the barriers between religions in his school?
4. How did Tagore's family background help him to run his school?
5. How did Tagore develop a love for music in the pupils?
6. What is Tagore's view regarding the working of the subconscious mind in the children?

B) Write short notes on the following in 8 to 10 sentences each.

1. Tagore's family background
2. Tagore's view of book learning
3. An atmosphere of 'ideas' in Tagore's ashram-school
4. Tagore's view of meditation in the life of a pupil

C) Complete the following table filling in the appropriate form of the words given:

| Verb | Noun | Adjective | Adverb |
|-------------|-------------|------------------|---------------|
| Expect | | | |
| | Outrage | | |
| | | Embarrassing | |
| | Inheritance | | |
| | | Perceptible | |

D) Write synonyms of the following words:

1. Savour
2. Indigenous
3. Emancipate
4. Endowment
5. Citadel
6. Ostracize

D) Writing activity

Use the following words and phrases in sentences of your own:

Outrageous; embarrassment; maimed; indigenous; savour; prosecute; weed out; bureaucracy; dogmas; instinct; meditation.

B) All the World's a Stage

William Shakespeare

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4 B.0 Objectives

After studying this Unit you will be able to:

- Understand Shakespeare's conception of human life.
- Explain the theme of the poem.
- Find relationship between the man's life and the different parts played by him.

4 B.1 Introduction:

The greatest genius, myriad-minded Shakespeare was born at Stratford-on-Avon in 1564. His father, John, was a small shop-keeper and there were two sisters and three brothers to the poet. His education was cut short when he was 13 years of age, and that he had to work to help the family. He soon took up the profession of an actor, and published his first work *Venus and Adonis* in 1593. He wrote 37 plays and 2 long poems. He had perfect knowledge of passions, the humours and sentiments of mankind. He painted all characters, from kings down to peasants, with equal truth and equal force. Shakespeare's characters are not individuals, they are a species

eternal. He was not of an age but for all times, because his men and women are true to the eternal facts of human life. He breathed his last on his birthday, April 23rd, 1616.

The present poem is one of Shakespeare's most frequently-quoted passages. It is taken from his play *As You Like It*. The poem begins with a phrase, 'All the World's a Stage', which is very famous all over the World. Here, Shakespeare compares life to a stage and has divided life into seven stages each having its own varied qualities and features.

4 B.2 Content:

All the world's a stage
And all the men and women merely players;
They have their exits and their entrances,
And one man in his time plays many parts,
His acts being seven ages. At first, the infant,
Mewling and puking in the nurse's arms.
Then the whining schoolboy, with his satchel
And shining morning face, creeping like snail
Unwillingly to school. And then the lover,
Sighing like furnace, with a woeful ballad
Made to his mistress' eyebrow. Then a soldier,
Full of strange oaths and bearded like the pard,
Jealous in honor, sudden and quick in quarrel,
Seeking the bubble reputation
Even in the cannon's mouth. And then the justice,
In fair round belly with good capon lined,
With eyes severe and beard of formal cut,

Full of wise saws and modern instances;
And so he plays his part. The sixth age shifts
Into the lean and slippered pantaloon,
With spectacles on nose and pouch on side;
His youthful hose, well saved, a world too wide
For his shrunk shank, and his big manly voice,
Turning again toward childish treble, pipes
And whistles in his sound. Last scene of all,
That ends this strange eventful history,
Is second childishness and mere oblivion,
Sans teeth, sans eyes, sans taste, sans everything.

4 B.2.1 Check Your Progress

A) Answer the following questions in one word/phrase/ sentence each.

- 1) What is compared to the stage in the poem?
- 2) What are the seven stages of man?
- 3) What is the second stage of man?
- 4) Who sighs like furnace?
- 5) Who is compared to the snail's pace?
- 6) Who is jealous in honor and quick in quarrel?
- 7) Who are compared to the actors in the play?

B) Complete the following sentences choosing the correct alternative from the ones given below them:

1. According to Shakespeare all the world is
 - a) a burden
 - b) beautiful
 - c) a stage
 - d) dangerous

2. By 'exits and entrances' the poet means
 - a) deaths and births
 - b) dramatic acts
 - c) departures and entries
 - d) stage directions
3. writes woeful ballads.
 - a) A schoolboy
 - b) A lover
 - c) A soldier
 - d) The poet
4. One man in his lifetime plays many parts, his acts being
 - a) varied
 - b) myriad
 - c) many
 - d) seven ages
5. is jealous in honour, sudden and quick in quarrel.
 - a) A schoolboy
 - b) A lover
 - c) A soldier
 - d) An old man
6. The justice is full of wise saws and
 - a) jealous in honour
 - b) strange oaths
 - c) modern instances
 - d) with spectacles
7. is second childhood.
 - a) Sixth age
 - b) Seventh age
 - c) Infancy
 - d) Fifth age

4 B.3 Summary:

In the poem Shakespeare seems to have an impression that human life is not real. What we see and hear is not reality. Human life itself is a make-believe play. Here Shakespeare traces human life through the famous seven ages – the infant in arms, the schoolboy, the lover, the soldier, the justice, the retired man, and the worn-out senior, sinking back into dissolution. All the world is a stage. We are but actors. We enter the stage and we go off it again. One man in one's lifetime plays many roles. At first he plays the part of the infant, crying and throwing out milk in the nurse's arms. Then he plays the part of the schoolboy who is unwilling to go to

school. With his shining morning face he trudges on at a snail's pace. Then comes the lover. He sighs like a furnace and writes pathetic verses, addressing his mistress. Then he plays the role of the soldier. He is stocked with all violent oaths. He wears a formidable beard. He is too sensitive and quick and hasty in quarrel. He is ready to sacrifice his life for the sake of unsubstantial glory. Then he plays the role of the judge. He is a man of bulging belly, with severe eyes. He is wise man. Then Shakespeare describes old age. It is rather comical. The old man goes about in slippers, wearing glasses. His mannish voice turns again into the shrill tone of a child. The last role is second childhood. It is full of forgetfulness. It is without teeth, without eyes, without taste – without everything.

4 B.4 Terms to Remember:

| | |
|-------------------------------|--|
| Merely players | : life is but all a play and that there is no reality in it. |
| Exits | : departures |
| Seven ages | : seven stages of life- infant, schoolboy, lover, soldier, judge, pantaloon and old age, second childishness. |
| Mewling | : crying |
| Puking | : throwing out milk |
| Mewling and Puking | : the idea here is of an infant crying and then throwing up part of the milk. |
| Whining | : complainng |
| Satchel | : bag |
| Creeping like snail | : moving at a snail's pace as unwilling to go to school. A boy is compared with a snail use of 'simile'. |
| Sighing like a furnace | : like the outrush of smoke from the chimney. |
| Like the pard | : probably rough and shabby. |
| Jealous | : here 'sensitive'. |
| Bubble reputation | : reputation which is as unsustainable as a bubble. |
| In the cannon's mouth | : at the risk of his life. |
| Justice | : judge |

| | |
|------------------|---|
| Capon | : castrated cock |
| Saws | : sayings |
| Instances | : illustrations. |
| Pantaloon | : here 'old man'. The reference her is to "Don Pataleone" the old man deceived by his young wife. |
| Shrunk | : shriveled, lean and wrinkled. |
| Shank | : the part of the human leg between the knee and the ankle. Here 'leg'. |
| Treble | : threefold. Here, 'shrill accents of a child'. |
| Oblivion | : forgetfulness |
| Sans | : without |

4 B.5 Answers to Check Your Progress

A) Answer the following questions in one word/phrase/ sentence each.

1. All the world
2. The acts of man?
3. The whining schoolboy
4. The lover
5. The whining schoolboy
6. A soldier
7. All the men and women

B) Complete the following sentences choosing the correct alternative from the ones given below them:

1. c) a stage
2. a) deaths and births
3. b) A lover
4. c) many

5. c) A soldier
6. c) modern instances
7. b) Seventh age

4 B.6 Exercises

A) Answer the following questions in three to four sentences each:

- 1) What is Shakespeare's impression of human life?
- 2) How does Shakespeare describe the judge?
- 3) In what way does Shakespeare speak about the customs and manners of his age through 'soldier'?

B) Write short notes on the following in 8-10 sentences each:

- 1) The second childhood
- 2) Seven ages of Man's Life.

C) Vocabulary exercises:

Complete the following table filling in the appropriate form of the word given:

| Noun | Adjective | Adverb |
|----------|-----------|------------|
| | Woeful | |
| | Strange | |
| Fairness | | |
| | | Eventually |

D) Give synonyms of the following words:

- | | | | |
|---------|-------------|-------------|-----------|
| 1. Exit | 2. Entrance | 3. Satchel | 4. Woeful |
| 5. Wise | 6. Shrunk | 7. Childish | |

C) The Secret

V.V. Shirwadkar (Kusumagraj)

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4 C.0 Objectives:

After studying this Unit you will be able to:

- Understand in brief the life and work of the poet.
- Explain the theme of the poem.
- Find relationship between the man's life and nature.

4 C.1 Introduction:

Vishnu Vaman Shirwadkar (27 Feb, 1912 – 10 March 1999), popularly known as Kusumagraj, is a prominent Marathi poet, playwright, novelist and short story writer. He was a great humanist. He was B.A. in Marathi and English. He wrote three novels, sixteen volumes of poems, seven volumes of essays, eight volumes of short stories, 18 plays and six one-act plays. His love poem 'Pruthviche Premgeet' is extremely famous in which the Earth is personified as a passionate lover who aches to meet the Sun. He worked as a screenplay writer and also as a journalist. He was recipient of Sahitya Akademi Award for *Natsamrat* in 1974, Padma Bhushan in

1991 and the Jnanapith Award in 1987. His writing mainly focuses on freedom, justice and emancipation of the deprived.

The poem 'The Secret' is an expression of 'unheard melody' or rather 'unplayed melody'. It is translated into English by Prabhakar Machwe. The poet has a secret which he is determined never to share with anyone. The poem is deceptively simple as it is having a great meaning.

4C.2 Text:

I have to say something
but I shall not
At the door of the temple
I shall not weigh faith

Within me the fragrance
of the heavenly tree
But its petals
Would never blossom
I have found the secret
In the names of stars
But it would not get
the touch of letters
cloud purple only
at the border of the sky
Its secret will not
Be known to anyone.

In the distant harbor
a silver ship awaits
Its treasures would never
Touch the shore
With your kind grace
I own the forest-fire
I would never burn thee
in its embers.

(Tr. by Prabhakar Machwe)

4C.2.1 Check Your Progress:

A) Answer the following questions in one word/phrase/ sentence each.

1. Does the narrator want to tell his secret?
2. Where does the narrator say that he shall not weigh his faith?
3. What type of fragrance is there within the narrator?
4. Where is the lonely purple cloud?
5. Where does the silver ship await?
6. Will the treasure of the ship reach the shore?
7. What does the narrator own by the grace of someone?

B) Complete the following sentences choosing the correct alternative from the ones given below them:

1. The poet shall not weigh his faith at the door of
a) the heaven b) his house c) the temple d) the church
2. The petals of would never blossom.
a) heavenly tree b) the flower c) the rose d) lily

3. The poet is having within him of the heavenly tree.
a) the fragrance b) the petals c) the flowers d) the beauty
4. The poet has found the secret in the names of
a) stars b) the cloud c) the God d) the nature

4C.3 Summary:

The poem 'The Secret' is an expression of 'unheard melody' or rather 'unplayed melody'. It is translated into English by Prabhakar Machwe. The poet has a secret which he is determined never to share with anyone. The poet wants to say something but he shall not. He shall not weigh faith at the door of the temple. He experiences the fragrance of the heavenly tree within him. However, its petals would never blossom. He has found the secret in the names of the stars but it would not get the touch of letters. He sees the lonely purple cloud at the border of the sky. However, its secret will not be known to anyone. In the distant harbour he sees a silver ship awaiting there. The ship is full of treasures, but its treasures would never touch the shore. The poet is having the forest-fire with the kind grace of the listener and he would not burn him or her in its embers.

The poem is deceptively simple as it carries in it a great meaning. It may be read as a song sung by a lovelorn. The opening lines aptly describe the poet's suffocating condition. In spite of the frustration in love, the poet is not willing to speak about it. The poet wants to be faithful forever. Love is a temple of which the beloved is deity for the poet. The poet worships the beloved as Goddess. The speaker believes in her and hence 'shall not weigh faith'. Faith is something of which the nature or importance cannot be assessed. It cannot be weighed. The 'fragrance of the heavenly tree' might be the 'existence of God within man' which man always feels but never finds its 'blossom'. It could also be the fragrance of love. The speaker's love has not blossomed. The secret of the stars is never known to man; likewise the secret of the cloud is also not known to man. In the same way the secrets of certain things of nature like 'the silver ship full of treasures' or the 'forest-fire and its embers' are uncomprehending to the poet. The speaker promises his beloved that he would never burn her in the embers of the forest-fire. He would suffer alone but will never be unfaithful to her.

4C.4 Terms to remember:

weigh (V) : have a certain weight; measure

fragrance (N) : a pleasant, sweet smell

blossom (N) : the state or period of flowering

harbour (N) : a place on the coast where ships can discharge cargo

thee (Pron.) : archaic or dialect form of **You**

ember (N) : a small piece of burning or glowing material in a dying fire

4C.5 Answers to check your progress:

A) Answer the following questions in one word/phrase/ sentence each.

1. No.
2. At the door of the temple
3. The fragrance of the heavenly tree
4. At the border of the sky
5. In the distant harbor
6. No. It would never touch the shore
7. The forest-fire

B) Complete the following sentences choosing the correct alternative from the ones given below them:

1. c) the temple
2. a) heavenly tree
3. a) the fragrance
4. a) stars

4C.6 Exercises:

A) Answer the following questions in three to four sentences each:

1. What does the poet compare the secret in his mind with?
2. Which things the poet describes to support his decision to keep the secret?

3. Describe the suffering of the lover as described in the poem?

B) Write short notes on the following in 8-10 sentences each:

1. The secrets of nature
2. The theme of the poem
3. The Melancholy lover

C) Vocabulary exercises:

I. Complete the following table filling in the appropriate form of the word given:

| Noun | Verb | Adjective | Adverb |
|----------|---------|-----------|--------|
| | Blossom | | |
| | Touch | | |
| | | kind | |
| Treasure | | | |

II. Give synonyms for the following words.

1. say
2. Harbor
3. touch
4. kind

III. Give antonyms for the following words.

1. Border
2. grace
3. await
4. distant

4C.7 Suggestions for further reading:

1. Read Marathi poems of Kusumagraj



Module 5

A) Making Enquiries

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- 5.A.5 Exercises

5.A.0 Objectives:

After studying this unit you will be able to:

- understand how to make enquiries and give instructions.
- know the importance of politeness of language while speaking.
- use imperative sentences and language of instructions.

5.A.1 Introduction:

Man is a social animal. He/ she cannot live without communication. On many occasions human-beings need help from each other for various purposes. To get information from someone is one of them. One has to enquire about something. For example in a new city you have to ask for the address, sources and road you should

take to reach there. Sometime you have to make enquiries at railway station or bus station about the timetable or booking. This seeking and giving information needs the art of making enquiry which is discussed in present unit.

5.A.2 Content

5.A.2.1 Sub-content I: Making enquiries

Making Enquiries:

Making enquiry or asking for information or giving instructions is a natural human tendency. In your day-to-day life, you come across such incidents on many occasions. By making enquiry you try to get the exact information about places, things or even events etc. When you are in an unknown city or place you make enquiry about residing place, about meal, or about sight-seeing places. At the railway station or central bus stand you also make enquiries about the train and bus time table, reservations and so on. Today with the help of tracker app facility on internet you can collect information easily about different places and things, yet as a human being it is our nature to gather exact and genuine information by inquiries. While making inquiries you must be brief and precise, so that you can get proper response and exact information from a respective person. It is also important that while making enquiries one must be polite and gentle in his / her tone. So that you can also get polite and gentle response from the person concerned. At the same time, while making enquiries you must remember that you should not ask confusing questions or insufficient and irrelevant information.

The objective of this module is that students should acquaint with the skills of language for making enquiries and giving instructions in day-to-day life.

1) Hiring A Taxi

(TD: Taxi-driver)

(Pass: Passenger)

Pass : Taxi, taxi!

TD : Yes, Sir? Would you like to hire the taxi, Sir?

Pass : No, I just want to make an enquiry. Where can I find a taxi for the airport?

- TD : Well, sir you have it right here. I can take you to the airport. Which airport would you like to go, sir?
- Pass : Gentleman, I would like to go Indira Gandhi Airport.
- TD : Indira Gandhi International, or the other one for domestic flights?
- Pass : Indira Gandhi International. What will be the fare?
- TD : I'll charge by the meter-reading. It'd come to between thirty to forty rupees.
- Pass : Why between thirty to forty? Why not thirty or forty? You should be taking passengers to the airport every day. You should know what exactly the fare will come to.
- TD : I do, Sir. And that's why I'm saying it'd come to between thirty and forty.
- Pass : But why gentleman?
- TD : Because, Sir the taxi doesn't cover exactly the same distance every time it goes from this taxi stand to the airport.
- Pass : But why gentleman? What's the mystery there? You mean to say that the road from this point to the airport is flexible? Does it expand and contract with the temperature like a rubber band, or something?
- TD : Come on, Sir. There is no mystery at all. It's straight and simple. The airport is quite far from here. The distance travelled, as the meter records, will depend upon the lane you travel in, the number of times you change lanes, the number of times, you overtake, and so on.
- Pass : All right, all right. Let's go. Would you help me with these bags?
- TD : By all means, Sir. It is my great pleasure.

The above dialogue clearly shows that a passenger curiously but in a polite manner making enquiry about taxi fare to a taxi driver. His enquiry is polite and he is addressing even taxi driver as a gentleman. So it is very essential that in your day-to-day life you must be gentle and polite, then you will get the same response from the other person.

Expressions in an enquiry

Formal expression:

Excuse me, Sir would you please guide me where to pay the bill?

Excuse me, Mam, may I know if the Karnataka Express take halt at Bengaluru cantonment?

When you are making an enquiry, your language must be polite with a gentle tone, especially when that person is a senior citizen, an elderly gentleman or a lady.

Informal expression:

When you are making conversation with you friend, classmate, or a colleague, you may use informal expression as follows:

Hello, Prafull, would you please tell me how to go the Nehru Planetarium?

Hello, Pooja, Do you have any idea about how to operate this washing machine?

Prashant, Could you tell me about your investment plans?

Hey, let me ask you how you're going to plan your summer vacation? Would you let me know when the guests are arriving?

In making enquiries at different places 'WH' questions prove very effective for getting precise answers:

- 1) What's the regular price for the refrigerator?
- 2) What does that gold pin cost?
- 3) What do you call a big grocery store like this?
- 4) Who is that very handsome man?
- 5) What's the weather like there in spring?

The enquiries above are in the form of 'WH' questions. So in your daily conversation you may use 'WH' questions, which will help you to develop your communication. Now let us have a glance at the few pieces of conversation.

A: Where do I get the downtown bus?

B: Walk straight ahead one block.

A: Thank you very much.

B: It's all right.

2) Enquiry about cashless transactions:

Now let us see how a common man wants to know about cashless transactions, how he expresses his concerns about bank transactions. His curiosity and enquiries will be as follows:

Common man: Excuse me sir, may I know what cashless transaction is?

Officer : Sir, don't worry. Be seated in the chair. I will explain all the details of cashless transactions. Sir, cashless transaction is the method in which one can do transactions at market place, at petrol pump, super market, movie theatre and even at hotel without using cash money.

Common man: But let me know sir, how is it possible? How can I operate it?

Officer : Have patience Sir, it is very easy method and no complications in it. Any common man can do his transactions through 'Net banking', 'debit card', 'credit card', 'E-wallet', 'by the way of cheques', 'D.D.' . More over, different 'apps' are also available by which you can do your transactions in the market.

Common man: Excuse me Sir, could you tell me is it possible for me?

Because I have never used such things in my life.

In the above conversation, the expressions like 'Excuse me', 'May I know', express politeness in enquiry. If you use such expressions in your daily conversations or at the time of enquiries, it creates positive impression on others. In the enquiries you also come across expressions such as "Could you tell me?", "The next thing I wanted to ask was", "Just one last question", "I beg your pardon" etc.

When did Peter return?

I beg your pardon.

Please tell me when will Peter return?

I can't tell you.

3) **Railway Reservation:**

- Excuse me, could you please tell me if I can get a ticket for Goa from this counter?
- Sorry sir, you will have to go to counter No: 4. This counter is only for group booking.
- Could you please tell me whether a reservation for the 22nd of this month is available?
- Pardon Sir, the enquiry counter will tell you about this. It is at the entrance of the building.
- Thank you. Here is the enquiry counter. Let me find out whether there are any reservations available for the 22nd of this month?

4) **At a Post Office:**

Ram : Sir, I sent off a registered parcel to Kolkatta about a fortnight ago; but I got a letter today from my friend to whom it was addressed, and he says he has not received it.

Clerk : Kindly tell me Sir, have you got the receipt Sir?

Ram : Yes; here it is. You can see it was dispatched on March 10th and it was also insured for Rs. 200.

Clerk : It should certainly have reached Kolkatta some time ago.

Ram : Sir, will you please make enquiries? I am very anxious about it and my friend is annoyed because he has not got it.

Clerk : Yes, sir, I will report the matter to the Post Master at once.

5) **Enquiry for B.A. part I admission:**

Student : Good morning Sir, just I've passed H.S.C. examination in March 2017, and I would like to take admission in your college. Sir, will you guide me which subjects I've to take?

Teacher : Listen carefully, first of all you have to fill the admission form in a black ink and select your compulsory subject and four optional subjects from the prospectus.

Student : Thank you sir! But let me know that can I take English optional in optional subjects groups? Sir would you tell me what is the difference between compulsory English and optional English? How far will it help me to develop my career?

Teacher : Oh! You are really a curious student. Now listen carefully. I am an English teacher and it will be my kind advice to you that optional English is totally different from that of compulsory English. In optional English you have to study poetry, short stories, novels etc. which will develop your creative faculty. At the same time, this subject will develop your language skills and competency.

Student : Thank you sir, but let me know one thing that after completion of B.A. degree in English special, how much scope will be for this subject?

Teacher : Obviously there is a lot of scope in special English subject. You can be a good translator, because today there is ample scope for the translators, who are translating great books from different languages and earning money from the publishers. At the same time English subject is also useful for competitive examinations. Today it is observed that English is emerging as an indispensable subject in every field and you have a lot of choice and scope in it.

Student : OK Sir. Let me know one more thing, how many books are prescribed for this paper?

Teacher : Only two books are prescribed for B.A. Part I optional English. One book for short stories and another one is for the novel.

6) At the Restaurant:

Jatin : Well, friend, here we are. Do you like the place?

Mahesh : Lovely! Very nice!

Jatin : Ah, I hoped you would like this place. Let's go and sit in the corner there, shall we?

Mahesh : Yeah.

Jatin : Now then, let's see if we can get some service.

Mahesh : Well, We need a menu first, don't we?

Jatin : We haven't got one here. Have we? Could you ask those people behind us?

Mahesh : Excuse me, could you give us a menu?

These are the occasions of everyday situations. If you use such expressions and polite enquiry in your daily routine life then it will help improve your conversation. At the same time it will also develop your confidence and command over the language especially when you are in other state or nation. The expressions like 'Excuse me', 'let me know', 'may I know', 'one more thing I would like to ask you' create positive impression and you can deal with situation in a proper way. So let us develop such type of expressions and dialogues, when you are talking to your friends, relatives, or elderly persons. Now let us try to solve the following tasks by using proper expressions.

Check your progress I

A. Complete the following pieces of conversation by using appropriate expressions:

Mohan : Good afternoon.

Enquiry Clerk : Good afternoon

Mohan : what time is the Mahalaxmi Express expected?

Enquiry Clerk : The scheduled time of its departure is 7.45 PM but

Mohan : But it's already fifteen minutes past eight and there's yet no sign of its arrival.

Enquiry Clerk : Sir, I'm afraid

Mohan : When exactly will the train arrive?

Enquiry Clerk : I'm but I can't help it. Bear
Please.....

a)

-?

- I'd like to see overcoats, please.
-sir ?
- I'd like to see winter overcoats –Probably wool.
- OK.
- this is not of my size.
- OK I will show some other varieties.

b)

A: I have a complaint

B: What's it about?

A: I brought this electric oven only yesterday.

B: What's then?

A: It is not working properly.

B: Sir, Let me see See. Its working.
You might not have plugged it properly. It seems.

A: There's Its timer doesn't work.

B: We'll get it repaired.

c)

Customer : Can I cash a cheque here?

Clerk : Sir. Go to another counter. That one there.

Customer : (at the second counter) please?

Clerk : What's the amount? Let me see the cheque. It's less than two thousand. Go to the teller's counter sir.

Customer : (at the teller's counter) Take this cheque and give me the amount Be a little prompt,?

Teller : Your signature here, just over the date on the right hand corner.

- B.** Write a piece of conversation making enquiries with a manager about hotel booking at Mahabaleshwar. (Make the enquiry of type of suites available, AC / Non AC facility, type of food, such and other facilities)
- C.** Write a piece of enquiry & intimation to a Bank Manager that recently you have lost your ATM Debit card. Ask what procedure you have to follow.

Sub-content II Giving Instructions :

In daily life you will find that sometimes a stranger arrives in a city or village or meets you on the road and asks you about the particular address, or a Govt. office, a theatre, a temple, cinema hall, marriage hall etc. On such occasions, you guide or give him instructions about how to reach that place. Even instructions are also given by your teacher, when you are on excursion tour. You abide by these instructions. Even on special occasions or in festival time you want to prepare a new dish. On such occasions you like to follow instructions of your mother or elder sister. Thus instructions are given for the preparation of a particular item. When you are preparing a particular thing or producing something, you have to follow a series of instructions. So for these instructions there are some common and useful language features. Generally all the instructions are in imperative form. You must also be well aware that, while you are seeking guidance from others especially from an unknown person, you must be polite and gentle in your language. For seeking information and giving instructions there are specific structures of language, you should use them effectively. Let us now have a glance at the language of instructions and of seeking guidance.

Study the language of instructions from the following conversation:

Stranger : Excuse me, would you tell me how I can find Bhavan Natya Mandir?

Citizen : Yes, gentleman. Look you are now at Congress Bhavan. The road to your left is Old Station Road. So take this road and go straight until you reach Bharati Bhavan, then you should turn to your right. The road is called as Harbhat Road; you will see the building of Sangli Urban Co-operative Bank, closer to it is Bhavan Natya Mandir.

Stranger : OK. Thank you very much sir. Is it too far from here?

Citizen : No, the distance is not too long, but you may take an auto-rickshaw or any city bus up to Bharati Bhavan, then you will reach there easily.

In the above conversation you can find that a citizen is guiding a stranger by using an imperative tone. Verbs such as ‘Look’, ‘take this’, ‘go straight’, ‘turn to right’ are used in the imperative form for guiding a person. The Citizen also instructed or guided him by saying ‘take an auto rickshaw’ or ‘city bus’, which is also in imperative tone. So when you are guiding or instructing someone, you must use imperative sentence beginning with a verb. You can use the following expressions for giving instructions.

‘go left’, ‘turn left’, ‘it’s on the left’, ‘take the second turning on the left’, ‘go ahead’, ‘go straight ahead’, ‘walk until you reach’, ‘over there’, ‘between the

Besides use of the imperative sentence structure, use of prepositional phrases also proves useful for locating the exact place or particular location.

‘Behind the stature/post’, ‘in front of’, ‘at the back’, ‘towards your left’, ‘between two lanes’, ‘across the wood bridge’, ‘at the square lane’, ‘near Mukta Multiplex’, ‘beyond Sunder Garden’, ‘By the river’.

Imagine that on the occasion of annual social gathering programme of your college you and your friends are going to perform a scene from Shakespeare’s ‘The Merchant of Venice’. This play is directing by an expert Director. Let us see how he gives instructions and directs your group. How his instructions help you to excel in your performance and how you learn even minor things.

Director : Well Boys, I hope that you all are ready for the enacting of *The Merchant of Venice*. Keep in mind that you are performing different roles. Auyash keep in mind you are playing the role of Antonio, and Preeti you are playing the role of Portia and Anuj, you are playing the role of Shylock. Be ready for entry. Don’t forget your dialogues. Don’t make hurry in uttering your dialogues. Anuj show your facial expressions like a villain. Preeti you are playing the role of Portia and you enter the stage from right side.

- Auyash : Sorry sir, when I enter on the stage I get a little bit confused and forget my dialogues. So please tell me sir, how can I memorize the dialogues.
- Director : Auyash, Anuj and Preeti keep in mind that when you enter the stage memorize the dialogues in a proper manner. Be confident and don't discourage yourselves. Anuj, remember to take with you this dagger. Make sure you have your turn not at a time but make entry as per demand of the plot.

From the above situation you will learn that while the Director is giving his instructions to the actor, he uses imperative expressions in his talk. The expressions like 'keep in mind', 'don't forget', 'Be ready for', 'Show', 'Be confident', 'make sure' are imperative sentences.

The above dialogues are in imperative form and as the director is a senior person, he is addressing by the names of character.

Check your progress II

- A) Imagine that you are studying in M.A Part II English in Shivaji University, Kolhapur. Your younger brother is coming to Shivaji University to take the passing certificate. Advice him how to reach Shivaji University.
- 1) Get down at Central Bus Stand Kolhapur.
 - 2) Turn to the left side, walk a few distance to railway gate.
 - 3) Take the K.M.T. bus or Auto Rickshaw to University at railway gate.
 - 4) Get down at Main Building in Shivaji University.
 - 5) Then we will both go to the examination building.
 - 6) Bring with you, the Xerox copy of your mark list
- B) A stranger old man looking for the State Bank of India. Give him directions of how to go to the State Bank of India, names of street, the distance of the location and so on.

Sub-content III Giving Extra Help :

In the library we can see the books or monthly magazines on cookery in which we can see different recipes of dishes. Let us see the following recipe of how to make Piquant Stir-Fried Mushrooms.

Piquant Stir-Fried Mushrooms

Heat the oil in the wok with the clove of garlic and piece of ginger. Cook for 1 to 2 minutes, stirring occasionally. Remove the garlic and ginger. Add the leek and stir-fry for two minutes. Add the mushrooms and stir-fry for a further two minutes. Add the sea salt and half the sesame seeds. Sprinkle over soy sauce and toss all the ingredients together for about 1 minute. Sprinkle over remaining sesame seeds and serve on a bed of cooked noodles.

How to make a cup of coffee

First you need to buy some coffee and a coffee maker. Then you have to put the water into the bottom of the coffee maker. You needn't boil the water cold water is fine. Next you have to put the coffee in the coffee compartment and screw the top of coffee maker on.

After that you need to put the coffee pot onto the stove. Then turn the stove on high and wait. You don't have to move the coffee pot. When the water boils and goes into the upper part of the pot, then you have to remove the pot from the heat. Finally you pour some coffee into a cup , add sugar and milk and enjoy.

You often see the imperative form is used in instruction manuals and when someone tells you how to do something.

In case of Gas cylinder leakage

First of all open all the windows and doors of the house. Then ask your children and old aged people to vacate the kitchen. Don't switch on the lights. After that remove the nob of the regulator and make it free from the cylinder. Then bring gas cylinder in the open air and let it release the leakage gas in the open air. Don't dip or release the gas in the gutter or in the water.

Dialogue for Giving Instructions

Prafull : How do you operate this tread mill ?

Staff : First, turn it on, then set the controls for speed, distance or time.

Then, press the start button.

Prafull : Can you show me how to hold the putter ?

Staff : First, grasp the club with your left hand. Your thumb should be pointing down and parallel to the shaft. Next put your right hand below your left hand, with your right pinkie finger touching your left index finger. Grip the shaft by placing the palm your right hand over your left thumb. Your right thumb should also be pointing down and parallel to the shaft.

Pooja : Do you Know how to make a paper kite?

Staff : Sure, first get two thin strips of light weight balsa wood, one three feet and another two feet long. Next join the strips, forming a diamond shape. Then, glue large sheets of paper onto the twine and wooden strips of Wood cross to from the T.

To make a negative imperative put “do not” or “don’t” before the verb. Don’t is more informal than “do not”. For example “don’t go!”, “Do not walk on the grass”

Useful verbs for instructions :

Turn off / switch off (deactivate power of electricity)

For example: “Turn off the lights when you leave”

Take off / remove (detach something from another thing)

“Remove the plastic before you put the cake in the microwave”

Proceed / continue

“Proceed, you are on the right track, soon you’ll find out the solution”.

Put back / replace

“Replace the cover after changing the battery”

When you give instructions, you can help the other person with extra information and advice.

Remember to turn off the electricity before touching any cables.

Be careful not to open the cap of pesticides in the presence of children.

Try to see, if the light bulb is broken or just loose.

Try to see, whether any question in the answer book remained incomplete.

Always wear gloves when you touch a light bulb

Always wear helmet while you are long drive on your motorbike

Always wear loose and white cotton clothes in hot summer season to save from sunstroke.

Important instructions regarding utilization of RuPay Debit card

- On receipt of your card, please sign immediately on the signature panel provided on reverse of the card.
- Keep your PIN as secret and do not share your PIN with anybody so as to prevent any unauthorized use of your card at ATM.
- Do not place two cards with magnetic stripes together.
- Keep your card away from the heat, direct sunlight. Do not bend the card.
- Treat your card in the same way as you treat card and safeguard your card by keeping it safely in your own custody.

Keeping Your Refrigerator Spic and Span

Interior

- Remove all foodstuff and accessories.
- Wipe the interior of your refrigerator and the removable accessories with a soft cloth or sponge dipped in a weak solution of bicarbonate soda.
- Ensure that water does not get into any electrical components.
- Carefully clean the door seals with soft cloth dipped in a weak solution of baking soda.

Exterior

- Wipe the exterior of refrigerator with a weak soap solution.
- After that, wipe it with a soft damp cloth and finally wipe it dry with a soft dry cloth.
- Apply good silicon or wax polish to preserve the new looks your refrigerator for a long time.

Frequently we also listen to a how a mother gives instructions while a child eats. These instructions are as follows:

This food is too hot to eat.

Be careful. It's hot enough to burn your tongue.

It will be cool enough to eat if you wait few minutes.

Yes, but let's not wait until it's too cool to enjoy.

Now study the instructions or directions which are gamely given on the bottles of medicines, ointments and creams:

- 1) For external use only.
- 2) Store in a cool place.
- 3) Keep out of reach of children.
- 4) Store protected from light & moisture at a temperature not exceeding 30 °c.
- 5) Keep the tube tightly closed after the use.
- 6) Avoid contact with eyes and mouth.
- 7) For dermatologic use only.
- 8) Take the pills only after the meal.

You can see traffic notices in big red capital and just one or two words can be quickly seen and understood by the people. Let us study the language used in the traffic instruction:

SCHOOL ZONE.

WORK IN PROGRESS.

SPEED BREAKER AHEAD.

NO PARKING.

WORK IN PROGRESS.

NO ENTRY.

DEAD SLOW.

Some notices are in the form of warnings, instructions and prohibitions. They are always in precise words :

Warnings : 1) Glass with care.

2) Wet paint.

3) Beware of the dog.

Prohibitions : 1) No Smoking.

2) Not to be loose shunted.

3) Do not spit.

Instructions : 1) Use me.

2) Spittoons.

3) This side up.

Check your progress III

- A) Your younger brother is going to Saudi Arabia for the first time as he is appointed a Software Engineer. Give him a set of suggestions regarding passport, visa, rules of foreign currency, physical fitness, necessary medicines, from which Airport to board (Mumbai or Pune), Cell No's of friends and relatives and so on.

- B) Imagine that you are the Librarian of Mahatma Gandhi Library, Sangli. Write a set of revised rules and instructions for the members who borrow books from the library.
- C) Imagine that you are N.S.S volunteer of your college. You are going to join N.S.S special camp at nearby adopted village. Your friend was absent for the meeting at the time of giving instructions by your N.S.S Programme Officer. Inform him about these instructions in written form with all the details.

5.A.3 Summary :

Everyone needs help of someone for different purpose. To get the needed information, one has to make enquiry. Making enquiries and giving instructions is very significant aspect of daily communication. Present unit will surely help the students to enhance their communicative competence. This unit consists of three sections. The first section explains importance of politeness in making requests, enquiries and demands, while talking to the strangers. Making enquiries, asking for directions or address are common situations in any person's life. For example when you arrive to a different place or city you take someone's help. In such situations, starting a conversation with a greeting is a must. The language and style must be polite and should begin by saying help, or excuse me or May I ask you! Etc. this unit also explains how the formal, informal or friendly talk takes place. It also refers to the grammatical structure and use of WH and Yes/NO questions. The second section explains the way of giving instruction in various situations. As you need to make enquiries, you also have to face the situations, where you are asked questions and expected to give instructions. While making enquiries we ask questions but while giving instructions imperative sentences are used that is the sentences that begin with verb and are requests, appeals and orders. In the last sections General instructions are explained which you find on a number of places for example: No parking, Keep silence, Go slow, Keep you Mobile phones on silent mode, etc. there is one more way of giving instruction is explained. It is called do's and don'ts. The everyday situations and tasks supported in the unit may help you to develop yourself in real life situations and communicate properly to achieve you objective.

5.A.4 Answers to check your progress:

Check your progress I

A. Complete the following pieces of conversation by using expressions

- a. **Mohan** : Good afternoon
Enquiry Clerk : Good afternoon
Mohan : Could you please tell me what time is the Mahalaxmi Express expected?
Enquiry Clerk : The schedule time of its departure is 7:45 PM but today it is running late
Mohan : But it's already fifteen minutes past eight and there's yet no sign of its arrival.
Enquiry Clerk : I am sorry Sir, I'm afraid, its too late.
Mohan : Could you tell me, when exactly will the train arrive?
Enquiry Clerk : I'm trying to know but I can't help it. Bear inconvenience please for a while, I will try to get information.

b. Good morning Sir, What would you like to purchase?

I'd like to see overcoats, please.

There are so many varieties which type you need Sir?

OK. I will show you

Oh! Its two large, show me other one , this is not my size.

OK. No problem Sir I will show some other varieties.

- a. **A** : I have a complaint against you
B : Complaint? What's it about?
A : I bought this electric oven only yesterday.
B : What's problem then?
A : It is not working properly.

B : Don't worry Sir. Let me see. You can see. It's working. You might not have plugged it properly. It seems.

A : There's another problem. Its timer doesn't work.

B : OK, within two day's. We'll get it repaired.

b. **Customer** : Can I cash a cheque here?

Clerk : Sorry but not at this counter Sir. Go to another counter. That one there.

Customer : (at the second counter). Could you cash my cheque please?

Clerk : What's the amount? Let me see the cheque. It's less than two thousand. Go to the teller's counter please sir.

Customer : (at the teller's counter) Take this cheque to cash it and give me the amount please Be a little prompt, would you?

Clerk : Yes sir sure, it needs your signature here, just over the date on the right hand corner.

B.

Mr. Kishor Patil : Hello is it a Pearl Hotel from Mahabaleshwar?

Manager : Good Morning Sir, It's Hotel Pearl. May I help you?

Mr. Kishor : Good Morning, I'm Kishor Patil calling from Kolhapur. I'd like to book a suit for two days on the 21st of this month.

Manager : Sure sir. Would you like an A.C. or Non A.C. suit?

Mr. Kishor : What are the charges?

Manager : The charge for the deluxe A.C. suit is 2500/- and for the Non-A.C. room 1500/- per night.

Mr. Kishor : Ok. Tell me about the facilities, provided with lodging.

Manager : You will get bed tea and breakfast in lodging charges and for lunch, dinner and other requirements you have to pay in cash.

Mr. Kishor : Is it pure veg hotel or non veg food is also provided ?

Manager : We provide both type of foods Sir, moreover Punjabi and Rajasthani dishes are also availed.

Mr. Kishor : Good! Book for me a deluxe suit preferably on the first floor.

Manager : Please hold the line Sir, let me check. Room no. 25 is vacant on the first floor. Shall I book it for you.

Mr. Kishor : Yes, that would be fine.

Manager : Could you give me your full name and address please?

Mr. Kishor : Please note the address: Kishor Patil, 121 K.B.B.company, 15 Shahupuri, Kolhapur.

Manager : Sir, could you please send us a draft of Rs. 3000/- as the booking amount.

Mr. Kishor : I will do that.

Manager : Thank you Sir. We look forward to seeing you on the 21st then.

Mr. Kishor : Yes, thanks.

C:

Customer : Hello? Is it a Canara Bank?

Bank Manager : Yes Sir? It's a Canara Bank.

Customer : Good morning Sir. I am Mrs. Sanjana Patil, I have lost my ATM Debit card in bus, before 15 minutes. I request you to block my card to avoid the misuse.

Bank Manager : Sure Mam? Could you tell me some details?

Customer : Yes, what you want, Sir?

Bank Manager : Please kindly tell me last four digits of your card and your account number.

- Customer** : My account no. is 0123456789 and the last digits of my card are 7864.
- Bank Manager** : Thank you.
- Customer** : But sir I need ATM Debit card, how should I get another one?
- Bank Manager** : You have to visit the Bank. You need to fill another form for ATM Debit Card and submit it at counter 5 with your ID proofs, such as aadhar card, electricity bill etc.
- Customer** : Will I get the new debit card on the same date?
- Bank Manager** : No it will take a week and it will be sent to the address mentioned in the form.
- Customer** : Okay. Sir, thank you so much.
- Bank Manager** : You're welcome.

Check your progress II

A) Advice to younger brother to reach Shivaji University.

1. Get down at Central Bus Stand Kolhapur.
2. Turn to the left side, walk a few distance to railway gate.
3. Take the K.M.T. bus or Auto Rickshaw to University at railway gate.
4. Get down at Main Building in Shivaji University.
5. Then we will both go to the examination building.
6. Bring with you, the Xerox copy of your mark list

B) A stranger old man looking for the State Bank of India. Give him directions of how to go to the State Bank of India, names of street, the distance of the location and so on.

Now, try to the answer to this question in similar manner.

Check your progress III

A.

Sanket, congratulations to be selected as a software engineer in Arabian Company. You are going to Saudi Arabia for the first time and so you might have collected necessary information for your journey and stay there but as your elder sister it is my duty to give you some useful suggestions for your journey. You must remember this suggestion and follow them without fail.

You should remember that your passport is the most important document in a foreign country. Keep your passport with you safely. When you get your visa check the period of your stay in Saudi Arabia, your name and other details very carefully because their rules are very strict. In a foreign country you have to stay for the permitted period only. To live without permission is a legal offence. You need Arabian currency when you will reach there so you must have it prior of your journey. Riyal is the currency in Saudi Arabia which you can get from some forex center in Mumbai. First open an account with bank from Saudi Arabia whose branches are in India. When you will get your payment deposit it in your account. The climate of Saudi Arabia is hot so carry with you some necessary things such as sunglasses, cotton clothes, hats. Due to change in climate you may suffer physically. As precaution carry some medicines with you for any emergency under the guidance of physician. Keep your medical insurance update to avoid problems in medical treatment if you need in Saudi Arabia.

You have to book your ticket in advance. Reach at airport in time. The procedure of checking at airport usually begins 3 hours prior to the departure time. Read all the instructions given by air company regarding the carrying of luggage. Carry your sufficient clothes, medicine, shaving set and toiletries in the cargo bags as it is not allowed in the plane. Keep all paper, money and essential things in hand bag which you can carry in the plane. Feed the necessary phone number in your handset and diary also. Take precaution and make your journey. Work sincerely and honestly. I wish you grand success and bright future. Happy journey.

B.

All the members of Mahatma Gandhi library are requested to follow the revised rules of library given below and cooperate.

1. Every member can borrow two books at a time and a magazine or a journal besides the books.
2. The book must be returned within a week, after a week there will be a fine of Rupee 1 per day.
3. Members can renew a book for one more week if there is no demand for it.
4. Members can use the reading room to read newspaper weeklies, journals and magazines.
5. Every member must keep his/her identity card to enter in the reading room and library.
6. The fees should be paid in advanced each month.
7. The whole year fee will be accepted in advance.
8. Check the books while borrowing and if there are any torn or missing pages please bring it to the notice of the librarian or library staff.
9. In case of damage to the book the concerned member will have to pay the latest revised price of the book to the library.
10. In case of lost book the member has to pay its full price and if it is rare book an extra fine will be levied.
11. Please remember that library is soul of education. Everyone has to take care of it.

NOTE: Kindly go through instructions and cooperate.

C.

Gaurav yesterday you were absent for the NSS meeting regarding the special camp. Our programme officer has given following instructions for volunteers who are attending the NSS camp.

1. Remain present at 7 am on 5th December 2018 at the college.
2. All have to bring own bed or a carpet, a blanket or a shawl.
3. Bring your own plate, bowl, glass and cup.
4. Bring three sets of clothes along with uniform. Also bring sweater and scarfs.

5. All the students have to wear t-shirts supplied by the NSS unit on the sight of work.
6. Every volunteer must actively participate in all programmes and cultural activity.
7. Students are not allowed to leave the camp unless there is some serious reason.
8. No misbehavior will be tolerated and the misbehaved will be punished.
9. After the completion of camp only, certificates will be issued.
10. Sincerity and punctuality is must.
11. Everyone should be careful and responsible volunteer.

5.A.5 Exercises:

1. A stranger wants to go to Kolhapur from Satara at 11pm. He enquires about the bus to enquiry counter. Write a piece of conversation between the two.
2. Meera wants to open a new bank account. She enquires about it in Bank. Write the conversation between Meera and Bank Manager.
3. You and your family want to go to Bangalore for outing. Ask information at the Railway Counter about the train, its timing, fare, reservation etc.
4. Suppose you are a Secretary of Gururaj Housing Society. Write a set of some instructions to the flat holders regarding
5. Suppose you are a co-ordinator of Ladies Gym. Write a set of instruction to the Gym Members about fees, timing, rules, terms-conditions etc.

B) The Lost Child

Mulk Raj Anand

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5.B.0 Objectives:

After studying this unit you will be able to:

- understand the main features of Mulk Raj Anand's Prose style.
- explain the plot and describe the background.
- to analyze how "twist ending" affects a sudden total change of mood and enhances the total impact of a story.

5.B.1 Introduction:

Mulk Raj Anand (1905-2004) was a famous Indian English Writer and art critic. He was born in Peshawar to Lalchand – coppersmith and soldier and Ishwar Kaur, on December, 12, 1905. He studied at Amritsar, graduating with honours in 1924. Then he went to England and studied philosophy, and was awarded Ph.D.in Philosophy in 1928 by the London University.

Anand's literary career began at early age but his fame rests on mainly his novel 'Untouchable', published in 1935. Anand, who in 1930s and 40s spent half his time in London and half in India. He was on the staff of the BBC and film script writer under the British Ministry of information. He edited several magazines, wrote poetry, essays, novels and short stories.

Anand was associated with communism, used his novels to make broad attacks on various elements of India's social structure and British rule in India. He was a recipient of the civilian honour of the Padma Bhushan in 1968. He was died of Pneumonia in Pune on 28 September 2004 at the age of 98.

The Lost Child is a riveting story by Mulk Raj Anand. It is a universal story written in the perspective of Indian village life. The child in the story is the representative of universal childhood and the parents are the true advocates of universal paternity disciplining the child under tight vigilance. But despites all checks and restrictions nothing is of greater importance in the life than the bond of true relationship between a child and his parents.

The Lost Child' is a short story about a child and his aspiration, demands and realization. The story is mainly focused on the awareness for parents. We really don't understand the true value of parents and take them as granted. The significance of parents is only revealed once they are out of sight and we realize the world is upside down. This is what the little child realized once he got lost in fair. The ending is somewhat contemplative as the reader keep on guessing whether the lost child meets his parents or not.

5.B.2 Content/The Text :

It was the festival of Spring. From the wintry shades of narrow lanes and alleys emerged a gaily clad humanity, thick as a crowd of bright-coloured rabbits issuing from a warren, and entering the flooded sea of sparkling silver sunshine outside the city gates, sped towards the fair. Some walked, some rode on horses, others sat, being carried in bamboo and bullock carts. One little boy ran between his father's legs, brimming over with life and laughter, as the joyous, smiling morning, with its open greetings and unashamed invitations to come away into the fields, full of flowers and songs. "Come, child, come," called his parents, as he lagged behind, arrested by the toys in the shops that lined the way.

He hurried towards his parents, his feet obedient to their call, his eyes still lingering on the receding toys. As he came to where they had stopped to wait for him, he could not suppress the desire of his heart, even though he well knew the old, cold stare of refusal in their eyes. "I want that toy," he pleaded. His father looked at him red-eyed, in his familiar tyrant's way. His mother, melted by the free spirit of the day, was tender, and giving him her finger to catch, said: "Look, child, what is before you."

The faint disgust of the child's unfulfilled desire had hardly been quelled in the heavy, pouting sob of a breath, "M-o-th-e-r," when the pleasure of what was before him filled his eager eyes. They had left the dusty road on which they had walked so far to end its weary way circuitously to the north, and had entered a footpath in a field. It was a flowering mustard-field, pale, pale, like melting gold, as it swept across smiles and miles of even land, a river of yellow light, ebbing and falling with each fresh eddy of wild wind, and straying at places into broad, rich tributary streams, yet running in a constant sunny sweep towards the distant mirage of an ocean of silver light. Where it ended, on a side stood a dense group of low, mud walled houses put into relief both by the lower forms of a denser crowd of yellow-robed men and women and by high-pitched sequence of whistling, creaking, squeaking, roaring, humming noises that rose from it, across the groves, to the blue-throated sky like the weird, strange sound of Siva's mad laughter.

The child looked up to his father and mother, saturated with the shrill joy and wonder of this vast glory, and feeling that they, too wore the evidence of this pure delighting their faces, left the footpath and plunged headlong into the field, prancing like a young colt, his small feet chiming with the fitful gusts of wind that came winnowing from fragrance of more distant fields.

A group of dragon-flies were bustling about on their gauzy, purple wings, intercepting the flight of a lone black bee or butterfly in search of sweet perfume from the hearts of flowers. The child followed them in the air, with his gaze, till one of them would fold its wings and sit down, and he would try to catch it. But it would go, fluttering, flapping, and hovering in the air, when he had almost caught it in his hands. One black bee, having evaded capture, sought to tempt him by whining round his ear, and nearly settled on his lips, when his mother made a cautionary call: "Come, child, come; come on to the footpath."

He went towards his parents gaily, and walked abreast of them for a while, being, however, soon left behind, attracted by the little insects and worms along the footpath that were coming out teeming from their hiding places to enjoy the sunshine. "Come, child, come," his parents called from the shade of a grove where they had seated themselves on the edge of a well. He ran towards them. An old banyan here outstretched its powerful arms over the blooming jack and jaman and neem and champak and serisha, and cast its shadows across beds of golden cassis and crimson gulmohur, as an old grandmother spreads her skirts over young ones.

The blushing blossoms freely offered their adoration to the Sun, however, in spite of their protecting chaperon, by half uncovering themselves; and the sweet perfume of their pollenmingled with the soft, cool breeze that came and went in little puffs, only to be wafted aloft by a stronger gush. A shower of young flowers fell upon the child as he entered the grove, and, forgetting his parents, he began to gather the raining petals in his hands, but lo! he heard the cooing of doves and ran towards his parents, shouting, "The dove! The dove!" The raining petals dropped from his forgotten hands. A curious look was in his parents' faces, till a koel struck out a note of love and released their pent-up souls.

"Come, child, come," they called to the child, who had now gone running in wild caper round the banyan tree and, gathering him, they took the narrow, winding footpath which led to the fair from the mustard fields. As they neared the village, the child could see many other footpaths full of throngs, converging to the whirlpool of the fair, and felt at once repelled and fascinated by the confusion of the world he was entering.

A sweetmeat-seller hawked, "Gulab-jaman, rasgula, burfi, jalebi," at the corner of the entrance, and a crowd pressed round his counter at the foot of an architecture of many-coloured sweets, decorated with leaves of silver and gold. The child stared open eyed, and his mouth watered for the burfi that was his favourite sweet. "I want that burfi," he slowly murmured. But he half knew as he made the request that it would not be heeded, because his parents would say he was greedy. So without waiting for an answer, he moved on.

A man stood holding a pole with yellow, red, green and purple balloons flying from it. The child was simply carried away by the rainbow glory of their silken colours and he was possessed by an overwhelming desire to possess them all. But he

well knew his parents would never buy him the balloons, because they would say he was too old to play with such toys. So he walked on farther.

A juggler stood playing a flute to a snake which coiled itself in a basket, its head raised in a graceful bend like the neck of swan, while the music stole into its invisible ears like the gentle rippling of a miniature water-fall. The child went towards the juggler. But knowing his parents had forbidden him to hear such coarse music as the jugglers play, he proceeded farther.

There was a roundabout in full swing. Men, women and children, carried in a whirling motion, shrieked and cried with dizzy laughter. The child watched them intently going round and round, a pink blush of a smile on his face, his eyes rippling with the same movement, his lips half parted in amaze, till felt he himself was being carried round. The ring seemed to go fiercely at first, then gradually it began to move less fast. Presently, the child rapt, his finger in his mouth, beheld it stop. This time, before his over-powering love of his anticipated sensation of movement had been chilled by the fact of his parents' eternal denial, he made a bold request: "I want to go on the roundabout, please, father, mother."

There was no reply. He turned to look at his parents. They were not there, ahead of him. He turned to look on either side. They were not there. He looked behind. There was no sign of them.

A full, deep cry arose within his dry throat, and with a sudden jerk of his body he ran from where he stood, crying in real fear, "Mother, father." Tears rained down from his eyes, heavy and fierce, his flushed face was convulsed with fear. Panic-stricken, he ran to one side first, then to the other, before and after in all directions, knowing not where to go. "Mother, father," he wailed, with a moist, shrill breath now, his throat being wet with the swallowing of his spittle. His yellow turban came untied, and his clothes, wet with perspiration, became muddy where the dust had mixed with the sweat of his body. His light frame seemed heavy as a mass of lead.

Having run to and fro in a rage of running for a while, he stood defeated, his cries suppressed into sobs. At little distances on the green grass he could see, through his filmy eyes, men and women talking. He tried to look intensively among the patches of bright yellow clothes, but there was no sign of his father and mother among these people, who seemed to laugh and talk just for the sake of laughing and talking. He ran hotly again, this time to a shrine to which people seemed to be

crowding. Every little inch of space here was congested with men, but he ran through people's legs, his little sob lingering, "Mother, father." Near the entrance of the temple, however, the crowd became very thick: men jostled each other - heavy men, with flashing, murderous eyes and hefty shoulders. The poor child struggled to carve a way between their feet, but, knocked to and fro by their brutal paws, he might have been trampled underfoot, had he not shrieked at the highest pitch of his voice, "Father, mother." A man in the surging crowd heard his groan, and, stooping with great difficulty, lifted him up in his arms.

"How did you get here, child? Whose baby are you?" the man asked as he steered clear of the mass.

The child wept more bitterly than ever now and only cried, "I want my mother, I want my father."

The man tried to soothe him by taking him to the roundabout. "Will you have a lift on the horses?" he gently asked as he approached the ring.

The child's throat tore into a thousand shrill sobs and he only shouted, "I want my mother, I want my father."

The man headed towards the place where the juggler still played on the flute to the swaying cobra.

"Listen to that nice music, child!" he pleaded. But the child shut his ears with his fingers and shouted his double-pitched strain, "I want my mother, I want my father."

The man took him near the balloons, thinking the bright colours of the balls would distract the child's attention and quieten him. "Would you like a rainbow-coloured balloon?" he persuasively asked.

But the child turned his eyes from the flying balloons and just sobbed, "I want my mother, I want my father."

The man, still importunate in his kindly desire to make the child happy, bore him to the gate where the flower-seller stood. "Look! Can you smell these nice flowers, child? Would you like a garland to put round your neck?"

The child turned his nose away from the basket and reiterated his sob, "I want my mother, I want my father."

5.B.3 Check Your Progress

- [illegible]

5.B.4 Summary:

The Lost Child is a short story written by Mulk Raj Anand. It is a story of a child and Parents. It deals with the experiences of a child who goes to a fair with his parents and asks for toys, sweets, flowers etc. It is the festival of spring. The child is attracted by the spectacle of shops, displaying various items on sale. The child first wanted to buy a toy; but his intense desire to possess the toy remain unfulfilled because his father looks at him “red-eyed in his familiar tyrant’s way”; his mouth waters for the burfi which is his favourite sweet, but he suppresses his desire because “his plea would not be heeded”. The child is full of excitement, enthusiasm and curiosity. He is very sensitive about the outside world and gets attracted towards everything that comes in his way. All the village folks are dressed in customary colourful dresses and yellow turbans and busy in merry making, singing, laughing and enjoying every moment of the event.

The child is very excited and then he gets tempted towards the colourful garland of gulmohor sold by a flower-seller, but he knows very well that his parents would

refuse to buy the garland for him. Then he is possessed by an overwhelming desire to have the balloons with “the rainbow glory of their silken colours”, but he knows that his parents will not permit him to buy it, on the ground that he is too old to play with balloons, he wants to listen to the juggler’s music that steals into the snake’s invisible ears, but he knows that his parents will not allow him to hear such “coarse music” at last, forgetting for a moment the thought of “his parents eternal denial”, the child makes a bold request to allow him to go on the merry-go-round. After making so many sacrifices he reaches a spot where people are enjoying the ride of a round-about. Mesmerized, the child watches the motion of the merry-go-round intensely, unaware of the fact that he is separated from his parents. A full deep cry arouse within his dry throat, and with a sudden jerk of his body he ran from where he stood crying in fear, “Mother, Father”. He calls them in fear with tears in his eyes but they are not there. The child is crying bitterly.

When the child is crying for his parents, a man lifted him up and asked him about his parents but he doesn’t reply. He just cries and calls his parents. The man tries to soothe the child by providing him everything he wants from parents. But the child is no longer tempted by such things as his foremost longing is to find his parents without whom he is lost.

5.B.5 Terms to Remember:

| | |
|--------------------|--|
| spring (N) | : one of the four conventional temperate seasons, following winter and preceding summer. |
| wintry (Aj) | : characteristic of winter, especially in feeling or looking very cold and bleak. |
| alley (N) | : a person, group, or nation that is associated with another or others for some common cause or purpose. |
| clad (Aj) | : dressed |
| warren (N) | : rabbit burrow |
| brim (V) | : filled with |
| lag (V) | : delay |
| recede (V) | : moving back |
| quell (V) | : suppress, control |

| | |
|--------------------------|---|
| pout (V) | : show displeasure |
| wend (V) | : go in a specified direction, typically slowly or by an indirect route. |
| circuitously (Av) | : roundabout |
| eddy (N) | : a circular movement of water causing a small whirlpool. |
| tributary (N) | : a river or stream flowing into a larger river or lake. |
| mirage (N) | : an optical illusion caused by atmospheric conditions. |
| weird (Aj) | : suggesting something supernatural; unearthly. |
| saturated (Aj) | : holding as much water or moisture as can be absorbed; thoroughly soaked. |
| prance (V) | : move with high springy steps. |
| colt (N) | : a young male horse, in particular one less than four years old. |
| chime (V) | : a bell or a metal bar or tube, tuned and used in a set to produce a melodious series of ringing sounds when struck. |
| gust (N) | : a sudden strong rush of wind. |
| winnow (V) | : blow a current of air through (grain) in order to remove the chaff. |
| bustle (V) | : move in an energetic and busy manner |
| gauzy (Aj) | : thin and translucent. |
| intercept (V) | : obstruct. |
| whine (V) | : give or make a long, high-pitched complaining cry or sound. |
| teem (V) | : be full of or swarming with. |
| crimson (N) | : pink. |
| chaperon (N) | : a person who accompanies and looks after another person or group of people. |
| caper (V) | : skip or dance about in a lively or playful way. |
| flushed (Aj) | : rosy, blushing |

- spittle (N)** : saliva, especially as ejected from the mouth.
- turban (N)** : a man's head covering consisting of a long length of material wound around a cap or the head, worn especially by Sikhs and Muslims.
- perspiration (N)** : the process of sweating.
- congested (Aj)** : so crowded with traffic or people as to hinder or prevent freedom of movement.
- jostle (V)** : push
- persuasively (Av)** : convincingly
- importunate (Aj)** : persistent, especially to the point of annoyance.
- reiterate (V)** : repeat.
- disconsolate (Aj)** : unhappy, gloomy

5.B.6 Answers to check your progress:

A) Answer the following questions in one word/ phrase/ sentence each

1. 'Fair' was the speciality of the day.
2. Burfi was the child's favourite sweet.
3. The child's parents would say that he was greedy.
4. A shower of young flowers fell upon the child as he entered the grove.
5. The child's parents say about the balloons that he was too old to play with such things.
6. When the child turned to ask for permission to go on rounds, there was no reply from them. He turned to look for them but they were not there and he realizes he has lost his way.
7. The man in the shrine rescued the child.
8. The man tried to sooth the child by taking him up to the round-about.

B) Choose the correct alternatives

1. fair.

2. burfi.
3. he was too old to play with such toys.
4. murmured.
5. the raining petals.
6. Father and mother
7. Full of life and laughter
8. Pale like melting gold
9. The little insects and worms

5.B.7.1 Exercises:

I. Comprehension Questions:

A) Answer the following questions in 3 to 4 sentences each:

- 1) Where did the child go with his parents? What did he want there?
- 2) What are the things the child sees on his way to the fair?
- 3) How did the mother distract the child's mind from the toy seller?
- 4) Why didn't the boy wait for an answer after he had pleaded for sweets?
- 5) What happened when the child entered the grove? How did he enjoy there?
- 6) When does the child realize that he has lost his way?
- 7) How was the child separated from his parents?
- 8) What was the first reaction of the child when he realized that he had lost his parents?
- 9) Why does the lost child lose interest in the things he had wanted earlier?
- 10) Why did the lost child refuse to take his favourite things in the fair after losing his parents?
- 11) What happened when the lost child reached the temple door?

B) Answer the following questions in 8 to 10 sentences each:

- 1) What is the theme of the story 'The Lost Child'?

- 2) Bring out the humour in the story 'The Lost Child'.
- 3) Draw the picture of the lost child as a nature lover.
- 4) What are the different reactions of the lost child after his separation from his parents?

C) Vocabulary Exercises:

A) Complete the following table.

| Noun | Verb | Adjective | Adverb |
|-------------|-------|-----------|--------|
| | | | Freely |
| | Bloom | | |
| | | Brutal | |
| Distraction | | | |

B) Give synonyms and antonyms of the following

| Word | Synonym | Word | Antonym |
|-----------|---------|--------|---------|
| Cold | | Hide | |
| Constant | | Narrow | |
| Intercept | | Dry | |
| Crimson | | Sweet | |

5.B.7.2 Answers to Exercises:

I. Comprehension Questions:

A) Answer in 3 to 4 sentences

1. The child went to fair with his parents. He wanted garlands, balloons and sweets over there. He also wanted to see the snake and take a ride on the swing.
2. The child sees a crowd of gaily clad people, toys in the shops, a flowering mustard-field, a group of dragon flies busting about intercepting the flight

of alone black bee or butterfly between the flowers. He also sees little insects and worms on his way to the fair.

3. The mother distracted the child's mind from the toy seller by pointing towards a flowering mustard field. The child saw colourful dragon flies and staffed running after them.
4. The boy didn't wait for the answer after he had pleaded for sweets because he knew that his parents would say that he was greed and would refuse to buy the sweets.
5. When the child entered the grove, a shower of young flowers fell upon him. He began to gather the raining petals. He heard the cooing of doves and ran towards his parents. He had a fun-filled splendid time in the grove.
6. The child realizes that he has lost his way when on reaching the round-about; he stopped to observe it moving in full swing, with men, women and children enjoying themselves on it. Watching them intently he turned to his parents to ask for permission to go on the rounds but there was no reply from them.
7. The boy was attracted to toys, balloons and sweets, in the fair. He got fascinated with the flute music being played by the snake charmer. Then he reached towards the round-about. While watching the round-about swing he got separated from his parents.
8. The child panicked when he realized that he had lost his parents. He was puzzled, angry and desperate. He cried and shouted for his parents. He ran here and there to look for his parents.
9. The los child loses interest in the things that he had wanted earlier because he was panic-stricken on being separated from his parents. All he wanted was to be united with them. All the things that attracted him in the fair no longer appeal to him and now the only thing matters is finding his parents.
10. The child refused to take his favourite things in the fair because he lost his parents and he missed them. He wanted to meet them only and had lost interest in all his favourite things.

11. When the child reached the temple door, men jostled each other. The poor child struggled to thrust his way out but was knocked. He might have been trampled if he had not shouted loudly.

B) Answer in 8 to 10 sentences.

1. Theme of the story *The Lost Child*

The Lost Child is a universal story written in the perspective of Indian village life. The theme of the story is the universality of child's desire for everything that he lays his eyes on, when he went to fair with his parents. Like any other child, he also wanted garlands, balloons, sweets and wanted to see the snake and take a ride on the swing. On the other hand his parents were abstaining him from the lures of the illusionary world, as if secretly knowing that what he needs most is entirely something else. In fact parents were trying to teach him through their silent gestures. The child understood gradually that his parents would refuse to buy anything he wants, but still he gets attracted towards everything. In the end when child loses his parents he understands what his parent's silent gestures and reprimands were trying to teach him. He realizes that what he wanted most were his parents and so he continuously refuses everything that the kind man offers to console him. Within a blink of eye his life changes and offers him an entirely new perspective of looking at life. At last child knows parents are the most significant than other things in life.

2. Humour in the story *The Lost Child*

The Lost Child does treat some very important issues. Then most significant thing writer wants to explain is humankind's responsibility to world outside. The episodes in story are handled realistically still some may find hidden humour in the story. Its central humour in maturity and its ideas about maturity are open to serious questions. Amand's idea that maturity can be measured in terms of things like losing the child by the parents or the child loses his parents. The child was attracted by so many things but his parents denied to provide him everything. In the end when child could not find his parents anywhere, the kindhearted man tried to console him by offering him everything which he wanted from his parents, but child repeated his cry for his parents. He didn't want anything except his parents. The humour lies in this situation which took place in the child's life. It serves as a metaphor for human life which makes reader to smile at the fun made by destiny in man's life.

3. The child was attracted to the nature's little aspects because of his innocence. When his mother diverted his attention towards the mustard field he saw the flowers which were in the nascent stage and flowering. The flowers of the field were pale like melting gold. He then saw a group of dragon flies which were bustling about on their gandy purple wings, intercepting the flight of a lone black bee or butterfly in search of sweetness from the flowers. The child wanted to catch those dragons this but they went away fluttering and flapping. He also got attracted to the little insects and worms along the footpath that were teeming out from their hiding places to enjoy the Sunshine. A shower of young flowers fell upon the child as he entered the fair. He forgot about his parents and began to gather the raining petals in his hands. Again when he heard the cooling of doves, he ran towards his parents shouting about them.

4. A child along with his parents had been to a fair. He was very excited and happy with the stalls of toys and sweets. He gets separated from his parents and starts crying. He runs hither and thither in search of his parents, but in vain. Since the place was overcrowded he got real scared. He started crying as he was all alone. A kind hearted man offers him many things but he refuses. The child who wanted everything from the fair was now not interested in any of these things as he only yearned to be with his parents. Kind man's all efforts failed. The child only sobbed 'I want my mother, I want my father'. He just wants his parents, other things became useless for him without his parents.

C) Vocabulary Exercises:

A) Complete the following table.

| Noun | Verb | Adjective | Adverb |
|-------------|-------------|------------------|---------------|
| freedom | free | free | freely |
| bloom | bloom | blooming | blooming |
| brutality | - | brutal | brutally |
| Distraction | distract | distracted | Distractedly |

B) Give synonyms and antonyms of the following

| Word | Synonym | Word | Antonym |
|-----------|---------------------|--------|--------------------|
| cold | chill | hide | open, show, expose |
| constant | stable, steady | narrow | broad, unlimited |
| intercept | interrupt, obstruct | dry | wet, humid |
| crimson | maroon, redden | sweet | sour, salty |

Additional Exercises:

A) Answer the following questions in 3 to 4 sentences each:

1. When did the father look red-eyed at the child?
2. Why did the mother ask the child to look before him?
3. What was the plea made by him?
4. Why did the child shriek?
5. Who rescued the child? What did he offer to buy him?
6. What changes do you notice in the behaviour of the child, once he is separated from his parents?
7. Compare the attitude of the child before and after his separation from his parents.
8. In the fair the child wants many things. What are they? Why does he move on without waiting for an answer?
9. How did the balloons fascinate the child? Was he able to buy any? Why/Why not?
10. How was the child separated from his parents?
11. What was the first reaction of the child when he realized that he had lost his parents?
12. Why does the lost interest in the things that he has wanted earlier?

B) Answer the following questions in 8 to 10 sentences each:

1. How did the child try to catch one of the dragon-flies? Was he able to catch one?
2. What was the child's reaction on seeing the sweet-seller?
3. What did the man do to make the child happy?
4. Where did the child go with his parents? What did he want there?
5. The Lost Child
6. Attractions in the fair
7. Child's love for Nature
8. The Title of the story.

5.B.8. Reference for further study:

1. Dayal. B., *A Critical Study of the Themes and Techniques of the Indo-Anglian short story writers with Special References to Mulk Raj Anand, R.K. Narayan and K.A. Abbas*, Ranchi; Jubilee Prakashan, 1985.
2. Naik, M.K. *Mulk Raj Anand*, London: Arnold-Heinemann India, 1973.
3. Rajan, P.K., *Mulk Raj Anand: A Revolution*, New Arnold Associates, 1995.



Module 6

A) Telephonic Communication

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6.A.0 Objectives :

After studying this unit you will be able to-

- Understand common forms of communication.
- Learn the language skills especially speaking.
- Understand use of English in formal and informal communications.
- Learn how English is used during Telephonic Communication.

6.A.1 Introduction :

In the earlier Modules, you have learnt different types of skills that are required for different purposes. You must have noticed variety of uses of different language expressions at different occasions and different purposes. Today, it is difficult to find a man without a mobile phone. Everybody, at every step of life has been speaking on mobile. Though the use of telephone has decreased down considerably due to mobiles, it has not been totally abolished from our lives. Even today, in the companies, institutes, banks, industries and corporate sectors, the use of telephone is inseparable and unavoidable part. Hence, effective telephonic communication is an essential requirement for our life as well as for different purposes like job, service, and industry. So, in this unit, we will try to learn different ways of effective telephonic communication.

6.2 Presentation of subject matter :

6.A.2.1 Section I

Today, mobiles or cell phones or smart phones have become the most favorite gadget in the hands of youth, elders and even children. Due to phones, nowadays, everybody is talking of 'Global Village' and "Duniya Meri Mutti Mei". Telecommunication has entered in almost all walks of life and has become very vital in our modern life. Resultantly, it is very necessary to acquire the skill of telecommunication. So here we will learn appropriate language skills that can be used during telephone communication.

It is very important to note that speaking English on the telephone can be very tough, challenging and frustrating task for us whose mother tongue is not English.

The purpose of the unit is to make students familiar with the spoken English used in telephone communication. Telephone communication is both, formal as well as informal but, the present unit focuses on the formal type. In modern business establishments, the receptionist, the switch-board operator, the Office-assistant are required to talk to people on telephone. Telephonic communication is used to give information, make inquiries, give messages, fix appointments, book a hotel room or a train/ bus/ plane ticket, to deal with complaints etc. Telephonic communication needs to be clear and precise to be effective. Effective communication results in productive

relationships and can yield better customer service and sale. We shall see some basic telephonic interactions and the necessary spoken expressions.

Any phone call begins with an introduction. Here are some common expressions used while introducing oneself on the telephone:

“Hello, this is ----- .”

“Good morning, ----- here.”

“This is ----- speaking.”

“Could I speak to ----- please?”

One of the most important things to remember during a phone call is to maintain a polite and friendly tone. Usually in business calls the language used is formal spoken English. One of the most important things to remember during a phone call is to maintain a polite and friendly tone. Usually in business calls the language used is formal spoken English. However, some informal expressions may be used provided the tone is polite and friendly as in:

Also, note that while requesting or asking for help or information, you should use:

‘please’, ‘thank you’, ‘thank you very much’ etc.

e.g. “Thank you very much, Suresh.”

“Could you repeat that please?”

“Could you connect me to Mr. John, please?”

“Could I speak to ----- please?”

“Hang on for a moment, I’ll put you through.”

“I Would like to speak to-----.”

“I am -----, Can I talk to Mr/Mrs.....?”

“May I have your phone number, please?”

“Is Mr. ---- there, please?”

After introduction, sometimes we need to give additional information like where you are speaking from or on whose behalf you are speaking:

“I’m calling from Satara.”

“I’m calling on behalf of Shahaji College, Kolhapur.”

“May I know where are you calling from?”

“Can I ask who is speaking/ calling, please.”

“Hello, Makarand Bhosale here”.

“Arwind Mills, Good Morning. How can I help you?”

“Yes. Hold on the line please.”

“May I know who’s speaking please?”

“Can I take a message.”

However, some informal expressions may be used in a very polite and modest manner.

“Just a minute, Sir.”

“Hang on for a moment,”

“Okay, Bye.”

“Thanks.”

“Cheers.”

“No problem.”

6.A.2.1 Task -I Check your progress.

i) Give appropriate expressions for the following purposes:

- a) Introduce yourself and ask for a particular person
- b) Ask the caller to hold on giving reason
- c) Tell the caller that the particular person is out of station
- d) Ask for the name and phone number of the caller

ii) Complete the following telephonic conversation using appropriate expressions:

Receptionist : Amey Computers. Good Morning.

Mr.Patil : Good Morning, Mr.Patil here. I’d like -----.

Receptionist : I'll get through to Mr. Deshpande who looks after sales.

Mr. Patil : -----.

Receptionist : ----- please Mr.Patil. Here you are.

Mr. Deshpande : Mr. Deshpande here. ----- I help you?

Mr. Patil : I'm interested in your exchange offer for old washing machines.

Mr. Deshpande : I'm sorry Mr. Patil, the offer was-----.

Mr. Patil : Oh, I'm sorry.

Mr. Deshpande : It's all right. ----- your telephone number? ----- the offer restarts'

Mr. Patil : My----- . Thanks a lot.

Mr. Deshpande : Thank you for -----.

Mr. Patil : Bye

6.A.2.2 Section : II

Sometimes the person wanted is not available or the caller has dialed a wrong number. In such cases you need to give a negative reply. But, it should not sound rude. You can use expressions like:

I'm afraid ----- is busy at the moment, can I take a message?

I'm sorry; Miss. Suvarna is out of station today.

Sorry, you may have dialled the wrong number.

I'm afraid the line is busy at the moment.

Could you call back later please?

"Could you connect me to Mr. John, please?"

"Could I speak to ----- please?"

"I would like to speak to-----."

"I am -----, Can I talk to Mr/Mrs.....?"

"May I have -----phone number, please?"

“Is Mr. ---- there, please?”

When there are some problems on telephone line or phone is not working clearly, we need to use following expressions.

“I am afraid I can’t hear you well.”

“ Could you speak little loudly, please?”

“ Sorry, I didn’t catch that well”

“ Sorry, the line is quite bad.”

“Could you repeat that please?”

Now study the following telephonic conversations carefully:

Nisha : Hello it’s Nisha here. Can I speak to Mrs. Pradhan, please?

Rupali : Phoenix Sales. Good morning Nisha.

Nisha : Can I talk to Mrs. Pradhan please?

Rupali : I’m afraid she’s busy at the moment. Can I take a message?

Nisha : Yes, please. We met Mrs Pradhan last week. She asked me tophone her when I was in Satara. It’s about organising a function. As I am leaving for Hyderabad tonight it would be good if she could call me before then. Could you ask her to call me?

Rupali : Sure. Could you give me your number please?

Nisha : It’s 07524722864.

Rupali : That’s fine. I’ll ask her to ring you when she’s free.

Nisha : Thanks, Bye.

Example 2 : Making enquiries:

Priya : Hello, Priya Mehta here.

Mona : Model College. Good morning Priya.

Priya : I’d like to join the Fashion Designing Course in your college. Could you guide me about the details?

- Mona : Yes, sure. It's a certificate course of one year duration and is recognized by the UGC. You can apply for the course online. The details regarding fees, syllabus and schedule are available on the college website.
- Priya : Could you give the site address please?
- Mona : Sure. It's www.modelcollege.edu.in
- Priya : Thank you so much.
- Mona : My pleasure, goodbye.

In the same manner you can also inquire about hotel booking, train/ bus/ plane ticket booking and the like.

6.A.2.2 Task-II Check your progress.

I) Give appropriate expressions for the following situations:

- i) As a switch-board operator, tell the caller that you'll connect him to the person wanted. Imagine the names and other details.
- ii) As a receptionist at Hindustan Paints, ask the caller for the message to be given to the officer.

II) Respond to the following situation .

Sanket : Hello, this is Sanket Raje speaking.

Komal : Universal Computer Solutions, Good----- . How-----
-----you?

Sanket : Can I-----Mr. Rawat? He had asked-----him.

Komal : I'm-----meeting.

Sanket : When will he be free?

Komal : -----by 4 pm. May I ask him to-----?

Sanket : Yes,-----.

Komal : May I-----number please?

Sanket : It's-----.

Komal : 9482562506 Have I got it right?

Sanket : Yes,-----

Komal : Bye.

6.A.2.3 Section: III

If a person speaks fast or in a low voice or there is some problem in communication then the other person should get the things clarified and ask for repeating the point.

I'm afraid I can't hear you very well.

Could you repeat that please?

Would you mind speaking up a bit please?

A receptionist or office assistant is often required to take or give messages during a telephonic call. The following expressions are useful in such circumstances:

Can I have your name and number please?

Can I have a message please?

Could you please ask _____ to call me back?

Could you spell that for me please?

Can I just check the phone number please?

Thus, communicating properly on the telephone is extremely important because the person you are talking to cannot see you or your facial expressions or your other features of body language. The person completely has to rely on what you are saying on phone and most importantly how you are saying. So for successful and effective telephonic communication, speaking clearly in a very modest manner is very necessary.

6.A.2.3 Task- III Check your progress.

i) Complete the following telephonic conversation:

Sanjay : Hello, is it Kesari Travels?

K.T. : Yes, how may I help you?

Sanjay : I'm interested in your-----tour. Could you tell me about it please?

K.T. : Yes, sure, Mr. ----- ?

Sanjay : Sanjay, Sanjay Pathak.

K.T. : The cost per person for 15-day Europe Premium Tour is Rs.-----.

Sanjay : Oh, I see. When is the -----?

K.T. : It starts from Jan. 15, 2017.

Sanjay : Then please book two tickets for me please.

K.T. : -----Sanjay, the booking for the ----- tour is full. But, let me see. Two seats are available for the next tour scheduled for-----.

Sanjay : ----- I shall-----amount by RTGS tomorrow itself.

K.T. : In that case you are entitled for a discount of Rs.----- per seat. The -----are available on our website. Thank you for-----.

Sanjay : -----.

6.A.2.4 Section: IV

As a receptionist or an office assistant, you may have to encounter angry callers and deal with their complaints. In such situations you should not lose your calm. Whenever you are dealing with clients over the phone, remain positive and all that you can do to satisfy them, empathize with them when necessary.

Read the following carefully:

Robert : Hello, this is Rupesh from Kolhapur.

Rakesh : Sage Publications, Delhi. Good morning, Robert. How may I help you?

Robert : My college hasn't received the International journals in English Literature and Social Sciences. It is two months now since paying the subscription. It's very shocking and not at all expected from a reputed Publication like yours.

Rakesh : I'm sorry to hear that Rupesh. Could you please give me your subscriber number?

- Robert : Just a moment. Here you are. It's 54628/2017-18
- Rakesh : Please hold on for a moment. Let me check. Yes. We have received your subscription. The journals have already been dispatched on Dec.17, 2017 to Modern College, Delhi. It is surprising you haven't received them.
- Robert : Excuse me, it should have been Model College and not Modern College. How could you be so negligent?
- Rakesh : I am extremely sorry, Rupesh. Be assured you will soon receive the next issue and we shall reschedule your subscription from February onwards for two years.
- Robert : Thanks a lot.

6.A.2.4 Task IV Check your progress.

- i) You have bought a new mobile handset which has suddenly stopped functioning. Write a telephonic conversation between you and the dealer who supplied the same to you.

6.A.3 Answers to check your progress :

6.A.2.1 Answers to Task -I

- i) Give appropriate expressions for the following purposes:

- a) Introduce yourself and ask for a particular person.

Ans: Hello, I am Mr.Patil from Aurangabad. May I speak to Dr. Kulkarni.

- b) Ask the caller to hold on giving reason.

Ans: Hold on sir please. Dr. Kulkarni. is busy in some other work. But right now I will connect you to him.

- c) Tell the caller that the particular person is out of station.

Ans: Sorry sir, Dr. Kulkarni is not here today. He has gone to Kolhapur for an urgent surgery.

- d) Ask for the name and phone number of the caller.

Ans: May I know who is speaking, sir? And can I have your phone No.sir?

ii) Complete the following telephonic conversation using appropriate expressions:

- Receptionist : Amey Computers. Good Morning.
- Mr. Patil : Good Morning, Mr. Patil here. I'd like to know about your exchange offer.
- Receptionist : I'll get through to Mr. Deshpande who looks after sales.
- Mr. Patil : Yes, please.
- Receptionist : Just a minute please Mr. Patil. Here you are.
- Mr. Deshpande : Mr. Deshpande here. What can I help you?
- Mr. Patil : I'm interested in your exchange offer for old washing machines.
- Mr. Deshpande : I'm sorry Mr. Patil, the offer was up to 20th August only.
- Mr. Patil : Oh, I'm sorry.
- Mr. Deshpande : It's all right. But May I have your telephone number? I will inform you when the offer restarts.
- Mr. Patil : My pleasure. Thanks a lot.
- Mr. Deshpande : Thank you for your interest shown in our offer.
- Mr. Patil : Bye.

6.A.2.2 Answers to Task-II

I) Give appropriate expressions for the following situations:

i) As a switch-board operator, tell the caller that you'll connect him to the person wanted. Imagine the names and other details.

Dr. Bhosale : Hello it's Dr. Bhosale here. Can I speak to Mrs. Chaitali, please?

Nisha : Phoenix Sales. Good morning Dr. Bhosale.

Dr. Bhosale : Can I talk to Mrs. Chaitali, please?

Nisha : Yes sir. I'll get through to Mrs. Chaitali.

Dr. Bhosale : Yes, please.

- ii) As a receptionist at Hindustan Paints, ask the caller for the message to be given to the officer.

Mr. Amar : Hello it's Mr. Amar Patil from Tata Industries.

Rajani : Good morning sir. I am from Hindustan Paints. How can I help you sir.

Mr. Amar : Can I speak to Mr. Bhushan Pradhan, please?

Rajani : I'm afraid Mr. Bhushan Pradhan is in a meeting at the moment. Can I take a message?

Mr. Amar : Yes, please. I met Mr. Bhushan Pradhan last week. It's about purchase of paints. Could you ask him to call me?

Rajani : Sure. Could you give me your number please?

Mr. Amar : It's 07524722864.

Rajani : That's fine. I'll ask him to ring you when he's free.

Mr. Amar : Thanks, Bye.

II) Respond to the following situation.

Sanket : Hello, this is Sanket Raje speaking.

Komal : Universal Computer Solutions, Good morning sir. How can I help you?

Sanket : Can I speak to Mr. Rawat? He had asked me to call him.

Komal : I'm not sure whether he is free. Sir, right now he is in a meeting.

Sanket : When will he be free?

Komal : He will be free by 4 pm. May I ask him to call you?

Sanket : Yes, definitely.

Komal : May I have your number please?

Sanket : It's 9482506562.

Komal : 9482506562. Have I got it right?

Sanket : Yes, Thank you.

Komal : Bye.

6.A.2.3 Answers to Task-III

i) Complete the following telephonic conversation:

Sanjay : Hello, is it Kesari Travels?

K.T. : Yes, how may I help you?

Sanjay : I'm interested in your Europe Premium Tour. Could you tell me about it please?

K.T. : Yes, sure, Mr. Sanjay?

Sanjay : Sanjay, Sanjay Pathak.

K.T. : The cost per person for 15-day Europe Premium Tour is Rs.150000.

Sanjay : Oh, I see. When is the departure?

K.T. : It starts from Jan. 15, 2017.

Sanjay : Then please book two tickets for me please.

K.T. : Sorry Sanjay, the booking for the 15th Jan. tour is full. But, let me see. Two seats are available for the next tour scheduled for the same tour.

Sanjay : Oh that's good. I shall remit the required amount by RTGS tomorrow itself.

K.T. : In that case you are entitled for a discount of Rs.10000 per seat. The details are available on our website. Thank you for booking with us.

Sanjay : Thank you.

6.A.2.4 Answers to Task IV

i) You have bought a new mobile handset which has suddenly stopped functioning. Write a telephonic conversation between you and the dealer who supplied the same to you.

Suhas : Hello, this is Suhas Rabade speaking.

Nikhil : This is S.S.Mobiles, Good morning sir. How can I help you?

Suhas : Hello sir, I had bought a new Vivo15 from your stores.

Nikhil : Oh, that's very nice handset sir.

Suhas : But since yesterday it is not working properly.

Nikhil : May I know what has happened?

Suhas : Actually, it has stopped functioning.

Nikhil : Don't worry, sir. You just bring it here. I'll see and settle it immediately

Suhas : Will the handset be perfectly functioning.

Nikhil : Yes sir. If not, I will replace the handset immediately as it comes under guarantee period. Don't worry.

Suhas : That's very nice., I was very much worried about that. Thank you.

Nikhil : You are most welcome, sir. Do bring it here.

Suhas : Yes, I will come in the afternoon only.

Nikhil : O.K. sir.

6.A.4 Exercises:

- i) Write a short conversation between Anita and Latika regarding getting an appointment with Ms. Pradnya Kulkarni. Imagine the details like timing, work etc.
- ii) Write a conversation between Latika, the office assistant and Ms. Pradnya Kulkarni wherein Latika gives her Anita's message regarding an appointment.
- iii) Write a conversation between Sejal and a receptionist at a hospital asking for an ambulance. Imagine the details.
- iv) Write a telephonic conversation between Manoj of National Stationers and Mehta Publishes, Pune complaining about the dispatch of their order. Imagine the problem and other details.
- v) Imagine that your friend with his younger brother meets you at bus station. Write a piece of friendly conversation with him and his brother. (Imagine necessary details.)
- vi) Imagine that you are visiting Mumbai for the first time. Write a piece of conversation in English with a policeman asking about Assembly House. (Imagine necessary details.)
- vii) Write a telephonic conversation between Rekha and Roopa. Use the following points: booking a hotel room, type of room, rate, facilities, duration of stay etc.

B) To My Countrymen

Dr.A.P.J.Abdul Kalam

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6.0 Objectives:

After studying this poem you will be able to :

- A.P.J.Abdul Kalam's earnest views about India.
- What is needed by the entire nation for overall development.
- A.P.J.Abdul Kalam's prayer to God almighty.

6.B.1 Introduction:

Avul Pakir Jainuabdeen Abdul Kalam is a renowned Indian scientist and administrator who deserved the sovereign authority of India as 11th President of India for the period of 2002 to 2007. He was born on 15th October 1951 in a Muslim Tamil family in Rameshwaram, Dhanush Kodi in Ramanthpuram District. He is proud recipient of 'Padma Bhushan' in 1981, 'Padma Vibhushan' in 1990 and India's foremost civilian honour 'Bharat Ratna' in 1997. He was also honoured with the King Charles II medal by the Royal Society, U.K. in 2007. The Callifornia Institute of Technology, USA presented Kalam with Von Karman Wings Award in the year 2009. He is a man of vision, who is always full of ideas aimed at the development of

the country. The nation knows him as a nuclear scientist and the father of India's successful missile programme. For the same, he has been popularly tagged as the "Missile Man of India". Kalam became the first scientist and the first ever bachelor to occupy the Rashtrapati Bhavan. His contribution at the Indian Space Research Organization (ISRO) has been immense and noteworthy.

Apart from a scientist and administrator, Kalam is also popular as prolific writer. *Wings of Fire* (1999), *India 2020-A vision for the New Millennium* (2003), *Indomitable Spirit* (2009), *Ignited Minds: Unleashing the power within India* (2003), *Target 3 Billion: Innovative Solutions Towards Sustainable Development* (2011), *Turning points: A Journey through Challenges* (2012), *Thoughts for change, We Can Do It* (2012), *Envisioning and Empowered Nation: Technology for Societal Transformation* (2004), *The Scientific India: A Twenty-First Century Guide to the World Around Us* (2010) are some of the significant literary contributions by APJ Abdul Kalam.

6.B.2 Content:

6.B.2.1 Section – I:

Where the mind is without fear and head is held high

Where knowledge is free

Where the world has not been broken up in fragments....

My father, let my country awake.

-Rabindranath Tagore

All through this book I have spoken about the power of the imagination. It lies at the heart of the creative process and is the very substance of life, allied as it is to the power to attract to us what we most desire. This power makes all the difference between the winners and the losers. I would like to see in twenty years a literate and poverty-free India. I dream of an India governed by noble leaders. I dream of a system where the work of scientists and technologists is focussed on specific missions driven by goals relevant to the common man. How is this dream to be made real?

We need to realize that missions are always bigger than organizations, just as organizations are always bigger than the individuals who run them. Missions need

effort and the mind provides the purpose. Seen this way, consider, which department or ministry will take man to Mars and build a habitat there? Can 200,000 MW of electric power be generated by isolated efforts in thermal, hydroelectric, nuclear and non-conventional sectors without an integrated effort? Can the second green revolution happen without agricultural scientists, bio-technologists and irrigation experts working together? Without proper diagnostic facilities in clinics and affordable drugs reaching our masses, our bio-technological laboratories and medical councils will continue to perpetuate each other's survival without serving the purpose of their existence: to set in place the most advanced medical facilities and make these available to the people at the reasonable prices.

I have dwelt upon my own experiences that made me aware of the energy field which is created by a vision. It is a power that arises from deep within you. This power is the basis for the movement towards excellence we saw at the time of independence. I have been touched by this power on many occasions while facing a challenge. Pre-independence India reverberated with it. It helped us humble a mighty empire.

Jamshedji Nusserwanji Tata brought the steel industry to India even though the British rulers were not favourably disposed to the idea. Acharya P.C. Ray nurtured the chemical and pharmaceutical industries. We saw the birth of many institutions like the Indian Institute of Science, Bangalore, started by J. N. Tata, the Banaras Hindu University established by Pandit Madan Mohan Malaviya, and Aligarh Muslim University set up by Sir Syed Ahmed Khan. Some of the progressive maharajas too set up universities, as in Baroda. There are many examples. In all these cases, the motivation was to see India come up in the world, to demonstrate that 'India can do it'.

Are we in a position to continue that work, revive that spirit of enterprise? Shall we ever see cars designed and manufactured in India dotting the roads of Frankfurt or Seoul? Or Indian satellite launch vehicles place communication, weather and remote sensing satellites of other nations in orbit? Or see India build power stations for the USA, Japan, and China? The possibility will remain remote if we stay with the present trend of low aim.

Today we are witnessing good progress in the software sector but almost of the hardware is imported. Can we rise higher on the value scale there? Can India design

an operating system that will become a household name in the world of computers? Our exports consist to large extent of low value raw material such as iron ore and alumina. Can we not convert these into a wide range of products that find an international market? We have hundreds of defence production industries but why does India not manufacture and market the Main Battle Tank, missiles, aircraft, guns, and other defence equipment? We have the most important core competence in the form of our multifaceted manpower and basic infrastructure. What is that we don't have?

6.B.2.1 Check your progress:

A. Answer the following question in one word / phrase/ sentence:

1. Who brought the steel industry to India?
2. Who nurtured the chemical and pharmaceutical industries?
3. Which University was set up by Sir Syed Ahmed Khan?
4. What do our exports consist to large extent?

B. Say whether the following sentences are true or false:

1. **Dr .A.P.J.Abdul Kalam** has spoken about the power of the imagination.
2. **Dr .A.P.J.Abdul Kalam** dreams of an India governed by noble leaders.
3. The missions are always bigger than organizations.
4. Today we are witnessing good progress in the hardware sector but almost of the software is imported. .
5. We have hundreds of defence production industries in India.
6. We have the most important core competence in the form of our multifaceted manpower and basic infrastructure.

6.B.2.2 Section – II:

Let us think what prevents us in undertaking challenges. We have to analyse how we can give a new dimension to our style of functioning, by cutting across the individual interests of various ministries and even industries and institutions, to follow an integrated action plan. The motive force has to be love for the country. We need a vision that is shared by the entire nation.

In the drive for development, some states are faring better than others in the country. Bright young entrepreneurs have energized the national technology scene. Bangalore, Chennai, Mumbai, Delhi, and Hyderabad are hubs of business activity. But even though the IT sector is a very visible area of success and has brought in some capital investment, in terms of overall development this is not enough. Even if you take up the IT area as a mission, manpower is the most important need. Those living away from the cities must also have access to a good education to join the talent pool. And this should happen fast.

My visits to the north-eastern states –Tripura and Assam-and to Jharkhand showed me our untapped potential. Tripura's economy rests on forest products, including bamboo cultivation. It is difficult to travel, interact and organize business. There is isolation. In Jharkhand too there is mineral wealth besides its resources in terms of forestry products and handicrafts, all of which need to be developed. In Assam, there is no shortage of resources and the state has good educational infrastructure. All the ingredients required for a developed economy are there but there is insurgency and unrest among people. A focussed mission will integrate people.

States such as Tamil Nadu, Andhra Pradesh, Punjab and Karnataka have made me realize that much can be achieved once efforts are made to channel development funds for improvement in areas such as education and health. These and other states can become good examples of economic development.

Our intellectual forums, political platforms, academic institutions and chambers of commerce are full of discussion and debates. There is noise, a lot of it in fact. There are endless debates, arguments, hypotheses, and theories, and yet there is little progress. However, the theme of a developed India is not discussed in board rooms and technology conferences. I want all of us- institutions, political parties, industries, communities, families, individuals- at every level to take full responsibility for what is good or bad in our situation, for what we possess and that which we do not. This would mean that we stop blaming others for the circumstances we find ourselves in. Taking responsibility also means a willingness to exercise our abilities to the fullest. This will make us worthy of enjoying the benefits that come with effort.

What I have tried to tell you in this book is that we must be aware of our higher self and view ourselves as citizens of a developed nation. We are a great civilization

and each one of us born here must trust in the wisdom of the civilization. Our scriptures tell us that there is no barrier between us and the world, that we are the world just as the world is in us. It is for you to put yourself in tune with the music of the universe.

There are a few points I would like to mention. The needs of a nation's people are bigger and much more important than any other considerations. The mission of Parliament is that it has to be alive and dynamic over issues vital to the existence of our very nationhood. Our freedom did not come as a gift. The whole country struggled for decades to achieve the first vision of independence, so we have to protect it. There were excellent leaders in all walks of life- science, education and industry. To preserve this freedom from intruders and others who would compromise it is our bounden duty and not a matter of choice and convenience. No ideology is above the security and prosperity of our country. No agenda is more important than harmony among the people. Students should get ready to transform India into a developed nation. Ignite your minds and think big. A teacher once said, 'Give me a five-year-old child. After seven years, no God or Devil will be able to change the child.' Will all teachers be such gurus?

The administrators have a great opportunity to link the people and political leaders. They should always take decisions that are good for the people. I believe it is only executives like empowered district collectors who can assist transformation. The state-Central integrated fund has to be deployed in mission mode programmes.

Fifty years after independence, the results of scientific effort have not reached the people to the extent required. It is the time the advances in science and technology are deployed in a big way to transform rural life.

Global competition is on, be it WTO, competition from multinationals or China. For industrialists, competing with high-performance and cost-effective products will result in growth for the industry. Competitiveness and innovation are the two pillars of industrial growth. Industries by working together can generate multinational institutions, reversing the present trend.

The IT community, by its innovativeness has given India stature in the world. India is a competitive nation in IT today. It must be used for healthcare, telemedicine, to remove illiteracy, generate skills and for e-governance and tele-education. Transform the nation into a knowledge society with IT as the linking tool.

Finally, the farmers have given this country surplus food with their sweat. Time has come for two events to take place in agricultural sector. One, the value addition of all agriculture products. The second is to improve the quality of agriculture products and compete in the world market. Above all marketing itself is a great business tool; we have to create a new cadre for this purpose. These steps will bring relief to the farmers.

And to God the Almighty! Make my people sweat. Let their toil create many more Agnis that can be annihilate evil. Let my country prosper in peace. Let my people live in harmony. Let me go to dust as a proud citizen of India, to rise again and rejoice in its glory.

6.B.2.1 II- Check your progress:

A. Answer the following question in one word / phrase/ sentence:

1. What has to be the motive force for the country?
2. Which metro cities are hubs of business activity?
3. Which north-eastern states have untapped potentials?
4. Which states can become good examples of economic development?
5. What should we stop according to A.P.J.Abdul Kalam?
6. Which ideology is above the security and prosperity of our country?
7. Which are the two pillars of industrial growth?

B. Saywhether the following sentences are true or false:

1. In the IT area manpower is the most important need.
2. Assam has good educational infrastructure.
3. The theme of a developed India is discussed in board rooms and technology conferences.
4. Each one of us born here must trust in the wisdom of the our civilization.
5. Our freedom did not come as a gift.

6.B.3 Summary:

‘To My Countrymen’ is an abstract from A.P.J. Abdul Kalam’s autobiography ‘Wings of Fire’. A.P.J. Abdul Kalam, a renowned Indian scientist and 11th President of India makes an appeal to the countrymen. He says that India is a great civilization and each one of us born here must trust in the wisdom of our civilization

A.P.J. Abdul Kalam sees a dream of a literate and poverty-free India governed by noble leaders. He further states that we need to realize that missions are always bigger than organizations. He expresses a deep concern for the present trend of low aim. According to A.P.J. Abdul Kalam actually, states such as Tamil Nadu, Andhra Pradesh, Punjab and Karnataka can become good examples of economic development.

The needs of a nation’s people are bigger and much more important than any other considerations. Our freedom did not come as a gift. The whole country struggled for decades to achieve the first vision of independence, so we have to protect it. Pre-independence India had a kind of power that had come from inside. In the same way, present India should come up in the world with an inner zeal to demonstrate that ‘India can do it’.

He further focuses our attention on the following matters. No ideology is above the security and prosperity of our country. No agenda is more important than harmony among the people. Students should get ready to transform India into a developed nation. He provides a motto to the students, ‘Ignite your minds and think big’. Also he tells us that the administrators have a great opportunity to link the people and political leaders. They should always take decisions that are good for the people.

Then he further points out that our intellectual forums, political platforms, academic institutions and chambers of commerce are full of discussion and debates. There is noise, a lot of it in fact. There are endless debates, arguments, hypotheses, and theories, and yet there is little progress. However, the theme of a developed India is not discussed in board rooms and technology conferences. I want all of us- institutions, political parties, industries, communities, families, individuals- at every level to take full responsibility for what is good or bad in our situation, for what we possess and what we do not. It means that we must stop blaming others for the

circumstances we find ourselves in and we need to take responsibilities and exercise our abilities to the fullest.

Lastly A.P.J. Abdul Kalam prays,

‘God the Almighty! Make my people sweat. Let their toil create many more Agnis that can be annihilate evil. Let my country prosper in peace. Let my people live in harmony. Let me go to dust as a proud citizen of India, to rise again and rejoice in its glory.’

6.B.4 Terms to remember:

| | |
|-------------------|---|
| habitat(N) | : natural surroundings of animals or plants. |
| diagnostic(adj) | : related to recognizing exact nature of diseases |
| perpetuate(V) | : to cause something to continue |
| reverberated(adj) | : having effect in the surroundings for some time |
| motivation(N) | : enthusiasm/ need/ reason for doing something |
| revive (V) | : bring/ come back to life/health |
| multifaceted(adj) | : having many different parts |
| drive(N) | : special motive |
| untapped(adj) | : not yet used |
| insurgency(N) | : fight or oppose to the government |
| to channel(V) | : to direct something |
| scriptures(N) | : holy writings of a religion |
| dynamic (adj) | : energetic and forceful |
| intruders(N) | : someone unwanted (who enters without permission) |
| bounden (V) | : something that must be done |
| deployed(adj) | : arranged in needy or useful manner |
| stature(N) | : good reputation of a person or organisation |
| vital (adj) | : necessary for success or existence |

6.B.5 Answers to Check your progress:

6.B.2.1 Section I-

- A. 1. Jamshedji Nusserwanji Tata
2. Acharya P.C. Ray
3. Banaras Hindu University
4. Low value raw material such as iron ore and alumina
- B. 1. True
2. True
3. True
4. False
5. True
6. True

6.B.2.1 Section II-

- A. 1. Love for the country
2. Bangalore, Chennai, Mumbai, Delhi, and Hyderabad
3. Tripura, Assam and Jharkhand
4. Tamil Nadu, Andhra Pradesh, Punjab and Karnataka
5. We should stop blaming others for the circumstances we find ourselves in.
6. No ideology
7. Competitiveness and innovation
- B. 1. True
2. True
3. False
5. True
6. True

6.B.6 Exercises:

I) Comprehension Questions :

Q. 1. Answer the following questions in one word/one phrase/one sentence each:

1. What sort of India the author would like to see in twenty years?
2. How, according to A.P.J.Abdul Kalam , energy is created?
3. What has to be the motive force according to A.P.J.Abdul Kalam?
4. What is the most important need in terms of overall developments?
5. What is required for a developed economy in North eastern states?
6. Which states can become good examples of economic developments?
7. What opportunity do the administrators have?

Q.2. Complete the following statements by choosing the best alternative:

1. Brought the steel industries during the british rule.
a) Acharya P.C. Ray b) Jamshetji Tata
c) Maharaja of Baroda d) Dadabhai Naoroji
2. The Banaras Hindu University was established by
a) Jamshetji Tata b) Sir Syed Ahmed Khan Khan
c) Acharya P.C. Ray d) Pandit Madan Mohan Malaviya
3. Indian experts to large extent consist of low value raw material like dots.
a) petro-chemicals b) gold and silver
c) iron-ore and alumina d) drugs and chemicals
4. Bangalore, Chennai, Mumbai, Delhi and Hyderabad are
a) hubs of business activity b) most costly metrocities
c) educational hubs d) religious places
5. Dr. A.P.J.Abdul Kalam dreams of an India governed by
a) smart farmers b) united workers
c) teachers d) noble leaders
6. was the founder of Aligarh Muslim University.

- Q.3 Answer the following questions in two to three sentences each:**

- D) Write short notes on the following in 8 to 10 sentences each.**

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E) Complete the following table filling in the appropriate form of the words given:

| Verb | Noun | Adjective | Adverb |
|----------------|------------|--------------|--------|
| | | creative | |
| govern | | | |
| | motivation | | |
| | | intellectual | |
| responsibility | | | |
| revive | | | |

F) Write antonyms of the following words:

1. exports
2. possible
3. success
4. natural
5. preserve
6. shortage

6.B.7 Writing Activity:

1. Write a paragraph of about 250 words on 'India in my Dream'.
2. Write a paragraph on 'How administrators can change India?'.

6.B.8 Suggestions for further reading:

1. Read A.P.J.Abdul Kalam's 'Ignited minds' and 'Wings on Fire'
2. Read Sudha Murty's 'Wise and Otherwise' or its translation in Marathi.



Module 7

A) Description

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7A.1.0 Objectives:

After Studying this unit you will be able to:

- describe objects of daily use
- describe persons in English and write about their physical features age, dress, profession, action etc.
- describe places such as temples, museum, hill station, fort, their location, artistic significances, histories and religious importance etc.

- describe your daily routine and of others
- learn to use descriptive phrases, structures of sentences.
- use tenses verb phrases, noun phrases, prepositional phrases required for describing.
- study the use of present and past tenses to describe daily routine.

7.A.1 Introduction:

It is necessary for the students to make use of English to describe objects, persons and places. They have to know the use of structures and vocabulary appropriate for description. To describe anything appropriate for description .you need to have an eye for details, for that one has to be a keen observer of things and happenings around you. Making use of English for communication involves talking about what you do in your daily life or what the other people do. This is the skill our students need for speaking and writing in their future careers. They may take up job of salesman, tourist guide or journalism as their career. They have to develop the skill of writing and speaking in English to be able to talk about themselves and others. Describing is a skill to be acquired by students to do any kind of career they do in future.

7.A.2 Content :

7.A.2.1 Sub – Content I : Describing objects :

If you want to describe anything you must have an eye for the detail. You must be a good observer. Suppose you were going you were going for a morning walk. There was a school boy struggling up the road on his bicycle. Suddenly, a truck came at a great speed, its horn screaming, and its fending struck the cyclist. The cycle and the boy fell down. The truck did not stop. There was an enquiry. The traffic police inspector asked you:

The Traffic Police: Can you identify the truck?

You; It was a goods carrier.

The traffic Police: Are you sure?

You: Yes.

The traffic Police: can you remember the number of the truck?

You: No, I am sorry, It happened so quickly. I was looking at the boy who fell down.

The Traffic Police: Couldn't you at least see if the truck was from this state of from outside?

You: Well, the letters were definitely KA 23 or something. Quite certainly K.A.

The traffic Police: Well, thank you.

You can see how details are very important. The inspector can now concentrate on a truck or trucks registered in Karnataka. The search can, thus, be restricted to those trucks only.

Note the patterns of descriptive sentence:

It was-----

The truck -----

The first letters were-----

We have a habit of noticing details and remember them. There, are number of things in our house, in the village, in the town, etc. But, if you are asked to describe the things in the library or the hall or your own room, will you be able to describe them? Here is the picture of a hall. There are a number of things in the hall.



This is hall in a house. In the hall, there is a stylish wall on which there are LED TV and Wall picture of Nature. In the middle of the hall, there is a big teapoy and on

it beautiful Urn with flowers as well as two magazines. There is also sofa set and near the sofa coach, there is a small computer table with laptop. In the hall, there are a number of things like paper- table, serving-table, two armchairs and ceiling fan, etc. There is also a glass partition wall.

Note the structure again: This is -----, There is -----, There are-----, Note also a number of prepositional phrases used here to state the place or location of things:

on the wall, on the table, near the sofa, etc.

Task 1

The Picture of LED TV



- 1) Describe LED TV in the picture given above.
- 2) Describe the following things.

7.A.2.2. Sub – Content II

II. Describing Persons:

Read the following very short descriptions of persons and the descriptive phrases, adjectives, etc.

1. Nirmala Desai is twenty five years old. She is very slim and has long curly hair. The best feature in her face is a set of lovely dimples when she smiles, which she often does.

2. Sudhanshu is twenty three years old. He is a slim man. He has fair complexion and a small moustache.
3. Rani is a sixteen year old girl. She is dark skinned, and has a broad face and very long hair.

It is very important to observe people and be able to describe them. A woman was going for a walk in the evening, and someone came running from behind, snatched her chain from her neck and ran away. These incidents are now frequently being reported. The police will ask questions to the woman:

- : Can you describe the person?
- : He was a young man, Sir. He was of a medium height. I saw only the side of his face. He was rather dark-skinned. He had short black hair. He had put on a half-sleeved shirt of grey colour and faint blue trousers. He slipped while running and I saw yellow rubber slippers on his feet.

This lady has been able to give comparatively better description, because normally, in such a situation, a woman is so frightened that she may not be able to give any details of the chain-snatcher. But it is not only chain-snatcher that you are going to describe. You may have to describe people, young or old, who you come across in your life. What do you notice first when you meet strangers, or even persons familiar to you? Here is Khushwant Singh, a very well known writer, describing his very old grandmother.

Note the descriptive details, adjectives and other expressions used by the writer.

My grandmother, like everybody's grandmother, was an old woman. She had been old and wrinkled for the twenty years that I had known her. People said that she had once been young and pretty and had even had a husband, but that was hard to believe. She had always been short and fat and slightly bent. Her face was a criss-cross of wrinkles running from everywhere to everywhere. No, we were certain that she had always been as we had known her. Old, so terribly old that she could not have grown older, and had stayed at the same age for twenty years. She could never have been pretty; but she was always beautiful. She hobbled about the house in spotless white with one hand resting on her waist to balance her and the other telling

the beads of her rosary. Her silver hair was scattered untidily over her pale puckered face, and her lips constantly moved in prayer.

(Khushwant Singh)

You must have come across old men and women. Note how the writer has given here the details of appearance of his grandmother. Study the following descriptive details:

| | |
|--------------------|--|
| age | : old, terribly old |
| face | : wrinkled, puckered |
| general appearance | : not pretty, but beautiful |
| figure | : short and fat and slightly bent |
| manner of walking | : hobbled, with one hand resting on her waist |
| hair | : silver, scattered untidily |
| dress | : spotless white |
| action | : lips moved in prayer, hand telling rosary beads. |

The passage is written in the past tense. Most of the verb phrases are in the past tense or in the past perfect tense, because the writer is talking about his grandmother who is no more. But you can see what details of personality can be given while describing a person.

You can write about age, height, weight, face, head and hair, etc. in general terms. See for example:

Age : You may not know the age in years. But you can say an infant, a child, a teen-ager, a young man/woman, a middle-aged Man /woman, an old man, an old lady, etc.

Height : Normally we talk of height in feet. We can only guess someone's height. We can say, he must be five feet six inches tall. She is about five feet three inches. But very often we say that he is rather tall. She is rather

short. She may come up to my shoulders. He is of a medium height. He is very tall for an Indian. She cannot be more than five feet.

Weight : If we know, we can say how much a person weighs. But while describing, we talk about weight in general terms. We make use of adjectives such as fat, thin, slim, overweight, plump, famished, well-built, stocky etc.

These are all adjectives. Fat, overweight and famished and thin have unfavorable meaning. We mean to criticize the person we are describing. But, plump and slim are favorable in their meaning. For example, 'She is slim and looks pretty.' 'Well-built' is favorable in meaning, but stocky is not.

Face and Head : When you describe someone's face you say something about his or her eyes. Eyes can be blue, black, brown, grey or green. Eyes can also be round or elongated or slit eyes. Face and head include hair, nose, moustache, lips and ears.

Hair : Hair can be black, blond, in color. In size the hair can be long or short, curly, wavy, straight, closely cropped, tied in a bun, or left loose round the shoulders.

Moustache : This is in the case of men. There can be a thin moustache or ample moustache, curved or sloping down. Or a man can be just cleanshaven.

Lips : lips can be thin, red, or wide, and thick

While describing a person you can use the following expressions (mostly adjectives), which can be your general impression about the person you are describing. smart, efficient, mischievous (about children), elegant, thoughtful, melancholy, gentle, untidy, easy-going, eccentric, good-humored, businesslike, etc. Then you can describe the clothes a person puts on:

Dress : A young man puts on trousers or jeans and a shirt that has long or short sleeves. A girl puts on a saree and a blouse or jeans and shirt, or a skirt and a blouse, or a kurta and pyjama.

While describing a familiar person, you can write about what he or she does for living. A woman may be a teacher, an officer in a government department, or in a bank, etc. A man can also be a teacher, an officer, or a businessman running a cloth-shop, a garage, a shop of electric goods, etc. You can also write about their financial status, e.g. a poor family, a middle-class family, quite well-to-do or a very rich family.

Now here are two small passages describing persons. Study the descriptive details about the physical features, profession, financial status, etc.

Virat Kohli

Virat Kohli is twenty eight years old. His Nickname is Cheeku. He is over 5 ft 9 in (1.75 m) tall and has a muscular physique. He is a very physical type of player. He likes to impose himself on the game, backs it up with his skill. He has dark black eyes and straight black hair. Kohli is superstitious. He wears black wristbands as a cricket superstition; earlier, he used to wear the same pair of gloves with which he had "been scoring". Apart from a religious black thread, he has also been wearing a kara on his right arm since 2012. Born and raised in Delhi, Kohli represented the city's cricket team at various age-group levels before making his first-class debut in 2006. He captained India Under-19s to victory at the 2008 Under-19 World Cup in Malaysia, and a few months later, made his ODI debut for India against Sri Lanka at the age of 19. Initially having played as a reserve batsman in the Indian team, he soon established himself as a regular in the ODI middle-order and was part of the squad that won the 2011 World Cup. He made his Test debut in 2011. A typical modern-day cricketer, Virat Kohli plays his game aggressively, bares his emotions loudly in public, yet retains the element of maturity that forms an integral part of every good and great player. Virat loves eating fresh home cooked food. Eating less to be in shape doesn't seem to be Virat's idea of staying fit. He is not shy of eating food but he is not a food junkie. He has a gym in his house where he works out with his personal trainer for three hours every day. The rest of the day is spent in

practicing, driving and with friends. He has four cars including an open sports car and huge collection of dark glasses and designer watches.

Now note the details of ViratKohli's personality:

| | |
|--------------------------|---|
| Personal details | : his age, height, physique, colour of eyes, hair. |
| His family | : parents and residence in Delhi. |
| His eating habits | : right kind of food with reasonable quantities |
| His daily routine | : physical exercise for three hours, then practicing, driving cars, spending time with friends. |
| His personal collections | : four cars, collection of glasses and designer watches |
| His nature | : plays his game aggressively, bares his emotions loudly in public. |

You can get such descriptive details of film stars, sports persons, etc. from magazines and newspapers. Try to write short descriptive passages about some of them.

Task II

- 1) Make a list of the verb phrases from the passage on Virat Kohli .Use these verb phrases in your own sentences to describe a person familiar to you.
- 2) Write short descriptive passage about.
 - a) Your Favorite Teacher
 - b) A Sportsperson you like.

7.A.2.2. Sub – Content III

III - Describing Places :

While writing description of places, you need to write about :

- 1) where it is (its location), what it is --- a castle, a museum, an art gallery, a temple, a palace, etc
- 2) if it is a historical place, it's possible period, when it was built,

- 3) its structure and its present state,
- 4) if it is a town, a hill station, then where it is situated, what it is known for, etc.

Read this description of **Mahabaleshwar** , a hill station in Maharashtra:

Mahabaleshwar is 1,372 meters above sea level, around Lake Venna, is the highest hill station in the Western Ghats of Maharashtra. It is one of the most spectacular and the largest of Maharashtra hill-stations. Mahabaleshwar in Sanskrit means **God of Great Power**. The Britishers built various mansions, cottages and bungalows around the town, lending it a charming, sophistication. There are 30 valley viewpoints with panoramic vistas scattered around the hill station and their access roads make for shady, pleasant walks and treks. Mahabaleshwar along with Panchgani makes the most popular hill resorts in the Maharashtra state of India. Far away from the madding crowds the hill resort makes an excellent holiday destination. The natural beauty of Mahabaleshwar attracts nature lovers, film directors, holidaymakers, peace seekers and adventurers alike. The heat and the dust of the plains give way to the cool breezes and the gorgeous greens of Mahabaleshwar. The hill resort of Mahabaleshwar derives its name from the God "Mahabali". There is a temple dedicated to Lord Mahabali namely the old Mahabaleshwar Temple.

Note the structures in this descriptive passage. The sentences are all in the present tense. And you come across structures like:

It is -----, there are-----, there is-----, it is -----

And there are descriptive noun phrases such as :

panoramic vistas scattered around the hill station, charming and pleasant hill station, far away from the madding crowds, etc.

Here is another small passage describing a protected forest area:

Nagzira:

Nagzira is a well known protected jungle area in the district of Gondia in Maharashtra. There is a big lake near the rest house bungalow. On the full moon night, you can watch the moon reflected in the calm water of the lake. There is a hill called Nagdeo near the lake. In this forest you come across a great variety of trees like teak, dhavda, etc. Besides, there are thick clusters of Bamboo. The forest is full

of a variety of animals such as wild pigs, leopards, tigers, deer, etc. Evenings here are very pleasant.

You can see that in describing a place, we mostly find the structures like:

There is -----, there are, it is-----, this is-----

as we have noted in the earlier passage. You also come across expressions like, you see, you come across, etc.

Note also the descriptive noun phrases such as:

The hill called Nagdeo, a great variety of trees, a variety of animals, etc. The noun phrases in such descriptive passages are longish with adjectives, and prepositional phrases (describing location), and even clauses.

You may write about the climate, some typical geographical feature, crops, etc. See for example, the following short descriptive pieces:

Jaipur : Jaipur has extreme climate with hot and humid summers particularly from April to July. The temperature reaches 45oC. And during the winter months, the days are fairly sunny and pleasant, and the nights are quite cold as the temperature goes below zero.

Bhopal : Bhopal has long slopes of sandstone, which is a part of the Malwa Plateau. The summers from April to June are quite hot. The winters from November to February are cool and pleasant.

Bangalore : Bangalore has moderate and pleasant climate. The summers from April to June have an average temperature of 23o C and the winters from October to February are cool and comfortable.

Note the expressions describing specially the climate in the summer and the winter. Note also the adjectival phrases used to describe the climate.

Task III

- 1) Describe, giving necessary details, the following locations visited by you.
 - a) A temple in your township.
 - b) A shopping mall.

7.A.2.2. Sub – Content IV

IV - Describing Daily Routine :

Making use of English for communication involves talking about what you do in your daily life, or what the other people do. This is the skill our students need for speaking as well as writing in their future career. While facing a board of interviewers, many job-seekers fumble for words and expressions, and they cut a sorry figure before them. It is extremely necessary for our students to acquire spoken as well as written skill in English to be able to succeed in their career. They ought to acquire the skill of writing and speaking in English to be able to talk about themselves and others. Describing is a skill they need in any kind of job they do in future.

A) Read the following short conversations:

- : When do you normally get up?
- : I have to get up at 5.30 a. m. as I have a morning college. Of course, on Sundays I get up a little late.
- : When does your college start?
- : It starts at 8.00 a. m, and it's over by 12.30 p.m.
- : When do you have your breakfast?
- : I've my breakfast at about 6.30 a. m. But sometimes I skip it to avoid being late. Then I have it at the college canteen during the short recess.

This is how you talk about the routine things in your life. You make use of verbs in simple present tense. This sounds very easy and simple, but when you face an interview, these simple things become difficult and you remain tongue-tied. Anyway, read the following piece of daily routine of someone like you, Shailesh, doing first year of college:

I usually get up at six. My college starts at eight o'clock. So I'm always in a hurry in the morning. You know, if you watch TV late at night, you can't get up early. Then I often get scolding from both mother and Dad. I just skip my breakfast to attend the first lecture. It's English, you see. So I have to be there. The teacher is very strict. But I enjoy the English lecture. In the short recess, I go to the college canteen with my friends and enjoy some snacks. I usually come back home by one

o'clock. I have lunch with my sister, who also comes back home by the same time. I spend my afternoon studying for some time. If there is nothing much to do, I watch TV. I go to college ground for playing cricket with my friends. After coming back I listen to the news, read the newspaper, because I can't read it in the morning. Then we all of us watch some popular TV serials. We have our dinner in front of the TV. How about you?

B) Daily Routine of an office employee:

Now let us read what the daily routine is of an office-employee:

Neha leads a very much disciplined life. She usually gets up at 5 a.m. in the morning every day and goes for a morning walk in the garden near her house. She has bath at 7 a. m. followed by prayers. At eight, she has her breakfast. By 8.30 a.m., she leaves the house for her office. Her office is far away. She normally takes a bus to the railway station and then catches a local train. She reaches office at 10 o'clock. She works till 1 o'clock, when she takes a lunch break. She is back at her desk at 1.45 p.m., and works till 6 p.m. She has her dinner with her family, at 9 p.m. After that she sometimes watches TV with her family or reads something interesting books, and goes to bed at 11 p.m.

C) Daily Routine in the Past:

When we talk about daily routine, we think of the routine at present. But we can also talk about ours or someone else's daily routine in the past. You made use of present tense to describe daily routine of people now. Here we are talking about the past routine of some people. Read the following small passage. Here also we can talk about past practice. Read the following short passage:

Until a few decades ago, the landlords used to own vast lands, which were tilled by the landless labour they employed. Most of the time, the landlords did not even visit their fields. And yet the people who had worked for them for years could never hope to own even a tiny piece of land. The landlords did not believe in working in the field, as they used to consider themselves masters. They used to spend time and money on bad habits.

This small passage describe past practice. This is just like routines in those days. Note the use of expressions:

used to own vast lands, used to consider themselves masters, used to spend time and money, etc.

The expression 'used to + Verb' is used to talk about past practices or routines.

Task IV

1. What questions you can ask to know the daily routine of your friend?
2. Write the daily routine of a maid servant.

7.A.3.Key to self- Check Exercises :

I Self – Check I : Answers

1) LED TV :

LED TV is a product of modern technology. The long form of LED is Light Emitting Diode. It is an electronic device commonly used for knowledge and entertainment. LED TV is a type of LCD television. It has two parts the lower part is stand and the upper part is the screen. It is flat on which the picture is displayed. The backside of the screen has a pin hole which is connected to the cable box. There are two remotes one is for power on and off and the other for changing channels.

2) LAPTOP :

A laptop is an electronic device used for seeking knowledge, information and entertainment. We can carry it anywhere. It is largely used by students and IT professionals. It is also called Notebook Computer and Personal Computer. It consists of two major lids the upper lid is the screen where icons appear and information is displayed, the lower lid consists of keyboard, it has buttons from A to Z and Numbers 0 – 9 arrows, punctuation marks etc. Upper lid also has a camera and a speaker, at the side of lower lid you can connect pendrive. Laptops can be powered either by battery or external supply Laptops are commonly used in a variety of settings, such as at work in education, in playing games, internet surfing for personal multimedia and general home.

3) CELL – PHONE :

My cell phone is the latest Samsung Model, which is not only a phone but also an electronic device for storing all necessary information, a telephone directory, addresses, financial transactions etc. I can use it for sending and receiving messages

on whatsaps. I can also send and receive messages, information, pictures and videos. I enjoy video calling with my friends. I also make use of YouTube to get information and entertain myself. I have also stored songs and hear it when bored. It has a powerful camera in it, and a device to attach it to my computer. I enjoy Video – Shooting at various places. I always carry my cell – phone wherever I go.

Key to Self – Check Exercise II

1) Verb phrases from the passage on ViratKohli and their use in sentences:-

- a) My friend is a sportsperson. She plays tennis very well. She likes the game very much.
- b) My sister is an IT Engineer. She wears jeans and T-shirt while going to office. Earlier she used to wear Chudidar. Ocassionally, she has been wearing a saree at functions.
- c) My aunty is a good cook. One day she made GulabJamun for me. She cooks and serves everyone. Everyone enjoys her dishes.
- d) My neighbor loves eating fresh vegetables. He has planted many vegetables in the garden where he works out with his wife every evening.

2) MY FAVORITE TEACHER :

Smita Patil was my favourite teacher at school. She used to teach us English. She made her teaching very interesting and enjoyable one. She used to teach grammer in a simple manner and everyone loved to listen to her attentively. She cracked jokes while teaching. She always cleared the doubts of the students. She was sympathetic towards students. She was a strict and disciplined teacher, but was good at heart. She helped poor students by paying their fees. She was tall, fair with a smiling face. She was twenty five years old. I hardly remember her to be angry. She spoke English clearly and fluently. She inspired us to speak in English and encouraged us to give speeches in English. Sometimes she even helped us to write speeches for competitions. Today, I can speak and write good English and all the credit goes to her. She stands as my idol in life.

3) A SPORTSPERSON YOU LIKE :-

I am a big fan of Sachin Tendulkar. He is a great cricket player of India. Though he is Short but his fame is wide. He Started playing cricket at the age of eleven. He

is an international cricket record holder. Cricket world calls him little master or Master Blaster and often referred to as the king of cricket by Indian cricket followers. Despite his reputation, he is known for his modesty and humility. He gives a lot of money in charity and social cause. His height is 5 feet 5 inches. He has a fair complexion with a curly hair. He has won many awards like Padma Vibhushan and Padma Shri. He was nominated in Rajya Sabha. Indian Cricket team has won many trophies under his leadership.

Key to Self Check Exercise III

- 1) **A Temple :** Ours is a small village surrounded by many hills. The most attractive spot is the Kalbhairav temple situated on a small hill. It is one kilometer from the village. It has one hundred and fifty steps. It is a very old temple. It has an idol of God Kalabhairav. He is the village deity. Every year there is a fair. A lot of devotees visit on this day. The temple is recently renovated by the villagers. It is built of red stones. The images of God and Goddesses are carved all around the temple. The floor is of black stone. There are massive stone windows which allow the rays of the sun to light the hall of the temple. There are two big lamps on both sides of the deity. It is always lit by the priest. The local members of the temple committee look after the temple. I like this temple because it is beautifully surrounded by nature.
- 2) **A Shopping Mall :** I was always excited about tall buildings, shopping malls and big restaurants. On last Sunday I visited a shopping mall with my mother which is nearby my home. It is known as City Mall. It is the biggest in the city. It was my first time to visit and I was happy to see such a big and nice place. I looked at the big structure of the mall. As we were nearing the entry, I felt a gush of cold air coming from inside the mall. There are many different sections in the shopping mall. Every section has its crowd of customers. The first section had shops selling household things and grocery. My mother bought required items. The second section had cloth shops for children, ladies and gentlemen. We also visited artificial jewellery shops and cosmetic items. The shops were decorated and attractive. The third section had shops of electric items like LED TVs, Cameras, Fridge etc. They were of different companies. There was a discount offer on some items. I also visited stationery shops and furniture shops. I was exhausted and hungry so I had lunch in the mall. There were many food

items ranging from burger's, Chinese to Indian. The visit to the shopping mall was a new and exciting experience for me.

Key to self-check Exercises IV

1. You can ask questions like:

When do you get up?

When do you have breakfast?

When do you leave for college?

When do you have lunch?

When do you do homework?

When do you go to play?

When do you read newspaper?

When do you watch TV?

When do you have dinner?

When do you go to bed?

This is an exercise for you to complete. It is daily routine of your classmate.

Write answer to them and you will have a good paragraph about daily routine.

2. Daily routine of a maid Servant:

Pooja is a maid servant. She Cleans utensils and washes clothes. Her day starts at 5 in the morning. She prepares food for her family members and so gets up early in the morning. She leaves her home at 7.00 am. She works for ten families. From 7 to 12 am, she completes work of five families. She takes a break and has lunch at 12.15 am. After taking rest, she continues her work at 1.00 pm. She returns home at 5.00 pm after completing other families work. After she comes back home, she prepares tea for her family members. Her family consists of her husband and two children who go to school. She works to run her family and her earning helps to lead a good life. She is a very honest maid. She never remains absent. She is a sincere and faithful servant.

7.A.4 Summary:

This unit presents short pieces of description of objects, people, places and daily routine of yourself, office employees a lot. The unit introduces structures and vocabulary useful for writing descriptions of things familiar to the students. It describes the routine life of people in the present or in the past also. Simple present tense is used to describe daily routine of people and past tense to talk of daily routine in the past or in the past tense (Used to verb) to talk of daily routine in the past. This unit can encourage students to describe things familiar to them and describe the daily routine in present and past.

7.A.5 Exercises:

I) Describe the following objects:

- a) Your note-pad
- b) The Pressure Cooker
- c) An Electric Iron

II) Write short descriptive passage about:

- a) A railway ticket checker
- b) Your father
- c) A film Personality

III) Describe giving necessary details, the following location visited by you:

- a) Gym or a Recreationcenter in your town
- b) A hill station (Like Mahabaleshwar)
- c) A Museum.

IV) Write a passage describing the daily routine of each one of the following.

- a) an Iron –Man b) a Salesman

V) You are in the college now. Describe your routine when you were in school, in the 6th or 7th standard. Write about your school timings, the games you played, your teachers etc. Use past tense and also ‘Used to Verb phrases where necessary.

VI) Ask Your Dad or Mother what their daily routine was when they were in school or college. And write a passage using the past tense on the following points.(at 6 am in the morning- breakfast at 7.00 am - catch the bus- college timing- spend time in library- return back home -lunch-sleep in afternoon - study in evening- dinner - 10.Pm go to sleep.)

7.A. 6. Field work:

From the English newspapers like Times of India, Indian Express etc. collect the advertisements describing gadgets such as electronic goods, kitchen wares etc and study their various parts and functions. Interview a fruit seller and write about his daily routine.

B) A Village Girl

Mohan Singh

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- 7.B.0 Objectives
- 7.B.1 Introduction
- 7.B.2 The text.....(and self – check exercises)
- 7.B.3 Terms to Remember :
- 7.B.4 Key to the self – check exercises
- 7.B.5 Summary
- 7.B.6 Further exercises
- 7.B.7 Writing activity

7.B.0 Objectives :

After studying this unit you will be able to :-

- understand the central idea of the poem.
- comprehend the meaning of the poem.

7.B.1. Introduction :

Mohan Singh was the greatest Punjabi poet of 20th Century. He was one of the early pioneers of modern Punjabi poetry. He was born in 1905 at Mardan (now in Pakistan). He received his Master's degree in Persian and started his career as a lecturer in Persian at Khalsa college, Amritsar in 1933. Later he joined Sikh National College, Lahore as lecturer. But after sometime he left the job. He started a

famous literary Punjabi monthly, 'Panj Darya'. After a few years, he devoted completely to writing. He published his first collection of poems, 'Sanve Pattar' (The Green Leaves) in 1935, 'Buhe' (Doors) and 'Jindran' (Locks). He received SahityaAkademi award in 1959 for 'Wadda Vela' (poetry). He wrote extremely beautiful love poems.

He was well known as a poet of love. His development delineates a progression from romance to reality, from conventional love to an uninhibited expression of the man - woman relationship. 'A Village Girl' is a punjabi poem translated into English by Balwant Gargi. It was first published in 'The Beliot Poetry Journal' in 1962. The writings of Mohan Singh reflect romantic anxiety and longing. The present poem is a blend of the romantic temper through a description of a village girl.

7.B.2. Content:

A Village Girl

A bundle of grass on the head
she came, hips swinging
Like wine pitchers,
She, my village belle,
Pataki and mustard flowers,
Like blue and yellow eyes,
Peep through the green grass
Hanging over her eyes
A net of grass dreams
Her face caught in it.
She lifts her skirt up to her knees

And holds my arm to cross the Suhan river
Ankle-deep water rises to her knees, to her waist,
Her legs disappear beneath the shimmering water,
And her skirt goes up like an upturned umbrella
The water goes down her thighs, her ankles
So does her skirt.
'Thank you, brother,' says she,
Like the *koel* cooing from a mango grove
And leaves my arm and goes away.
On the sandal-hill, her footprints
Gleam like a prisoner's chain,
She goes up the mound
Tall and slender like a sugarcane
And becomes a part of the green tree.
She did not look at me
I could not see her face caught in the green net
But I cannot shake off
The dust of her touch.

Check your Progress :

I. Answer the following questions in one sentence each :

- 1) What is on the head of a village girl ?
- 2) How does the village girl come ?
- 3) Where is the green grass hanging ?

7.B.3. Terms to Remember :

- bundle** : a group of objects held together by wrapping or tying.
- swing** : move or cause to move back and forth or from side to side.
- pitcher** : a water jug
- belle** : a beautiful girl or woman
- peep** : look quickly and furtively at something
- shimmer** : shine with a soft, slightly wavering light
- koel** : an Asian and Australian Cuckoo with a call that resembles its name.
- gleam** : shine
- footprints** : the impression of the foot in a soft substance such as sand or snow
- mound** : an artificial hill or elevation of earth, a raised bank
- slender** : thin, slim

7.B.4. Key to the Self - Check exercises :

- I.**
- 1) a bundle of grass
 - 2) came hips swinging
 - 3) hanging over her eyes
 - 4) lifts her skirt
 - 5) suhan river
 - 6) on the sandhill
- II.**
- 1) the description of a village girl
 - 2) skirt

- 3) the footprint
- 4) simile
- 5) green
- 6) personification

7.B.5. Summary :

'A Village Girl' is a Punjabi poem translated into English by Balwant Gargi. The poem is about the description of a village girl. She is carrying a bundle of grass on her head. Her hips are swinging like wine pitchers. The poet describes her colourful beauty with the examples of pataki and mustard which are blue and yellow. The girl is so enthusiastic and energetic that she is carrying green dreams in her eyes. The narrator helps her to cross the suhan river. while crossing she lifts the skirt and the water goes upto her thighs. Like a typical village girl, she thanks the narrator. The poet compares her voice to a koel she climbs the sand hill and goes up the mound leaving her footprint like prisoners chain. The poem is full of similes and metaphor that add to the beauty of the description of the village girl. The poem is written in free verse.

'A Village Girl' is a poem describing natural style of behaviour of girl who is found in the company of nature. Her feelings are very much mixed with natural objects like grass, flowers and movements of water. Her specific descriptions is represented through nature images. All her movements show her romantic behaviour.

7.B.6. Exercises :

I. Write short notes on the following in 3 or 4 sentences each:

- 1) How does a narrator describe a village girl?
- 2) How does a narrator feel the departing notes of a village girl?

- 3) What does a narrator describe about the footprints of a village girl?
- 4) Why cannot a narrator see the face of a village girl?

II. Answer the following questions in about 7 to 8 sentences each:

- 1) What is the central idea of the poem 'A Village Girl'?

7.B.7. Writing Activity.

- 1) Describe the remarkable place that you visited.
- 2) Find a poem with full of artistic devices.



Module 8
My Elder Brother (Bade Bhai Sahib)

Munshi Premchand (1880-1936)

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8.A.0 Objectives :

After studying this unit you will be able to understand :

- Relationship between two brothers.
- The significance of relationships in human life.
- The value of practical knowledge while living in the real world.
- Distinct nature of human beings.
- Importance of compromising in human beings.
- Love binds us although we are distinct from each other.

8.A.1 Introduction :

Dhanpat Rai Shrivastava (1880-1936), better known by his pen name Munshi Premchand. He is one of the most celebrated writers of Hindi literature. His works include more than a dozen novels, around 250 short stories, several essays and translations of a number of foreign literary works into Hindi. He is known for his use of realism in Hindi literature. He wrote on the realistic issues of the day such as communalism, corruption, zamindari, poverty, colonialism etc. He avoids the contemporary use of highly Sanskritized Hindi and preferred to use the dialect of the common people. His stories have been compiled as 'Mansarovar'. His notable works are 'Godan', 'Bazaar-e-Husn', 'Shatranj ke Khiladi', 'Gaban', 'Panch Parameshwar' etc. The main characteristics of Premchand's writing is his skill of storytelling and use of simple language to describe the problems of the down trodden and the problems of rural and Urban India.

The present story centers around two brothers. Both are different from one another. The one is studious, sincere and serious, the other is jolly, happy-go-lucky and the opposite of elder. Both are trying to prove that their ways of living is correct that leads to comic situations all through the story. The story puts forward characters of the brothers in nutshell.

8.A.2 Content : Section – I

My elder brother was five years older than me, but only three grades higher. He began school at the same age as I did, but he didn't like to rush through such an important matter as an education. In fact, he wanted to build a strong foundation of though so that a grand palace could then be constructed upon it. To that end, he would complete one year's worth of work in two whole years; sometimes it took him even three. If the foundation is not well-built, how can the house be stable? I was small, and he was big. I was nine years old and he was fourteen. It was his birthright to supervise me and scold me, and I was so dutiful that I understood his command as law.

He was naturally very studious. Always, he was sitting with an open book. And sometimes to relax his mind he would draw pictures of birds, dogs, and cats on the margins of his copy. Sometimes, he would write one name or word or sentence ten or twenty times. Sometimes, he would imitate over and over again the beautiful letters of a poem. On other occasions, he would write without any meaning or sense. For example once, on his paper, I saw these words: "special," "ameena," brothers-brothers," "in face." "brother-brother," "raadheshyaam," "shriyukt raasheshyaam," "up to one hour" – after this gibberish there was also a man's face drawn closeby. I tried very hard to extract some meaning from this riddle, but I remained unsuccessful. He was in the 9th grade, and I was in the 5th and I couldn't dare ask him. His writings were simply too immense for someone as miniscule as myself.

Speaking of me, I really did not like to study. Reading a book for one whole hour seemed as difficult as climbing a mountain. As soon as I had the opportunity, I would leave my hostel and throw stones, fly paper butterflies, and meet with a friend somewhere. Sometimes we would climb up on the surrounding-wall and jump down; sometimes we would sit on the gate and enjoy its back-and-froth movement. But as soon as I came back in the room I saw my angry-looking brother and my stomach dropped. His first question was always this – Where were you? He would always ask this question in the same tone and I was always mute, unable to answer. I didn't know why I couldn't just tell him that I was playing outside. My silence told him that I had done something wrong, and for my brother there was no cure other than to welcome me with words of affection mixed with anger.

“If you study English in this manner, then you will continue studying the rest of your life, and still not learn a single letter. Learning English is no joke. Not just anybody can read. Not just anyone can become fluent in English. I have to stay awake my eyes aching and taxing myself day and night, and only then, do I gain an understanding. Even very scholarly people can’t write or speak pure English, and I say, you’re such a nail that even after seeing me you don’t learn a lesson. I work so hard, you have seen this with your own eyes, and if you can’t see it, then it’s your eyes’ fault, or a fault in your intelligence. So many events and fairs take place, but have you ever witnessed me go to one? Every day there are cricket and hockey matches. I never venture near them. I’m always studying. In spite of this, I stay in every grade for two or three years. Nevertheless you somehow expect that while wasting time playing sports you will pass? It takes me two or three years to pass a grade; you will be rotting in the same grade your whole life! If you want to waste time like this then it’s better if you go home and have fun playing gulli-danda. Why are you wasting grandfather’s hard-earned money?”

Check your progress

Say whether the following statements are true or false:

1. Author’s elder brother was only three grades higher.
2. Munshi Premchand’s original name was Dhanpat Rai Shrivastava.
3. The elder brother was not very studious.
4. For the author reading a book for one whole hour seemed as difficult as climbing a mountain.
5. Every day there were cricket and hockey matches.

Section – II

I would start to cry having heard such a scolding. What answer did I have? I did do something wrong, who else should be scolded? My older brother was perfect in the art of preaching. His words were like perfectly-aimed arrows that broke my soul into pieces and crushed my courage. After breaking me down like this, I couldn’t find the strength in myself to work any harder and for a while, in disappointment, I would think: “Why don’t I just go home?” why would I ruin my life by putting my hands into a task that’s way beyond my abilities? I was willing to remain a fool, but not work hard like this! I become dizzy; though, after an hour or two, the cloud of

disenchantment would pass and I would try to sweat a little by studying hard. I'd quickly make a schedule. After all, without sketching a map of activities or preparing some strategy, how could I begin to work? On my agenda there was no timeslot for playing. Wake up in the morning; wash my face and hands, eat breakfast, and sit down to study at 6; English from 6 to 8; math from 8 to 9; history from 9 to 9:30, then food and school. A half hour of rest after coming back from school at 3:30; geography from 4 to 5:30; grammar from 5 to 6; half an hour of strolling outside the hostel; English composition from 6:30 to 7; then after eating, translation from 8 to 9; Hindi from 9 to 10; different subjects from 10 to 11, then rest.

But making a schedule is one thing and following it is another. I disobeyed it on the first day! The happy greenery of the field, the light blow of the wind, the jumping action of soccer, the tackling of kabbadi, the agility and speed of volleyball; they somehow pulled me towards them and when I got there I forgot everything else. That life-draining timetable, those eye-straining books, none of these memories perpetuated, and it gave my big brother the opportunity to give me suggestions and insults. I ran from his shadow, trying to stay far from his gaze, coming quietly into the room so he didn't know. He saw me and my stomach dropped. It feels like there's always a drawn sword hanging above my head. Nevertheless, like how even between death and a calamity a man can remain tight in the bond of affection and illusion, even after being scolded so heavily I cannot give up playing.

Our yearly exams came and left. My brother failed; I passed, scoring first in my class. A gap of only two years remained between us. I considered confronting him and saying: "So, what good was all your seriousness? Look at me; I played all the time, and I'm still first in my class!". Yet he was so miserable, so downtrodden that I sympathized with him, and even the thought of pouring salt on his wound seemed utterly shameful. Yes, I had become a tad proud, and my self-confidence had increased as well. My brother no longer wielded the same influence over me that he once did. I began to romp and play freely. My spirit was strong. If he scolded me again, I would say clearly: "You killed yourself in working so hard, but what did you achieve? Me, I ran around and played and still placed first in my class. Although I did not have the courage to speak so arrogantly aloud, it was quite clear from my behavior that my brother could no longer inflict upon me the consternation that he once had. His common sense being as keen as it was- he figured this out and one day

when I returned to eat after having dedicated the entire morning to gulli-danda, his wrath fell upon me like an unsheathed sword:

“I see...so, this year you passed and came first in your class, so now you think you’re so smart. But little bro’, even great men don’t remain proud for long, so who are you to be so arrogant? Surely, you’ve studied the story of Ravana in history. What lesson did you learn from his behavior? Or did you not read it for any meaning at all? You know, passing a test means nothing; the real point is to develop knowledge and understanding. Whatever you study, be sure to understand its meaning. Ravana was the ruler of planet earth. We call kings like him emperors. These days, the British empire is quite expansive, but you can’t refer to its rulers as emperors. All over the world, there are many nations who don’t accept the domination of the British; they’re completely sovereign. But Ravana was a king with absolute and complete dominion over everything- all the nations on Earth served him. Great gods were slaves to his will. Even the gods of fire and water were subordinate to him. But what was his downfall? Pride took away everything he had, right down to the power that his name once held so that not even one person remained who would give him a handful of water.

A man can commit any other misdeed he would like, but don’t be proud under any circumstances. Commit the sin of pride, and you’ll have been lost to religion and the world. You must’ve read the story of Satan as well. Satan was so proud that he thought that God had no true followers aside from himself! In the end, he was driven from heaven into hell. A Caesar from Rome was also arrogant once. He died begging. You’ve only passed one grade. Think of it this way: you didn’t pass because of your hard work; rather, the blind man stumbled upon a jackpot. Remember things like luck can only work the first time, not over and over again. Sometimes even in gulli-danda blind luck places the ball in the hole, however, no one becomes a successful player because of chance. A thriving player is someone who doesn’t rely on luck. Don’t be deceived by my past failures! To get to my grade level, you will have to cut your teeth on difficult problems of algebra and geometry and you will be forced to study the history of England.

Check your progress

Say whether the following statements are true or false:

1. The author was willing to remain a fool, but not to work hard.

2. In the yearly exams the elder brother failed.
3. In the yearly exams, the author passed, scoring first in the class.
4. Pride took away everything of Ravana.
5. A Caesar from Rome was also arrogant once and died begging.

Section – III

By the way, memorizing the names of emperors isn't effortless. Throughout time, there have been eight Henry's. Do you think it's easy to remember what happened during which Henry's rule? Instead of Henry VII, if one writes Henry VIII, you lose all the points for the question! You won't even get a zero! What have you been thinking! Countless James's, William's and Charles's have come and gone! The mind gets easily overwhelmed by this thought. You even start to feel ill. It's impossible to attach properly the names to these terrible people. After the same name, you have to differentiate and correctly write first, second, third, fourth, fifth, etc. Yet, telling you a hundred-thousand names of various people is preferable to attempting geometry! For instance, while attempting one problem, I wrote A, C, B instead A, B, C, and again, I lost all my points for the question!

No one asks these cruel examiners what difference does it make in the end whether one writes A, B, C or A, C, B and also, why do they torture students over such irrelevant things? If a person eats lentil-rice-bread in place of rice- lentils-bread, what's the big deal? But what do these examiners know? They only see what's written in books. They want boys to cram all these letters into their heads. And they call this mindless memorization 'teaching'. And what use is there to study what these idiots instruct us to study? "Let this weight fall to that point and the measurement will be twice as much". Tell me, do you need to know this? But you will have to know this to pass the test and so, you better memorize all of this nonsense! The instructor might say, 'Write an essay of no less than four pages on 'time management'. And so, you open the notebook in front of you, take the pen in your hand and cry out the name of God! Who doesn't know that time management is a good thing? With it, comes control of one's life. Also, others see the disciplined person and begin to admire him, and eventually, the man's business becomes prosperous. But how can we write four pages on this puny little proverb? Why is it necessary to write four pages on a topic that can be explained in one sentence? I call that stupidity. This isn't using one's time wisely; rather, it's the inappropriate usage of

time to try to uselessly cram any old subject into an essay. I want people to say whatever they have to say with some creativity, in their own style. But no, you have to fill four pages, however you want, just write. *And be sure you use the whole page!* If this isn't tyranny against the students, then what is it? It's absurd that they say to write concisely. Write a concise essay on time management that is no less than four pages. Okey! Couldn't write it concisely in four pages? Maybe we'll make you write one of two hundred pages. Run quickly, but be slow. Is this a regressive thought or what? A baby could understand that, but these teachers don't even have that much common sense. They just say, 'We're teachers.' You'll come to my class Lala, and you'll have to produce all of this work, and then you'll know what exactly Herculers' labours were. Little bro', you came first in your current grade, and now your head is in the clouds. But listen to what I'm saying, because even though I've failed many times, I'm still older than you; I have more life experience than you. Whatever I say, take it to heart. If you don't, you'll regret it".

School was about to start, and God only knew when my brother's lecture would end. My food seemed flavourless that day. If I got this much contempt after having passed, he might just have killed me if I failed. Whatever horrible images my brother had of studies from his own experience, he forced them on me, and I became frightened. Once school began, I didn't run straight home as would have been expected. Still, my interest in books also did not increase, even after such a harsh scolding. I didn't let any opportunity to play slip away. I studied, too, but very little-only enough to complete my daily tasks and to not fall behind. That confidence that had been born in me was lost again, and I returned to living my life like a convict.

The final exams took place again and it was by pure luck that I passed and my brother once again failed. I had not worked very hard. I don't know how, but I was first in my class. I was surprised. My brother had worked especially hard, he had crammed into his mind every word spoken in the course. From 10:00 at night until the beginning of the next day at 4:00 (down) he studied, and then, he studied some more between 6:00 am and 9:30 am. Yet, right before he went to school, my brother fell into a state of lethargy. And the poor guy failed. I felt sorry for him! When the result was announced, he started crying and I started crying too. The happiness of my own success was halved. If I had failed too, my brother would not have been as sad, though who can push off fate?

Now there was only one grade level difference between my brother and me. And ominous thought arose in my mind: “if my brother fails one more year, I’ll be in the same grade as him and then, on what basis would he be able to lecture me?” But I forcibly pulled this horrible thought out of my mind. After all, he yells at me for my own good. It feels very bad to me at this time, but maybe it is because of his admonitions that I passed with ease and with such good marks.

Check your progress

Say whether the following statements are true or false:

1. Memorizing the names of emperors is very effortless.
2. The author calls stupidity to write four pages on a topic that can be explained in one sentence.
3. In the final exams by pure luck the author passed.
4. After the results of the final exams, both the brothers started crying.

Section – IV

Now my brother had gotten much less chatty. On several occasions even when there was reason to yell at me he showed patience. Perhaps he began to understand that he did not have the right to scold me, and if a right remained, it was very limited. I started taking undue advantage of his tolerance of me. I started feeling that I will pass anyway, whether I study or not. My fortunes are very good or so I thought and the little that I studied before for fear of my brother, I stopped doing that as well. As a matter of fact, I took up a new hobby, to fly a kite and all my free time went towards that. Despite what it seemed like, I still did respect my brother, and so, I would only fly my kite out of his site. All associated tasks such as preparing the kite’s thread, threading the kite, and other tasks for the kite tournament were dealt with in secret. I did not want my brother to suspect that my esteem and consideration for him had reduced in any way.

One day in the evening, far away from my hostel, I was running after the kite. My eyes were towards the sky and my mind was on this flying companion who was moving slowly downwards, as if a soul from the heavens was descending to earth in a detached way to accept a new life. A whole army of children was carrying bamboo poles attached to thorny brush to welcome these. Nobody had paid any attention to

what was in front of behind them. It felt as though everybody was flying with that kite in the sky, where everything is equal, no motorcars, trams, or vehicles.

Suddenly I ran into my brother, who was probably returning from the bazaar. He caught my hand and angrily said, "Aren't you ashamed of parading around with these good-for-nothing boys for a two-rupee kite? Don't you have any pause for the fact that you are not in a lower grade anymore? You're in eight grade now and only one grade below me. After all a man has to have some consideration for his social position. There was a time when having passed eight-grade people could still become a deputy tax collector. I know many eighth grade educated people who today are top notch deputy magistrates of superintendents. Many people educated up to eight grade are our leaders and editors of our newspapers. Many learned people work under them as subordinates. And you in the eight grade are running around with these goo-for-nothing boys for a two-rupee kite. I feel sorry for your lack of wisdom. You are a smart man, there is no doubt about it, but what good is that acumen that would strangle your own self-respect. You might think "I am only one grade below my brother, and now he has no right to tell me anything", but this is your mistake. I am five year older than you and even if you come in my own grade today and if the examiners remain as they are; then undoubtedly next year you'll be with me and perhaps a year later you might go ahead of me.

That said, there is still a five-year difference between you and me; even God is not able to change that! I am five years older than you and it will always remain that way! You cannot match my experience in the world and in life even if you somehow attain an M. A., D. Litt, or D. Phil. Understanding does not come from reading books; it comes from seeing the world. Our mother did not pass any grade level, and our grandfather also may not have gone further than the fifth or sixth grade; yet both of them wish to study the knowledge of the entire world. Yet, the responsibility to teach and educate will always remain with both mother and grandfather. This is not only because they are our elders, but also because they always will have more experience in the world forever.

How are the ruling arrangements in America, and how many weddings did Henry the Eight have, and how many stars are there in the sky? These questions you and I wish to learn and our parents do not know, but there are thousands of topics like these which they know more about than myself and you. God forbid if I become sick today, then your hands and feet will become swollen with extra work. Other

than grandfather's telegram, you will not attend to anything else. Though it should be noted, if grandfather was in your place, he would not send a telegram to anyone. He would not get scared and not be unconscious. First, he would diagnose the sickness himself but if this is not successful then he would call a doctor. Illness is such a big difficulty! You and I do not even know how a month's stipend can last a whole month. Whatever grandfather sends us, we spend these monies in twenty of twenty-two days, and after that, we lack even a few rupees.

Breakfast disappears, we hide from the drycleaners and the barber, but however much you and I spend today, grandfather made due with half as much money, for most of his life. A life lived with honesty and respect and he took care of a family that altogether contained nine people. Look at your own headmaster, as an example. Does he have an M. A. or not? He, in fact, does have an M. A. but not from here. Think Oxford. He earns on thousand rupees, yet who manages his house? His old mother. The headmaster's degree has become completely worthless to him here. He used to manage his own household before. His earnings did not last the entire month. He remained in debt. Ever since his mother took the funds into her hands, it was as if happiness arrived in their house. So little brother, remove all pride from your heart and thought that you have come close to me and are independent. Under my guidance, you will not stray down the wrong path. If you do not listen to this, then I can slap some sense into you. *"I know that my words may seem like poison to you."*

I accepted his new argument whole-heartedly. Today, I really understand my own complacency and mistake, and in my mind, I have gained respect for my brother. With respectful eyes, I said, "Absolutely not. Any saying that you utter is absolutely true and you have the utmost right to tell me." My elder brother hugged me and replied, "I am not forbidding you to fly kites. My heart also yearns to fly a kite, but what can do? If I follow the wrong path, then how will I protect you? If I follow the wrong path, then how will I protect you? This responsibility is also mine!"

By chance, right then, a kite that had been cut off from its owner flew off over our heads. Its string was hanging. One group of boys was running after the string. Brother is tall! After jumping, he grabbed the string and ran toward the hostel without a thought. I ran right behind him!

(Translated from Hindi by M.J. Warsi)

Check your progress

Say whether the following statements are true or false:

1. After the results of the final exams, the elder brother showed patience and became less chatty.
2. In those days, having passed eight-grade people could still become a deputy tax collector.
3. According to the elder brother, understanding comes from reading books and it comes not from seeing the world.
4. The Headmaster used to earn on thousand rupees.
5. Lastly, the author really understood his own complacency and mistake.

8.A.3 Summary :

The story unfolds the bond between two brothers who live in hostel away from home. This is the story of the undying devotion of the elder brother towards his younger brother. The elder brother is serious, sincere and on the other hand younger brother is jolly. The twist comes in the story when the younger brother scores the first positions repeatedly but it was the big brother who keeps close eye on his brother and proves that the younger brother may score more but elders must be obeyed. The Big brother successfully convinces the younger brother. The story ends on a happy note of two brothers running after a kite.

The story is about two brothers who are different from each others. They have different opinions and personalities. The narrator, the younger brother tells about his life with his big brother. Their opinions and way of living life. The big brother is five years older than the younger brother and three grades ahead. They live in hostel. The story focuses the responsible nature of the elder brother. He firmly believes in the power of education which can shape human beings.

The lives of the two brothers are different, the big brother always study and states that he wants to make a solid foundation through his education, so that a great structure could be built upon it. On the other hand, the younger brother hardly studies, and always likes to play. This is the reason he often gets scolded by his elder brother.

However, the things change when the younger brother passes securing the first position in his class and the big brother fails. Now the big brother was only two grades ahead of him. The younger brother becomes too proud of himself that he thought about giving a piece of mind to his big brother. Although the big brother was right that the younger brother should study hard and thought for the good of his brother, the younger brother didn't understand it.

Big brother kept his way and the younger brother started participating in extracurricular activities studied little. The first time could have been stroke of luck but the younger brother proved it wrong by scoring the first positions again. Now the little brother was too proud of himself and his big brother was too shocked about what had happened. One day big brother finds the younger brother running after kite as he had gone too careless. This made the elder brother angry. He said the younger brother he can fill the gap of grade but can't erase the gap of five years. He will always remain his big brother and now it is his duty to correct him and lecture him.

In the end of the story, the younger brother realized the importance of his elder brother and both of them run after the kite together. The story shows we must respect elders how intelligent we are.

8.A.4 Terms to Remember:

| | | |
|------------|---|-----------------|
| Venture | : | Dare |
| Strolling | : | walking |
| agility | : | nimbleness |
| figure out | : | to understand |
| scold | : | reprimand |
| prosperous | : | flourishing |
| memorize | : | remember |
| ruin | : | destroy |
| riddle | : | puzzle, mystery |
| soccer | : | football (uk) |

8.A.5 Answers to Check your progress:

Section-I

Answers- true or false

1. True
2. True
3. False
4. True
5. True

Section-II

Answers- true or false

1. True
2. True
3. True
4. True
5. True

Section-III

Answers- true or false

1. False
2. True
3. True
4. True

Section-IV

Answers- true or false

1. True
2. True
3. False

4. True
5. True

8.A.6 Exercises:

Skimming and scanning Questions:

(A) Answer in one word/phrase/sentence each:

1. What is the age of the elder brother?
2. What is the age of the narrator, younger brother?
3. Who is the narrator of the story?
4. What is the age difference between the elder and the younger brother?
5. What was the question his brother always asked?

(B) Rewrite the following sentences by choosing the correct alternatives:

1. The elder brother was only grades higher
(a) three (b) four (c) five (d) six.
2. He was naturally very
(a) hardworking (b) sincere (c) studious (d) calm
3. On several occasions even when there was reason to yell at me he showed
(a) strength (b) vigour (c) patience (d) power
4. Whatever I say, take it to
(a) ears (b) hearts (c) head (d) mind
5. I was running after
(a) dog (b) the kite (c) baby (d) the cat

(C) Answer the following questions in about 3 to 4 sentences each:

1. The beginning of the story, My Elder Brother.
2. The views of the elder brother about education.

3. The ending of the story.
4. Why did the narrator take his brother's word as low?

(D) Write a short notes on the following in 8 to 10 sentences each:

1. The Big Brother
2. Comic situation between the brothers in the story
3. Big brother's treatment to the younger brother
4. Relationship between two brothers
5. The Role of elders in life

8.A.7 Reference for further study:

Munshi, Premchand. (1992) Mansarovar, Bhartiya Granth Niketan, New Delhi.

8.A.8 Writing activity:

Bring out the difference and similarity between you and your brother/ sister with the following points: age, habits, class/standard, different attitude, behavior, interests, aims etc.

B) The Tiger

William Blake

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- 8.B.0 Objectives
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- 8.B.3 Summary
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- 8.B.5 Answer to check you progress
- 8.B.6 Exercises
- 8.B.7 Reference for further study

8.B.0 Objectives :

After studying the present unit you will be able to understand :

- William Blake as a mystic poet.
- The central idea of the poem.
- The unfathomable state of nature.
- Natural objects as on unique entity.
- Sublime powers of nature which are not in control of human beings.

8.B.1 Introduction :

William Blake (1756-1827) was an English poet, painter, printmaker. He was one of the great poets of England. He makes use of imagination vision in his poetry. As a young boy, Blake recalls having a most revealing vision of seeing angels in trees. These mystical visions returned through his life, leaving a profound mark on

his poetry. He could see beyond the ordinary world and glimpsed the light beyond. Some of his famous works are Songs of Innocence (1789) Songs of Experience (1794), The Marriage of Heaven and Hell etc.

The Tiger is a symbolical and one of the famous poems of Blake. The poem is written in accordance with his another poem 'The Lamb'. The tiger is one specimen, poet is appreciating nature, God for the unique creation upon the earth. This uniqueness always surprises the poet and this is what he is trying to understand throughout the poem. It amazes the speaker how can he make the lamb and the tiger of contrasting qualities.

8.B.2 Content :

Tiger! Tiger burning bright,
In the forest of the night;
What immortal hand or eye,
could frame thy fearful symmetry?

In what distant deeps or skies,
Burnt the fire of thine eyes?
On what wings dare he aspire?
What the hand, dare seize the fire?

And what shoulder and what art
could twist the sinews of the heart?
And when thy heart began to beat,
What dread hand? And what dread feet?

What the hammer? What the chain,
In what furnace was thy brain?
What the anvil? What dread grasp,
Dare its deadly terrors clasp!
When the stars threw down their spears
And watered heaven with their tears

Did he smile his work to see?
Did he who made the lamb make thee?

Tiger, Tiger burning bright,
In the forest of the night;
What immortal hand or eye,
Dare frame thy fearful symmetry?

Check your progress :

Rewrite the following sentences by choosing the correct alternatives.

1. What immortal hand or
(a) cry (b) head (c) shy (d) eye
2. On what wings dare he
(a) desire (b) aspire (c) sure (d) five
3. The Tiger is poem
(a) nice (b) symbolical (c) good (d) well-known
4. In what was thy brain?
(a) head (b) state (c) furnace (d) condition

8.B.3 Summary :

It is a meaningful poem. Poet has made use of figures of speech to decorate it. The opening line has repetition. The word Tiger! is repeated and it sets the tone of the poem. Poet is filled with both fear and appreciation. Hence he says which immortal hand framed you. Who crafted you skillfully? The poet is stunned by beauty and scary nature of the tiger. In the next part of the poem he imagines God as a blacksmith who shapes weapons on the anvil and believes in the same way God has shaped 'the Tiger'. Eventually the poet says the tiger and the lamb are the two different animals but how have they been Craften? In this way he celebrates the creation of God.

8.B.4 Terms to Remember.

immortal : ever-lasting, permanent
seize : to hold tightly

| | |
|----------|--|
| thine | : yours |
| aspire | : to have a strong desire |
| dread | : horrible |
| sinews | : muscles |
| distant | : remote |
| symmetry | : harmonious proportions |
| anvil | : an iron block on which smith's metals into shape |

8.B.5 Answer to check you progress

- 1) d) eye 2) b) aspire 3) b) symbolical
4) c) furnace

8.B.6 Exercises :

A) Answer the following questions in about 7 or 8 sentences each.

1. Compare and contrast between 'The Lamb' and 'The Tiger'.
2. Write a detailed note on destruction and creation in the light of the poem.
3. "Nature itself a doctor", explain with reference to the poem.

B) Write short notes on the following in 8 to 10 sentences each.

1. 'The Tiger' as an unique creation.
2. The title of the poem 'The Tiger'.
3. Evaluate the poem critically 'The Tiger'
4. The Tiger as tribute to creation.

8.B.7 Reference for further study.

Blake William. (1958), Showing the Two contrary states of Human Soul, Oxford University, Press, England.

C) A Poet

Chandrakant Patil

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8.C.0 Objectives :

After studying the present unit you will be able to understand:

- The gist of the poem.
- The role of words in poetry.
- Powerful nature of words.
- Destructive energy of words.
- The relation between poet and words.

8.C.1 Introduction :

Chandrakant Nagshrao Patil, popularly known as Chandrakant Patil. He is popular Marathi poet critic and translator. He contributed to short periodicals to bring the generation of past sixty in the main-stream of post-modern Marathi literature. This is his significant contribution and great achievement for post-modern Marathi literature. Being bilingual poet and critic, he writes in Marathi as well as Hindi. He has 'Maharashtra Bharati' award conferred upon by All India Level Maharashtra State Hindi Sahitya Academy in 2012 to his credit.

The present poem has been rendered into English by SantoshKumar Bhoomkar. Poet glorifies the words in this poem. Words are the main tools in the hands of poet. He shows how words are powerful and destructive. That is to say he is singing the glory of the words. Poet without words is meaningless. The relationship between poet and words is close one. The existence of poet depends upon words largely. Hence one should understand word carefully. He talks about their both aspect and emphasizes their importance in creative arts.

8.C.2 Content :

Words are not just sounds
nor mere concepts.
There is a destructive energy
at the core of words
which leaps out
after crashing against other words.

Poets too, like words,
Crash against the dark shadows of others
carrying energy in their hearts.

Words constantly struggle to stay alive
They find their existence
amid the very conflict,
just like poets.

Words can never be
mere concepts or codes.
Like poets they cannot be
without other words,
without relations and nature.

Every word in the poet's brain
keeps expanding
and becomes a gigantic tree
whose roots creep

in the heart
in search of water.

A poem is forest
In the brain of a poet
And in its fresh light he looks for dreams,
a spring
and the lost man.

Check your progress :

● **Rewrite the following sentences by choosing the correct alternatives.**

1. Words are not just
(a) words (b) sounds (c) letters (d) alphabets
2. Words constantly struggle to stay
(a) happy (b) alive (c) joyful (d) good
3. Like poets they cannot be without other words, without relations and
(a) nature (b) man (c) trees (d) birds
4. Every word in the poet's brain keeps
(a) opening (b) expanding (c) widening (d) accessing
5. A poem is a
(a) words (b) sounds (c) forest (d) joy

8.C.3 Summary:

Poet talks about scope of words. They both can be creative and destructive as well. Words should not be explained according to words but they should be explained with reference to nature, society, civilization. Until and unless we take into account all these things words cannot be meant. Hence poet says words are not just sounds. They can create and they can destroy when crash against other words that is to say when they come with other words. Poet observes the similarity between word and poet. But for poets words are energy, which they carry in their hearts. As poets struggle to exist so also words too struggle to exist amid the conflict. Man is social animal likewise words are also not able to live individually. They have to be taken into account with other words. Words in the mind of poet go on expanding and they

become larger. Words have different shades of meaning. Therefore poem is a first, in this forest poet searches his dreams, spring and man. Poetry is the tool in the hands of poet. While talking about words it is said that,

"Man is known by the words he speaks and the company keeps."

8.C.4 Terms to Remember:

| | | |
|-------------|---|-------------------------|
| destructive | : | devastating, destroying |
| care | : | centre of an object |
| amid | : | among |
| gigantic | : | so large, big, huge |
| creep | : | crawl |
| crash | : | smash |
| mere | : | only |

8.C.5 Answer to check you progress:

- | | | |
|-----------------|--------------|--------------|
| 1) b) sounds | 2) b) alive | 3) a) nature |
| 4) b) expanding | 5) c) forest | |

8.C.6 Exercises:

A) Answer the following questions into 100 to 120 words each.

- 1) Critically analyze the poem 'A poet'.
- 2) Words are creative and destructive as well. Why does the poet say so?
- 3) What is significance of words in the poetic language?

B) Write short notes on the following in 8 to 10 sentences each.

1. Words as tools of the poet
2. Creative and destructive power of words
3. Relationship between poet and words

