

## Unit-1

### Describing Objects/People/Places

---

#### CONTENTS

- 1.0 Objectives
- 1.1 Introduction
- 1.2 Content
  - 1.2.1 Sub-Content I (Describing Objects)  
(Self-check Exercises I)
  - 1.2.2 Sub-Content II (Describing Persons)  
(Self-check Exercises II)
  - 1.2.3 Sub-Content III (Describing Places)  
(Self-Check Exercises III)
- 1.3 Key to Self-check exercises
- 1.4 Summary
- 1.5 Exercises
- 1.6 Field Work
- 1.7 Further Reading

#### 1.0 Objectives:

After studying and working with this unit, you will be able to:

- describe, using English, familiar objects of day-to-day use
- describe in English persons writing about their physical features, age, dress, what they do, etc.
- describe places such as markets, temples, their location, historical, religious, artistic significance, etc.

- use descriptive phrases, structures of sentences in English
- use tenses and verb phrases appropriate for describing.

## 1.1 Introduction:

It is necessary for students to learn how to use English for describing places, people and objects, etc. They have to equip themselves with the knowledge and use of English structures and vocabulary to be able to meet the requirement of the job-market, after their graduation. They may take up a job of a salesman, tourist guide, or they may even like to take up journalism as their career. Whatever field they choose, they will need English for their efficient functioning in that field. This unit and the following ones also have been written with this objective in mind.

## 1.2 Content

### 1.2.1 Sub-Content I: Describing Objects:

#### I Describing Objects:

When you wish to describe anything, you must have an eye for the detail. You must be a good observer. Suppose you were going for a walk. There was a middle-aged man struggling up the road on his bicycle. Suddenly, a car came at a great speed, its horn screaming, and its fender struck the cyclist. The bike and the man fell down. The car did not stop. There was an enquiry. The police inspector asked you:

The Inspector : Can you identify the car?

You : It was a big car. I think it was a Tata Sumo.

The Inspector : Are you sure? What was its colour?

You : Yes. It was a Sumo. And it was olive green.

The Inspector : Can you remember the number of the car?

You : No, I am sorry. It happened so quickly. I was looking at the cyclist who fell down.

The Inspector : Couldn't you at least see if the car was from this state or from outside?

You : Well, the first letters were definitely MH 12 or something.  
Quite certainly MH.

The Inspector : Well, thank you.

You can see how details are very important. The inspector can now concentrate on a Sumo car or cars registered in Maharashtra. The search can, thus, be restricted to those cars only.

Note the pattern of descriptive sentences:

It was -----

The car was -----

The first letters were -----

Some people have a habit of noticing details and they remember them. There are a number of things in our house, in the hall, in the kitchen, in the bedroom, etc. But, if you are asked to describe the things in the kitchen or the hall or your own room, will you be able to describe them? Here is the picture of a kitchen. There are a number of things and gadgets in the kitchen.

[The Picture of a Kitchen]



This is a kitchen platform. Above it, there is a small cupboard in which there are kettle and pans. On the platform, there is a gas-stove as well as a microwave unit. Near the microwave, there is a sink with water-taps. Below the kitchen platform, there are a number of cupboards to keep big and small dishes, pots, etc.

## 2

There is also a waste-bin at the right hand side of the platform.

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:

above the platform, on the platform, near the microwave,  
below the kitchen platform, etc.

In every kitchen, there is an oven for baking things. Read the description of an oven given here:

OVEN:

Oven is a device for baking, grilling, heating, etc. It is an electric device. It has a see-through glass door to view the food being cooked. There are stainless steel black heating elements at the top and the bottom of the oven. They are controlled by a thermostat to provide uniform temperature inside the oven. We can see these through the glass door. There is a wire grill inside the oven. The glass door is a drop-down front door, which gives you easy access to the interior of the oven. On the top right hand side, there is a black knob for temperature control. Below that there is a heater selection knob. There are heater indication lights also. It is a very useful device in the kitchen. We can use it for toasting bread. It can grill the sandwiches for us. It can also be used to fry groundnuts, etc.

Note how the oven is described here. We started with:

1. what kind of a device it is.
2. then we described its parts such as see-through glass door, etc.
3. then we noted how useful it is.

We made use of the structures like : The oven is / has, It is / has, There is / are. They are controlled (by) ----, etc. In the description of an object, we use simple

present tense. If we are talking about the things in the past, we can use simple past tense. But in any case we describe the appearance, the parts, function and usefulness of the object we are describing.

Here is a task for you to try your hand at describing things:

TASK 1:

(The Picture of a Fridge)



- 1) Describe the fridge in the picture given above.
- 2) Describe your Cell-Phone.

### 1.2.2 Sub-Content II

#### II Describing Persons:

Read the following very short descriptions of persons and the descriptive phrases, adjectives, etc.

1. Geeta Kulkarni is twenty two years old. She is very short 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. Mahendra is twenty five years old. He is a thin man. He has wheatish complexion and a small moustache.
3. Ratna is a fifteen year old girl. She is dark skinned, and has a broad face and very long hair always in a plait.

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:

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,

These are all adjectives. Fat, overweight and famished and thin have unfavourable meaning. We mean to criticize the person we are describing. But, plump and slim are favourable in their meaning. For example, 'She is slim and looks pretty.' 'Well-built' is favourable 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 colour. 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 clean-shaven.

**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-humoured, businesslike, etc.

Then you can describe the clothes a person puts on:

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.

**Zakir Khan:**

Zakir Khan is twenty four years old. He is over six feet tall and has a muscular physique. He has light brown eyes and straight black hair which is perpetually flopped on his forehead. Zakir Khan is an actor by profession. In fact he is one of the superstars of the silver screen. He lives in a plush five bedroom penthouse in suburban Mumbai along with his three servants. He belongs to Haryana, where his parents and siblings still live. They come and stay with him sometime. Though Zakir Khan is very fond of eating, he makes sure he eats the right food and in reasonable quantities since he wants to maintain his weight. He has a gym in his Penthouse where he works out with his personal trainer for two hours everyday. The rest of the day is spent in shootings which sometimes wind up quite late at night. After that he often goes out with friends to restaurants till the wee hours of the morning. He has four cars including an open sports car and huge collection of dark glasses and designer watches. Zakir Khan is vain about his looks and arrogant about his superstar status. He is very confident about his acting abilities and thinks it will be a matter of time before he is offered a Hollywood film.

Now note the details of Zakir Khan's personality:

Personal details    his age, height, physique, colour of eyes, hair

His profession	actor of superstar status
His residence	a plush five- bed- room Penthouse
His family	parents and sibling in Haryana
His eating habits	right kind of food with reasonable quantities
His daily routine	physical exercise for two hours, then shooting for films, spending time with friends at restaurants till late at night.
His personal collections:	four cars, collection of glasses and designer watches
His nature	arrogant and ambitious.

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.

Here is another small passage of an ordinary but a very responsible young man:

Twenty year old Sanjay Chavan is a milkman by profession. He works at a small milk booth in a colony in South Mumbai. He is a very pleasant looking young man of medium height and regular features. His bright smile reveals his amicable and sunny disposition. Sanjay lives with his mother and three younger siblings in a small room. He is a very responsible and hardworking young man as he realizes that his family is dependent on him. Sanjay does not really enjoy his work of delivering milk and collecting money. He had to leave school after his 9<sup>th</sup> class when his father passed away. He has taken a small loan and joined a computer class in the evenings. Sanjay hopes that he will get a good job once he completes his computer course.

Note the details about Sanjay:

His age, his profession, his personality, his residence  
his family and his responsibility, his modest ambition,  
his aim of life.

Note that the descriptive passages here are all written using simple present tense.

## Task II

- 1) Make a list of the verb phrases from the passage on Zahir Khan. Use these verb phrases in your own sentences to describe a person familiar to you.

- 2) Write short descriptive passage about:
- a) your favourite teacher, b) a bus conductor

### 1.2.3 Sub-Content III:

#### III) Describing Places:

When 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, its 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 Matheran, a hill station in Maharashtra:

#### **Matheran:**

Matheran is a hill station in the district of Raigad. It is situated at the height of 800 meters in the hill ranges of Sahyadri mountain. This beautiful place was discovered in 1850 by the Governor of Bombay (now Mumbai), Lord Elphinston. This is a very peaceful and pleasant hill station, where cars are not allowed. It is a heaven for those who love nature. You see hills covered with green grass. There is a meter-gauge train running from the railway station Neral, which slowly winds up its way to Matheran. It's a wonderful experience to travel by this train.

Note the structures in this descriptive passage. The sentences are all in the present tense. And you come across structures like:

There is -----, there are-----, this is-----, it is -----

You see -----, you come across, and so on.

And there are descriptive noun phrases such as :

the hill ranges of the Sahyadri Mountain, very peaceful and pleasant hill station, a heaven for those who love nature, a meter-gauge train, 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 45°C. 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 23° 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 3:**

- 1) Describe, giving necessary details, the following locations visited by you:

A temple in your township

A vegetable market in your township

-----

**1.3 Key to Self-Check Exercises:****I Self-Check I: Answers:**

- 1) Description of a Fridge:

A fridge is a very useful device in the kitchen of every house. It is very useful to store fruits, vegetables, pickles and jams, milk, etc. We can use it to keep some special medicines in it. There are four compartments inside the fridge, and a shelf inside its door. The uppermost compartment is the freezer in which we can keep a tray for ice-cubes, and in the space by its side, we can keep ice-cream cups, etc. In the two slots below we can store eatables, fruits, jam bottles, pickles, etc. The last one is a bigger well, in which we can keep vegetables. We can use fridge for making ice-cream at home, putting the ice-cream maker in the freezer.

- 2) A Cell-Phone:

My cell-phone is the latest Nokia model, which is not only a phone, but also a device for storing all essential information, a telephone directory, financial transactions, addresses, etc. I can use it for sending and receiving messages. My cell phone provides immense entertainment to me. I have stored in it all my favourite songs. It has a powerful camera in it, and a device to attach it to my computer. I use my cell-phone to keep record of my financial transactions, bank-account numbers, and all essential information, such as my C.V., postal addresses, etc. My cell-phone is constantly with me, wherever I go. There is a device in it to remind me of my appointments, train timings, etc.

**Key to Self-check Exercises II**

- 1) Verb Phrases from the passage on Zahir Khan and their use in sentences:

a) My friend is a singer. He has his own piano. He stays in a hostel.

- b) I have another friend who lives in our own housing society. We eat our lunch together at the college canteen. We make it sure to catch the same bus.
  - c) If you want to be a sportsperson, you must maintain your health. You ought to work out in a gym every day, and spend time practising your favourite sport.
  - d) I wind up my work at 6 p.m. and go out for a walk. I think a long walk to the hill-side in the evening freshens up my mind.
- 2) My Favourite Teacher: Damle Guruji was my favourite teacher at school. He used to teach us English. He could make learning grammar also a very enjoyable class. He used to tell us interesting jokes while teaching. He was sympathetic and quite helpful when we made any mistakes. Damle Guruji was always dressed in a simple manner. He must be about thirty years old. He was slim, and about five feet and seven inches tall. He had fair complexion, and he sported a thin moustache. He used to smile quite a lot while teaching. I hardly remember him to be angry. He made us speak English, read aloud in the class and we were never afraid of answering questions in his class. Damle Guruji used to play harmonium very well. In our annual gathering, he used to play and sing also. He was really a wonderful person.
- 3) The Bus Conductor I would never forget. : Our college is about two kilometers away from our city. We have to go to college by a city bus. At 8 o'clock every morning, the buses are mostly crowded. The conductor of our bus was almost always one Mr. Lokhande, and he was the most popular among all the students traveling by the bus. He looked like Raj Kapoor. He had very fair complexion, and he used to be always smiling. He never lost his temper with the passengers. He was very polite with the senior citizens and used to help them.

**Key to Self-Check Exercise III:**

1) A Temple: Ours is a small village on the bank of the river Krishna. The river Krishna and the temple outside the village, on the bank of the river are our most attractive places. The temple is very old one. It is said that it was built about five hundred years ago. It is a stone temple and it has beautiful natural surrounding. It is the temple of Lord Shiva. There are massive stone pillars as we enter the temple. The floor is also of black stone and very cool. There are massive stone windows, which

allow the rays of the sun to light the hall of the temple. There are steps to get down to the Shiva Lingam in the sanctorum. Inside, it is rather dark, but there is an oil lamp burning in it. There is a priest, who lives nearby, and looks after the temple. Every Monday, people of the village gather at the temple, performing Puja. On the day of Mahashivaratri, there is a huge gathering at the temple. People of the village, old and young, come to the temple every morning and evening. It is a favourite place for all.

2) A Vegetable Market: A vegetable market in our city is a very crowded place in the morning as well as in the evening, every day.. It is at the centre of the city, and it is the one place that is properly planned by the civic authorities. There are two main sections of the market, one for the fruit vendors and the other for the vegetable vendors. There is also a small section enclosed by walls, where there is mutton and fish market. There are stone platforms, for the vendors, and each vendor's place is properly demarked.. Since the neighbouring villages bring fresh vegetables to this market, it is a very popular place for the house-wives. There are fruit stalls in the other part. The fruits in this market are mostly ordered wholesale from the city vendors from Pune and Mumbai. :

## 1.4 Summary

This passage presents short pieces of description of objects, people and places, showing structures useful for writing descriptions of familiar things, people and places. The unit introduces structures and vocabulary useful for writing descriptions of things familiar to the students. The unit is interspersed with tasks for the students to practice writing. Model answers of these tasks are provided for them to check their own answers and make corrections where necessary.

## 1.5 Exercises

I Describe the following objects:

- a) The Computer Screen and the icons on it and their functions.
- b) The Pressure Cooker
- c) An Electric Iron.

II Write short descriptive passage about:

- a) a sports person you like
- b) a film personality,

c) Your uncle or the neighbour.

III Describe giving necessary details, the following locations visited by you:

a) a shopping mall, or a Gym or a Recreation Centre in your town.

b) a hill station (like Mahabaleshwar)

c) a protected forest area visited by you

## 1.6 Field work

From the English newspapers such as the Times of India, Indian Express, etc. collect the advertisements describing gadgets such as electronic goods, kitchen wares, etc. and study the way their parts and functions are described.

Similarly, note the passages of description of places from the travel literature from the tourist companies.





## **Unit-2**

### **Describing a Daily Routine (Present and Past)**

---

#### **CONTENTS**

#### 2.0 Objectives

#### 2.1 Introduction

#### 2.2 Content

##### 2.2.1 Sub-Content I (Describing Objects)

(Self-check Exercises I)

##### 2.2.2 Sub-Content II (Describing Persons)

(Self-check Exercises II)

#### 2.3 Key to Self-check exercises

#### 2.4 Summary

#### 2.5 Exercises

#### 2.6 Field Work

#### 2.7 Further Reading

### **1.0 Objectives:**

After reading this unit-

- You get ideas about daily routine, practices in one's life.
- You get encouraged to talk about yourself and talk about others in respect of daily routines.
- You can acquire the knowledge of using present and past tenses to describe daily routine.
- You can apply the knowledge given here to other similar situations.

## **2.1 Introduction:**

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.

## **2.2 Content:**

### **2.2.1 Your Daily Routine:**

1. Read the following short conversations:

- : When do you normally get up?
- : I have to get up at six as I have a morning college. Of course, on Sundays I get up a little late.
  
- : When does your college start?
- : It starts at eight, and it's over by 11-30.
  
- : When do you have your breakfast?
- : I've my breakfast at about seven thirty. 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, Rakesh, 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?

### Self-Check Exercise I

- a) Ask each other questions about the daily routine life. Write down your questions and the answers you get. Your questions will start with:

When do you .....?

Where do you .....?

What do you .....? Etc.

- b) Write a paragraph about your own daily routine and read it aloud in the class. (Loud reading is essential for you to practise spoken English.)

- c) Prepare questionnaire for your classmates, and ask them to fill it up.

Name ----- Class -----

When do you -----

- |                          |       |
|--------------------------|-------|
| 1. get up in the morning | ----- |
| 2. have breakfast        | ----- |
| 3. leave for college     | ----- |
| 4. have lunch            | ----- |
| 5. do homework           | ----- |
| 6. go to play            | ----- |

7. read newspaper -----
8. watch TV -----
9. have dinner -----
10. go to bed -----

Besides, what do you do when you have no lecture? Do you ever go to the college library? What do you read there?

Now write a paragraph of the daily routine of your classmate. You can start with :

Raju gets up at -----

### **2.2.2 Daily Routine of an office employee:**

#### **II Now let us read what the daily routine is of an office-employee:**

Himanshu leads a very disciplined life. He usually gets up at 5 in the morning every day and goes for a jog in the park near his house. He has bath at 7 followed by prayers in the Puja room. At eight, he has his breakfast. By 8.30, he leaves the house for his office. His office is far away. He normally takes a bus to the railway station and then catches a local train. He reaches office at 10 o'clock. He works till 1 o'clock, when he takes a lunch break. He is back at his desk at 1.45, and works till 6 p.m. He has his dinner with his family, at 9. After that he sometimes watches TV with his family or reads something interesting, and goes to bed at 11.

#### **Task 2:**

1. a) Make a list of:
  - i) prepositional phrases of time and place in this passage.
  - ii) verbs phrases used in this passage.
  - iii) the expressions like 'usually', and make use of these in your own sentences.
- b) What do you do at weekends? Write a few sentences about how you spend your weekend.
- c) Write Himanshu's daily routine making use of past tense.

2. Write about 8 to 10 lines describing daily routine of the following persons with the help of the points given:

a) a milk-vendor

When does his day start? His vehicle? How many houses does he go to? Difficulties he faces ? How does he keep the accounts of his customers? His behaviour? How does he talk to people, his relationship with the customers. Any points about his personality.

b) a maid-servant (in your house or in the neighbour's)

Her name. What kind of work does she do? For how many families does she work? When does her day start? How many children does she have? Why does she work? What do you feel about her as a person?

### 2.2.3 Daily Routine in the Past:

#### II Past Practices:

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 passages. Here also we can talk about past practices. Read the following short passages:

- 1) 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.

1. In Belgium, people used to come to the village called 'Spa' at the seashore for taking medicinal bath. People used to go to Belgium in the ancient Roman period for this medicinal bath. People who suffered from skin diseases used to Visit the spas. People used to stay at these places for a few days. They were made to sleep in the waters of the spa for ten to fifteen hours. The layers of their skin used to come out and new skin used to take its place. Then they were allowed to go.

These small passages describe past practices. They were 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,

people used to go to ---, they used to visit the Spas ----  
used to stay ----- used to come out -----, etc.

The expression 'used to + Verb' is used to talk about past practices or routines.

### **Self-Check Exercise II**

- a) 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.
- b) You are in the college now. Describe your routine when you were in school, in the 6<sup>th</sup> or 7<sup>th</sup> standard. Write about your school timings, the games you played, your teachers, etc. Use past tense and also 'used to+ Verb' phrase where necessary.

### **2.3 Key to Self-Check Exercise:**

#### **Answers to Self-Check Exercises I:**

- a) You can ask questions like: When do you get up?, Where do you go for your Maths' class? What do you do after coming from college? Which programme

on TV do you like? When do you watch TV? When do you go out for playing? When do you study? How do you spend your Sunday?

- b) This is an exercise for you to complete. It is about your own daily routine. Read the questions given above. There can be more such questions. Write answers to them, and you will have a good paragraph about your own daily routine. It will also make you think about yourself, how do you spend your time, if you are wasting it, etc.
- c) This questionnaire is a very simple exercise. Ask these questions to your friends and write a paragraph about their routine. You can have a very interesting practice of writing in English.

### **Answers to Self-Check Exercises II**

- 1) a) Prepositional phrases of time: at 5 in the morning, at 7, at eight, by 8.30, at 10 o'clock, till 1 o'clock, at 1.45, till 6 p.m., at 9, at 11.
- b) Prepositional phrases of place: in the park, near his house, in the Puja room, for his office, to the railway station, back at his desk,
- c) verb phrases : leads, gets up, goes for a jog, has bath, leaves, takes (a bus), catches (a train), reaches (office), works, takes (lunch), works (till 6), watches (TV), reads, goes to bed.
- d) Expressions (adverbials): usually, normally, sometimes

You can make use of these expressions to describe your own daily routine. You have the model of Himanshu's daily routine given above.

- 1 a) The routine of a milk-vendor:

Raju is a milk-vendor. His day starts at 5 in the morning. He has to milk the buffaloes, fill the cans of milk and load them in his small van. He starts distributing milk at about 6 in the morning. He goes from house to house. He has to collect bills also. He has to go to about 25 houses in different lanes of the city. He has given a card to each of his customers. He enters the amount of milk given to each customer. At the end of the month, he calculates their bills and collects the money. He faces great difficulties in the summer season, when there is shortage of milk. He is very polite to his customers. Raju is also studying externally for his university examination.

Now write a paragraph about a maid- servant in your house. Make use of simple present tense.

## **2.4 Summary:**

This unit describes daily routine of people like an office employee, a milk-vender, etc. It can be a routine life of people in the present or in the past also. For example, we talk about our past experiences, the days spent by us in different places. The point of these passages is that our students are often confused with the use of tenses while talking about the things in the past and the present. The present and the past routine as well as practices need the use of simple and continuous present tense, while talking about the past requires the use of simple past and past continuous tense. The contrast between their use can be highlighted in these units. Similarly, this unit can encourage students to talk about themselves and others, the way they and others live.

## **2.5 Exercise:**

- a) Ask your Dad and your Mother what their routine life was like when they were in school or college. And write a passage using past tense.
- b) You are in the college now. Describe your routine when you were in school, in the 6<sup>th</sup> or 7<sup>th</sup> standard. Write about your school timings, the games you played, your teachers, etc. Use past tense and also the expressions like 'used to + verb' where necessary.
- c) Write a passage describing the routine of each one of the following:
  - i) a school teacher, ii) a postman iii) a salesman

## **2.6 Field Work:**

Interview a newspaper boy who drops newspaper at your door daily, and write about his daily routine. Read biographies of famous people and note how they describe their days at school.





## Unit-3

### Narration

(What is happening how/What happened before)

---

#### CONTENTS

- 3.0 Objectives
- 3.1 Introduction
- 3.2 Presentation of Subject matter
  - 3.2.1 Section – 1  
Check your progress
  - 3.2.2 Section – 2  
Check your progress
  - 3.2.3 Section – 3  
Check your progress
- 3.3 Summary
- 3.4 Terms to Remember
- 3.5 Answers to Check your progress
- 3.6 Exercise
- 3.7 Reference for further Study

#### 3.0 Objective

In this unit you are going to learn

- how to narrate or talk about your own experiences.
- how to talk about past events and experiences.
- how to make distinction between taking or narrating about events taking place in the present and those in the past.
- about the use of past tense and some useful linguistic expressions.
- How to narrate past incidents, reposts making use of appropriate grammar and vocabulary.

### **3.1 Introduction**

After Studying unit No.1, you have acquired the skill of describing objects/ Places/ People and daily routine. You could realize that you have to make use of the present tense. In this unit 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.

### **3.2 Presentation of Subject Matter**

#### **3.2.1 Section-I Talking about past Experiences.**

##### **Text**

In this unit you are going to learn how to narrate or talk about your own experiences. Narrating is a skill which you need in your social as well as professional life. You should be able to tell or write effectively what happened and make a good impression on your audience. If you are working in a factory or a big business house, you may come across such occasions. Very few people have wit enough to tell effectively what happened and how.

In the earlier unit you studied skills like describing and talking about your daily routine, where you mainly used simple present in narrating your experiences, you will have to use past tense because you have to say or write about what happened. When you are employed in the corporate world, you need English for reporting what happened. This might strike simple to you, but when you actually sit down to write, you realize how difficult it is to talk or write about even simple incidents that took place.

Would you like to be a writer or a freelance news reporter? You must acquire the skill of narrating effectively. Your narrative skill can contribute greatly to the development of your leadership quality. Your narrative skill can be immensely useful to you in any job in the private or public world. People write about their past experiences, you talk to your friends about what happened in your life once. Narrating, telling what and how something happened is an urge people feel because they would like to share their experiences with others.

### **Task-1 Check your progress**

- 1) What is narration?
- 2) Where can you use the skill of narration?
- 3) Which tense is used to narrate past events?
- 4) Which tense is mainly used to describe and talk about your daily routine?
- 5) Which language do you need for reporting what happened when you are employed in the corporate world?
- 6) Why do people narrate & tell what and how something happened?

### **3.2.2 Section-2 : Talking about past Experiences:**

#### **Text 2**

#### **Study the following small passage of narration:**

1. Rahul, a five year old son of my friend, climbed into the car and started it. The car rolled away down the road. The boy was frightened and started shouting. His dad came running and managed to stop the car.
2. Our little Mini left the tap in the bathroom open. By the time her mother came back from her driving lesson, the whole house was flooded, and the carpet was ruined.
3. I was crossing the road to buy a newspaper. Suddenly, a car came from the wrong direction. The driver tried to avoid me, and the car struck the divider. The car turned upside down. Luckily, no one was hurt. It was a narrow escape for me. I shudder to think of it even now.

If you observe the verb phrases in the above small passages, you will notice that they are all in the past tense. But the last sentence that is No. 3 is in the present tense. 'Shudder' is the verb in the simple present tense. The speaker is telling us of his present feeling and so the simple present is used to express it. As far as past tense is concerned different forms of verbs in the past tense are used. There are verbs like 'was' and 'were'. They are the past forms of 'to be'. There are regular past tense verbs which take 'ed' as a suffix—climbed, started, rolled, frightened, managed, flooded, ruined, tried, turned. There are also some irregular forms of the verb in the past – such as 'came' struck & left. 'Was crossing', is in the past continuous tense.

Read the following narration by Mr. Patil, who himself was in the car.

- A) Our car was in the left slow lane at a normal speed. About 10 kms after the toll plaza, we saw a truck breaking the road divider and heading towards us. Abhyankar Screamed, “Look, what he is doing.” Before he could stop or do anything else the truck crashed into our car. No one stopped on seeing the accident. The ambulance reached the spot after twenty minutes and took us to a hospital.

Here is another small passage of narration about a different event:

Debating competitions :

- B) Thirty six students from 18 colleges participated in the competition. There were four rounds of debating and an *elimination* round of *impromptu* speeches. For the latter round, students were given a topic and fifteen minutes of preparation time. The teams were selected for the finals. The topic was “Cell- Phone should be banned in schools and colleges.” It was a tough competition. Both the teams won great applause from the audience. The result was declared after half an hour and Vidya Vihar team won the trophy, but Sham muzumdar of National School won the first price

Besides consideration of tense, in the narration of past events, we have to study the prepositional phrases which can indicate time, place and manner of action or state.

See the following prepositional phrases from

- A) In the left slow lane – Place  
At a normal speed – Motion  
About 10 kms – Distance  
After the toll plaza - Time  
Towards us – Direction  
Into our car – Place  
After twenty minutes – Time  
To a hospital – Direction / Place

- B) Form 18 Colleges – Number  
In the Competition – Place  
For the latter round – Purpose, destination  
For the finals – Goal  
From the audience – Direction / Source  
After half an hour – Time

Now here is something for you to do:

### **Task 2**

- A) Suppose you are the reporter of a newspaper. How will you narrate the incident of the accident at (A) above? Start as given below: C) Suppose you were one of the Vidya Vihar team participating in the competition. Narrate what happened at the competition in your own words. Start your narration as suggested below.

Our college took part in the .....I

Was one of the .....

### **3.2.3 Section 3 Narrating a Personal Experience**

#### **Text III**

**Read the following two very interesting passages telling a real life experience :**

- A) One evening my wife and I were reading in bed. Our five year old daughter appeared at the door. She was upset. “Honey What’s wrong?” we asked. “I am afraid”, she said. She explained that her two year old little brother was asleep on the couch and it was dark. She and her little brother were very afraid of the dark. We tried to assure her it was okay. She left and didn’t say a word. We didn’t think too much about it and went back to our reading. Ten or fifteen minutes must have passed by. It was very quiet. My wife decided to check on our little girl to make sure she was okay. She could not find her upstairs. So she decided to check downstairs. As she come down the stairs, she saw something she would never forget. In that dark little room were two little bodies lying on the couch One was our little boy, who was asleep. The other was our little girl, also asleep, and by his side laying her hand over him. As she got closer, she noticed our

daughter had been crying. She had been protecting her little brother. She was able to overcome her fear because she cared so much. Great leaders care more about those they lead than themselves. Because they care they lead like it.

### Task 3

- A) Here are some titles suggested for the passage given above which title do you think is suitable? Give your reasons.
- B) Suppose the five year old girl is telling the experience given above. How will she narrate it?

Here is another small passage narrating a personal experience:

This is what happened to thirty year old Pam Holliday. Six months ago Pam had a bad car accident and she lost part of her long term and short term memory. When she woke up, Pam wanted to see her parents, but both her parents had died several years before. In fact the last fifteen years had completely disappeared from Pam's memory. She didn't recognize her husband or her bedside. The last thing Pam could remember was working in a hotel as a waitress when she was just 23 years old. When she saw herself in the mirror she was horrified. She looked very old. She could not accept what had happened.

### Task 4

- A) Rewrite the above passage from the point of view of Pam Holliday. Make necessary changes and give this passage a suitable title
- B) Narrate the following making use of the points given.
  - i) Playing cricket ----- College playground ----- batsman hit a sixer---- the ball lost---- everyone looking for it----- a thick cluster of plants---- a shout ----- a snake, a snake---- no one dared ----- Mr. J. a lecturer in Biology ----- the snake caught ----- to the lab.
  - ii) A friend of mine and me,----- on a motor bike---- Konkan coastal area---- getting dark---- only a little petrol----- no petrol pump around---- decided to camp somewhere ----put up the tent on the coast ---- asleep ----- suddenly woke up----- the tent floating----- high tide ---- panicked---- quickly packed----- water getting deep ---- found the bikes---- escaped.

### 3.3 Summary

Narration is one of the devices or methods of communication. It is an important Communication skill. Narration means telling what is happening now or what happened before. One is required to talk about past events and experiences. One has to write about reports of experiments, newspaper reports, general reports of occurrences. To give an account (information) of the events in the past the reports writer has to make use of past tense. If he is narrating an incident which is taking place when he is talking he has to use the present tense. The speaker or the writer of narration should have the knowledge of first person narration, and third person narration. Change of pronouns is part of narration. One should use he, him, his, she, her, they, them, their, it quite appropriately. One can make use of narration to tell personal experiences, one can use it in social and professional life. When one is employed in a corporate world one has to make use of narration. Narration can be done from the point of view of different persons. So knowledge of point of view is a must in this skill. Besides these points, students should study adverbial phrases of time, place and manner which are often used in narration.

### 3.4 Terms to Remember

**Narration** – telling of a story, event, report in the past, present

**Corporate world** – world of companies, relating to companies.

**Impromptu Speeches** – not planned or prepared, spontaneous

**Applause** – indicating approval, joy, admiration by applauding.

**Point of view** – narration of events, experience through a person, his view

**Adverb phrases** – phrases indicating time, place and manner of action.

### 3.5 Answers to the Tasks

#### Task-1

- 1) Narration is telling or writing about events in the present or past.
- 2) We can use narration to narrate our experiences, events, reports in personal, social and professional life and world.
- 3) Past tense is used to narrate past events.

- 4) To narrate, to describe and talk about our daily routine present tense is used mostly.
- 5) You need English for reporting what happened when you are employed in the corporate world.
- 6) People narrate their experiences, past events and reports.

### **Task-2**

#### **A) Two Persons figured in Road Accident (PTI News)**

##### **Satara:**

Two persons were seriously injured in an accident that took place on Friday 19 July 2013. Two persons were travelling in Nano car from Pune to Kolhapur. A truck breaking the road divider headed towards the Nano car which was in the left slow lane at a normal speed. Abhyankar and his companion one Mr. Ashoke Davkate were in their Nano car. The accident took place at Umbraj where there is curve near the entry point of the place. The truck driver left his truck and ran away. He had lost control over his Van. The injured person appealed for the help. But nobody stopped to help them. Some unidentified person informed the police and so the police rushed to the spot of the accident after twenty minutes and the injured persons were taken to the Govt. Hospital in Satara. The police are making further inquiry.

C) Our College namely Arts, Commerce and Science, College Satara took part in Debating competition arranged by C.S. College, Satara. The name of our team was Vidya Vihar team. I was one of the participants in the competition. In all thirty six students from 18 Schools Colleges participated in the competitions. There were four rounds of debating and an elimination round of impromptu speeches. For the latter round, students were given a topic and fifteen minutes of preparation time. Out of all the teams participating in the competition, two teams were selected for the finals. Vidya Vihar team of my college was one of them. The topic for impromptu speech was “Cell-phones should be banned in schools and Colleges.” I spoke against the theme given above. Student community attending as the audience cheered me very much. I spoke why cell- phone should not be banned in schools and colleges. It was a tough competition. The result was declared after half an hour; and Vidya Vihar team won the trophy, but Sham Muzumdar of National School won the first prize.



### **Task 3**

#### **A) A Promising Leader -**

This title is suitable for the above passage. The girl was afraid of the dark. Her bedroom was filled with darkness. She was worried about her little brother. She overcame her fear by thinking about the safety of her brother. She cared more for her brother than herself. It was a responsibility placed on her by the situation. Like great leaders she cared more about those they lead than themselves. At such a young age she could bear the responsibility of protecting and leading for brother. It showed that he had bright future as a leader.

**B)** I and my younger brother were sleeping in one room. My parents were in their bedroom reading something. I could not sleep because my room was filled with darkness. I was afraid of ghosts and spirit and what not. So I approached my mother and father. I told them I could not sleep. I was frightened. They realized that I was upset. But they told me that I need not be afraid of anything as they were there and awake for many hours. In spite of my parents assurance I could not go to sleep. So I asked my brother to go downstairs with me. We entered in a room downstairs. In that dark little room we lay on the couch. As we came in this room, I began to cry. But I thought it was my moral duty to protect my younger brother. So I put one hand on his body and began to cry. In course of time I was able to overcome my fear because I cared so much for my brother. The feeling of fear disappeared from my mind.

### **Task 4**

#### **A) Rewrite the above passage from the point of view of Pam Halliday. Make necessary changes. And give this passage a suitable title.**

##### **Title : Loss of Memory**

I am Pam Halliday. I am thirty eight years old. I met with an accident. Six months ago I had a bad car accident. I lost part of my long term and short term memory. I was told I had become unconscious when I met with the accident. When I became conscious I was given some medicines to go to sleep. When I woke up, I wanted to see my parents. But both of my parents had died several years before. In fact the last fifteen years had completely disappeared from my memory. I could not recognize my husband or my two teen-age daughters who rushed my bedside. The last thing I could remember was working in a hotel as a waitress when I was just 23

years old. When I saw myself in the mirror, I was horrified. I looked very old. I could not accept what had happened.

**B) Narrate the following make use of the points given:**

It was the time of four o'clock in the evening. We were playing cricket on the college playground. Our team was doing the practice after the selection to represent our college in the zonal matches to be organized by D.G. College, Satara to play for the tournaments. One of our players hit a sixer. The batsman appeared to be very happy. We were clapping with hands. One player went to fetch the ball. He could not get the ball. He thought the ball was lost. So all the players went to search for the ball. We were looking for the ball in the bushes and the grass. My friend Vittal Patil entered a thick cluster of plants to see for the lost ball. He saw the plants making movement and shaking. He looked closely and he immediately got startled and shouted "A Shake ! A Shake !". We rushed to the spot and to our surprise it appeared to be a very long and big shake. No one dared to go further and search for the lost ball. So one of our friend suggested why not inform our Zoology professor who was expert in catching the shakes. So we contacted Mr. J, the Zoology professor in our College. Our professor rushed to the spot within five minutes along with a long jar. He caught the shake from behind and put it in the jar. He gave us information about the shake that he caught. He told us its species and features. He took the jar with him to put it in the Biology Lab of our College.

ii) It was Sunday. A friend of mine and me decided to go on a two day tour in Konkan coastal area. We traveled from morning till evening. Now it was getting dark. To our surprise, we realized that there was not sufficient petrol in our motor bike. There was only a little petrol. To make the matters worse there was no petrol pump around. So we decided to camp somewhere near coast on a dry place. We put up the tent on the coast. We were asleep. But after sometime in dark high we wake up to feel cold. We thought we were in water. We realized that our tent was floating in the water. I come to know that it was the result of high tide. We were panic stricken. We immediately packed the tent and the bedding. There was danger of our getting engulfed in the water of high tide. We got our bikes. We took out petrol from one of the bikes through a small pipe. We left the spot immediately and escaped from the danger.

### **3.6 Exercises**

- 1) Narrate an incident of road accident you have seen heard about or read.
- 2) Narrate an interesting incident in your college life.
- 3) Narrate an unhappy incident in your life.

### **3.7 Reference Books for further Study**

- 1) Macauley and Lanning (1964) Technique in Fiction, New York: Harper and Row Publisher.
- 2) Booth Wayne C. (1968) The Rhetoric of Fiction Chicago and London: The University of Chicago Press.
- 3) Seymour Chatman, 'Story and Discourse' : Narrative Structure in Fiction and Film.
- 4) Narrative discourse (1980) Gerard Genette.
- 5) Arthur C. Danto, Narration and knowledge (1985)
- 6) Paul Ricoeur Time and Narrative (Three volumes) (1984-88)
- 7) Mieke Bal, Narratology : Introduction to the Theory of Narrative (rev – 1997)
- 8) David Harman, ed. Narratologies : New perspectives on Narrative Analysis (1995)
- 9) Vladimir Propp, The Morphology of folktale (trans -1970)
- 10) Tzvetan Todorov The Poetics of Prose (trans – 1977)
- 11) M.H. Abrams –A Glossary of Literary Terms (1989) Third Edition Madras Michel



## Unit-4

### Runner by Romen Basu

---

#### Contents

- 4.0 Objectives
- 4.1 Introduction
- 4.2 Presentation of Subject Matter
  - 4.2.1 Section-I  
Check your progress
  - 4.2.2 Section-II  
Check your progress
  - 4.2.3 Section-III  
Check your progress
- 4.3 Summary
- 4.4 Terms to Remember
- 4.5 Answers to check your progress
- 4.6 Exercises and their Answers
- 4.7 Writing Activity
- 4.8 Books for Further Reading

#### 4.0 Objectives :

In this unit you are going to learn

- about Romen Basu as an Indian writer writing in English.
- Some important features of short story as a form of literature.
- Competitive spirit between two rivals, their psychology.
- Indian family life
- Parent children relationship.

- Poverty and affluence in India.
- Employment in a firm
- Foreign culture and international organization
- Role of luck and bad luck in one's life.
- A few new vocabulary items which occur in this story.

#### 4.1 Introduction :

Romen Basu is one of the most *prolific* of Indian English writers. He was born in an *aristocratic* Bengali family in Calcutta in 1923. He completed his undergraduate course in Economics. He Studied Charter Secretaries in London and Masters in Business Administration in the United States of America. He joined the Government of India Service in England. He joined the United Nations in 1948 and spent thirty five years in career service. He visited one hundred and twenty five countries. He deserves to be called a *globetrotter* in the real sense of the term. Romen Basu after thirty five years of service with the United Nations retired from the World Organisation in 1983.

He has written sixteen novels, two collections of short stories and nine volumes of poetry. Many of his works appear to have autobiographical elements in them. 'Runner' is a short story. It is taken from his *Rustling of Many Winds* (1982). Runner deals with the theme of competitive spirit leading to rivalry.

#### 4.2 Presentation of Subject Matter

Gouri and samar were the two classmates. They were very good players. They were the competitors of each other. They were in the final year of school. They became rivals. Samar was the captain of the football team. Gouri was the captain of the cricket team. Samar was idealized as a hero. They had their own followers. In the final year of the school, the institute arranged matches. It was the final athletic meet for the them as they were studying in the final year. They tried for championship. It would go either to Samar or Gouri.

Samar's family was tenant family of Gouri's father. Samar's family was very poor. His father looked like a T. B. Patient. Samar had to work and help the family. His mother always complained that he was unnecessarily preoccupied with sports.

He was not careful when he was asked to do marketing for his family. But Gouri's family was a well-to-do family. So the family looked after him very well.

The athletic event of the mile race was decisive in giving championship. Both the player or athletes got ready for the race. The start was very good for Gouri. He was leading the race. But later on Samar reached upto him and they ran parallel. At the end Gouri's lungs burned with pain and exploded. He collapsed only three feet away from the tape. Samar was received like a hero. But when he went home he found his father was very ill and admitted into the hospital. Gouri felt very bad as he could not become champion. But his family celebrated the occasion of his breaking the record and doing very well at his level.

Then both appeared for the matriculation examination. They passed in the first division. Samar left his school and had to do job as his father could not do the work and earn the money for the family. But he was a good person. The British firm acknowledged his services and Samar was given job on the basis of his merit as a sportsman. He was supposed to play for his company or firm. Gouri joined Presidency College in Calcutta. He became graduate and was sent to England for further education. Samar played football and cricket for his firm. But Gouri returned home as a qualified chartered accountant after four years. Then he could get job in an international organization based in New York. In course of time he got promotion as an executive. But Samar could become only a head clerk. Gour became a great man. He represented the world organization. He visited India and helped the West Bengal Government in developing the port of Calcutta. Thus Samar was a good runner. He won in the school matches but Gouri won in life. He became C.A. & served both his country and world organization.

#### **4.2.1 Section I**

##### **Text-I**

Half an hour before the mile event I was lying on a rubber mattress, my eyes closed. Two of my classmates were massaging my leg muscles, and one was working around my shoulders and spine. "Put some more liniment around the calf muscles." I said to Bali, one of my loyal allies.

"Relax, Gouri, concentrate your willpower with your eyes closed. Samar can't possibly beat you in the mile race this time," he answered. For Samar and I, this was

the final year of school, the final athletic meet. We had been rivals since we were eight year old. He was the captain of the football team. I, of the cricket team, but he was idealized as a hero by the entire school. I was only second best. The rivalry between us was not of our own choosing. Friends egged us on to compete, and we both had followers. The championship hung on two points. I had done better in the high jump and the long jump, which equalized Samar's victory in the 100 meter and 200 meter races.

Samar lived next door in a small, rented house my father owned. That morning I had looked out of my window and had seen his father, as I did every morning, sitting in the courtyard coughing like a TB patient. His mother had been trying to light a coal fire, complaining there weren't enough cow dung cakes to start it. She had grumbled at Samar for not writing down the things he had to buy. Couldn't his younger brother do the morning marketing, just for that day, he had asked his mother. His mind was preoccupied with sports. His mother had snapped in exasperation. "Montu is no good at bargaining. Don't waste my time with your silly talk about sports" Samar had picked up the gunny sack which the parrot had soiled and left the house with mournful eyes.

My cousins had watched me eat my breakfast, admiring me as a hero. My father and uncles had joined us to give last-minute advice. "Don't lead in the long-distance event, rest between events, and don't drink too much water." My bag had been packed with lemonade, sandwiches and fresh fruit. A servant was to be on hand the whole time to cater to my needs.

### **Glossary and Notes**

**Mattress** - the part of the bed made of thick soft material that you put on the bed's base to make it more comfortable.

**to massage** – to press, squeeze, and rub somebody's body in order to reduce pain.

**Spin** – the row of bones down the middle of your back.

**liniment** – a liquid that you rub into your skin to reduce pain.

**Calf** – the thick back part of your leg between your knee and your ankle.

**to egg on** – to encourage someone to do something they should not do.

**to grumble** – to complain especially continuously and about unimportant things.

**preoccupy** – think about something so much or spending so much time doing something that you don't notice other things or cannot think about other things.

**to snap** – to speak to someone in a sudden angry way; become angry, upset.

**in exasperation** - very angrily, with annoyance.

**mournful** – very sad

**to cater to** – to provide people with something they want or need, especially something unusual or special

### **Check Your Progress**

#### **Task-1**

#### **A) Now try to answer the following questions in one sentence each.**

- 1) Who had been rivals since they were eight years old?
- 2) Who was the captain of the football team?
- 3) Who was the captain of the cricket team?
- 4) Who looked like a T.B. Patient?
- 5) How was Gouris family's economically?
- 6) How was Samar's family economically?
- 7) Who were hired by Gouri's father to coach him in the race?

#### **B) Attempt the following questions on Vocabulary, grammar and phrases.**

- 1) to egg on (use this phrase in your sentence)
- 2) mournful (Give the synonym of it)
- 3) to cater to (use this phrase in your own sentence)
- 4) rivalry (Give the antonym for it)
- 5) to compete (make noun)
- 6) endurance (make verb)
- 7) Silly (Give synonym for it)



- 8) relax (Give noun)
- 9) Victory (Give adjective of it)
- 10) in exasperation (use this phrase in your own sentence)

#### **4.2.2 Section II**

##### **Text-II**

One of my classmates alerted me to the time. I had to be in the starting line in five minutes. “Where is Samar? I asked, opening my eyes.

“Getting some rice crisp from the vendor,” Bali answered. Escorted by my three friends and cheered by many others, I appeared near the starting line. My white satin trunks with a red border and spiked shoes with wooden clasps earned me extra cheers. Even the other contenders watched me do my workout exercises. The starter called for Samar, the only one missing. I saw him running towards us, munching the last morsel of rice crisp. He rubbed a greasy hand on his crumpled underwear. The starter apologized for a faulty starting pistol. He had to use the whistle instead. “On your mark, get set, go,” he blew the whistle.

I took off, believing that nothing was more important for my entire future than to win that race. The instructions of the champion marathon runner my father had hired to coach me for the past thirty days rattled around in my mind for the first hundred meters, then I saw Samar running parallel with me. I felt as if he was nudging me on. My head felt dizzy. I forgot all the wise counsel I’d been given and moved into the lead, leaving Samar farther and farther behind. On the last lap I was ten yards ahead. The cheering was deafening. I heard my name shouted more than Samar’s. Inspired, I gave everything my body could deliver. Samar was not to take the championship this time, I kept saying, as my lungs burned with pain. Only a few feet away from the finish line, as I saw Samar catching up with me, I cried inside “I must finish, I must” and pushed even harder. Suddenly, my lungs exploded and I collapsed only three feet away from the tape.

Samar received a champion’s ovation at the award-giving ceremony. In his citation, our headmaster called Samar “the most likely to succeed.”

Samar returned home to find that his father had been taken to the hospital. No one in family even looked at his trophies. I watched him through my window,

pouring water over his head in the courtyard. He drank a cup of tea before running off to the hospital. My family had a party for my record breaking success, even though I'd lost the mile race and the championship to Samar. I spent half that night awake, not being able to conquer my envy of Samar's success.

For our matriculation examination I was coached by two private tutors. Samar spent at least twelve hours a day looking after his sick father and making a few extra rupees for medical expenses by tutoring junior grade students. Both of us passed in the first division. The doctors told Samar that if his father went back to work, his life would be considerably shortened.

Mr. Martin, the head of the Accounts Department, appealed to Mr McGregor, the manager of the Burleis Jacker, that since Prabal Sen was forced to retire due to poor health, Samar should be given a clerical position. Mr Sen was a loyal employee, and Mr Martin personally vouched for Samar's ability to rise to his father's rank in the service of the large, British firm. Mr McGregor was impressed by Samar's athletic achievements in school and was convinced that he could make the company's football team, nine of whom were British.

I joined Presidency College, which was reputed to be the best academic institution in Calcutta. Samar and I met in the evenings several times a week. I did not have much to talk about that interested him. He spoke of the office. He was fascinated by double-entry bookkeeping, and preparing vouchers. He told me young British executives were amazed he could play football bare feet, as he did not have money to buy boots or spiked shoes for running.

Within a year Samar's name became a by-word in his office. He was the star player on the football team. As center forward he scored more goals than any of the others in the team. Most of the Englishmen showed a healthy respect for Samar as sportsman. I envied Samar every time his name appeared in the newspaper for scoring the winning goal.

I graduated with distinction, and my father planned for me to go to England for higher studies. There was rejoicing in the family. One day I would excel my grandfather, whom the British had honoured with an OBE. He had been a brilliant civil engineer, but it was agreed he had not had my athletic skill or sociability. These were the qualities the British admired most among the Indians who aspired to serve in their business empire.

When Samar got a rise for being the most valuable player in the football team, I wished I could join his firm and also be in the team. He told me he could persuade Mr Billinger to find me a position in his company. I begged my father not to send me to England since I wanted so much to better the Burleis Jacker football team.

I left for England with a heavy heart, full of envy. I did not kept in touch with Samar during my four years in England. Besides studying very hard, my social life kept me busy. Success at ballroom dancing, fencing and the debating club all made me popular. I gradually forgot school and college friends. England fascinated me. I even admired and imitated the cold and distant approach to friendship. My letters to my family reflected my new thinking that detachment was an admirable English virtue. My father, always very emotional, treated my letters as typical of an overworked student.

I returned home a qualified chartered accountant. Having a member of the family with foreign qualifications gave our family new status. Relatives visited us more frequently, my name was used as a reference for admission to schools and colleges or in marriage propositions.

Samar did not come to see me, and I felt it was not for me to make the move, since I had been away, and others called on me first. I was more discreet now when I looked through my bedroom window into Samar's courtyard. But I was still just as curious about everything he did. As the head of the family he did not let his mother bully him all the time, but the early morning shopping was still his responsibility.

The first time I saw Samar's name in the newspaper for scoring a century against the Indian Railways cricket team, I felt as if I could not lift a heavy stone from my chest. I was a better cricketer, his batting average was nowhere near mine. Burleis Jacker gave him all the time and encouragement to pursue every sport he was good at. Thanks to him, his company's name was very often in the news. The thought that I could be in his shoes if my father had not sent me to England pained me beyond endurance.

### **Vocabulary and Notes**

**To escort** – to go somewhere with a person or vehicle in order to protect them or prevent from escaping to take them to a certain place.

**to munch** – to eat something using your teeth and jaws in a noisy way.

**Contender** – someone who competes with other people for a prize or job.

**to apologize** – to tell someone that you are sorry for doing something wrong or causing a problem.

**to rattle** – to make quick sharp, rapidly noises.

**to nudge somebody on** – to encourage someone in a gentle way to do something.

**ovation** – An enthusiastic public reception of a person; a burst of enthusiastic and prolonged applause.

**vouch for** – to say that something is true, correct or good based on your own knowledge or experience.

**by-word** – if someone or something is a by-word for a particular quality they have a strong reputation for that quality.

**OBE** – Officer of the order of the British Empire : a special title given to someone in the UK whose work has helped the country.

**ballroom** – a very large room used for dancing

**fencing** – the sport of fighting with a light thin sword.

**discreet** – careful not to say anything that is secret or that could upset someone.

To bully – to frighten or hurt someone who is smaller or weaker than you.

(to be) in some body's shoes – in the situation that someone else is in.

### **Check your progress**

#### **Task 2**

**A) Answer the following questions in two-three sentences each.**

- 1) How was Gouri's start in the mile race?
- 2) How did the respective families of Samar and Gouri receive them after the mile race?
- 3) What did Gouri think when he saw Samar's name in the newspaper for scoring a century against the Indian Railways cricket Team?

**B) Attempt the following questions on vocabulary grammar and phrases and directed in the brackets.**

- 1) Apologize (make noun)
- 2) explode (make noun)
- 3) to catch up with (someone) (use in your own sentence)
- 4) Short (make verb)
- 5) healthy (make antonym)
- 6) admire (make synonym)
- 7) admire (Give antonym)
- 8) detachment (Give antonym)
- 9) give up (use in your own sentence)
- 10) for a while (use in your own sentence)

**4.2.3 Section III**

**Text III**

Soon I was offered a job in an international organization, based in New York. It was a rare honour. I saw my name in print for the first time. Many of my neighborhood friends came to congratulate me. Even if they had no idea what the United Nations did, they were impressed that I had been chosen over candidates from different countries around the world.

The day I left for New York a long line of cars was waiting outside the house to take me and my relatives to the airport. I took a last longing look into Samar's courtyard, saying farewell to him in silence. Since he was not conceited, why couldn't I go to him? Why, indeed?

I had the good fortune to move up rapidly in the international organization, partly due to my uninhibited personality, partly because of the encouragement and help from my first two supervisors. Within five years I was promoted twice and reached the rank of a middle level executive. That required me to travel to countries like Thailand and Malaysia. Enroute, I stopped overnight in Calcutta at no cost to me in money or leave to look my family up. During every visit I inquired about Samar

and got the same answer. His position had not changed. He was still a ledger-keeper. "Is he still active in sports?" I would ask my younger cousin Babu.

"More than ever. His name is in the paper throughout the year," he answered. "In winter it is cricket. In spring, football."

"Has he given up running?" I was more than curious.

"Oh no," Babu sounded quite proud about his neighborhood hero. "He is still the winner in the 100 meter and two hundred meter events, whenever he enters in any meet in the season."

I did not ask Babu another question, my mind had wandered off. "Samar, you won by one body length today-next time you will finish after me, mark my word," I said to him once, when we were in the ninth grade.

"No, I cannot let you do that," he had answered. "Without my athletic scholarship, I couldn't continue studying. I had even envied his financial misfortune.

I was standing on the balcony, shortly after my arrival from London, watching many familiar faces going about their business. There went the lawyer in his black coat, who was reputed to have done so badly. Miss Ghosh was the school teacher who taught Babu history. Her angry expression had not altered a fraction in ten years. Haren, our opposite neighbor, still stepped out of his house each morning, folden his hands and turned in all directions since God was everywhere. He then stroked his joined hands three times on his forehead, and set out for his daily clerical duties in an electrical fixtures shop. I saw Samar carrying the same old gunny sack as he entered the lane from the main street. I felt sick to my stomach. He did not look a day older than when he had last spoken ten years before. In front of our house he looked up. As soon as our eyes met, he quickly lowered his. I asked Babu, "Does he ever ask about me?"

"No, but he knows that you are quite important," he said, then quickly added, "Why didn't you say hello to him?"

Why didn't he, you think?"

"Maybe he feels self-conscious. After all, you are the achiever."

“Is that so?” I could not feel any thrill of satisfaction as long as Samar was within my sight.

Five years later my organization honoured me by asking me to represent it in a delicate technical negotiation with the West Bengal Government. My name was mentioned in the editorial pages as the native son who could help Bengal develop the port of Calcutta with international financing. The newspaper also mentioned that I was to meet the chief minister for the first round of discussions. Three pages after, in the sports section, I noticed Samar’s picture, wearing a V-neck sweater. The day before he had scored a century for the West Bengal team against Bihar. After gazing at his picture for quite a while, I put away the newspaper.

For my meeting with the chief minister, I chose to dress in western clothes. Babu waited with me outside the house as the chauffeur drove the shiny Mercedes Benz to the front door, then stepped out to open the car door for me. Suddenly, I saw Samar. He still did not look any different. He was carrying two gunny bags, one in each hand. The chauffeur wondered why I was waiting. I watched Samar walk past the parked car. He had noticed me out of the corner of his eye. When he was out of sight, I asked Babu, “Is he still doing the same job?”

“Who,” he questioned, looking puzzled.

“Samar.”

“Same old thing, but now he is the head clerk.”

It was getting late, but I couldn’t move. “If only my strength had not given up the last three yards on that mile race, I would be a different person today.”

### **Vocabulary and Notes**

**courtyard** – open space before a house.

**longing** – desire to have, possess

**uninhibited** – open, needless of conventional proscriptions or constraints in personal conduct.

**Chauffeur** – someone whose job is to drive a rich and important person around in their car usually wearing a special uniform.

**puzzled** – confused

**to gaze at** – to look at with fixed sight, concentration.

## **Check your progress**

### **Task 3**

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

- 1) Where was Gouri offered a job after he returned home as a qualified characted accountant?
- 2) How could Gouri reach the rank of a middle level executive?
- 3) Whom does Gouri see from his balcony when he arrives from London?
- 4) What did Samar become when he got promotion in the British firm?
- 5) What Would have happened if Gouri's strength had not given up the last three yards on that mile race?

#### **B) Do as directed.**

- 1) due to (use in your own words)
- 2) set out (use in your own words)
- 3) Clerical (make noun)
- 4) delicate (Give antonym of it)
- 5) To lower (make adjective)
- 6) Conceited (Give Synonym of it)
- 7) puzzled (give synonym)
- 8) for a while (use in your own words)
- 9) athletic (give noun of it)
- 10) curious (give noun)

## **4.3 Summary**

Runner is a short story. It is written by Romen Basu. It deals with the theme of competitive spirit between two school boys. They become rivals.

Gourl and samara are the classmates. They are players. They are the competitors of each other as sportsmen. In the final years of their school life, they take the athletic competitions seriously. The school had held various sport events. These boys



fought for championship. They consider themselves as the competitors. Samar depended on athletic scholarship in his school life. It helped him. He was a good runner but Gouri was good in other sports events like cricket and jumps. In the event of the mile race Samar won the race. He got championship. Gouri was defeated. He had felt very bad. His luck could not favour him. He collapsed at the nick of the time. Samar won in the sport events but Gouri became a great man in life. He thought it was good he lost the race. He was sent abroad for higher education and he showed to Samar that he was a real achiever though Samar was a good runner. The story throws light on the mind set and psychology of the school boys. They have competitive spirit. They look at their competitors or peers very seriously.

The two boys come from different family background. Gouri's family is well-to-do. But Samar's family is poor. So Samar could not compete with Gouri. He could not complete his education. Gouri could go abroad; enjoy foreign life and see different cultures. He could get promotion and help his country. So he feels proud of his achievement. He looks at luck and bad luck in his own way. He accepts whatever has happened in his case in school life and in his later life.

We can study this story psychologically and from economic point of view. We can see different cultures etc.

#### **4.4 Terms to remember**

**prolific** – a plenty, a lot, much, many

**aristocratic** – of higher class, upper strata of society.

**globe-trotter** – traveling all over the world (of a person)

**autobiographical** – from personal life, own's life.

#### **4.5 Answers to check your progress**

##### **Task 1**

- A) 1) Gouri and Samar  
2) Samar  
3) Gouri  
4) Samar's father  
5) rich  
6) poor  
7) The instructors of the champion marathon runner.

- B) 1) My friend egged me on to reach to the target when we were racing on the bicycle.
- 2) Sad
  - 3) The shopkeeper catered to the needs of his customers.
  - 4) friendship
  - 5) competition
  - 6) to endure
  - 7) foolish
  - 8) relaxation
  - 9) victorious
- 10) my employer asked to me in exasperation to take leave as I was late to come to the office.

## **Task 2**

- A) 1) Gouri took off to win the race. He believed that nothing was more important for his entire future than to win the race. He was ahead of Samar in the beginning and then they were running parell. He forgot the instructions given to him by his instructors, well wishers, and relatives.
- 2) Samar's father was very ill. He was taken to the hospital. So no one in his family even looked at his trophies. But Gouri's family was very happy to know that he could break his own record. They donot mind even though he lost the mile race. They arrange a party to celebrate Gouri's Success.
  - 3) Gouri felt very bad. It pained him to see his rival's name in the newspaper for playing to win the cricket matches. Gouri felt as if he could not lift a heavy stone from his chest. Gouri was a better cricketer than samar. If his father had not sent him to England he could have been in the place of Samar enjoying as a cricket player.
- B) 1) Apology
- 2) explosion
  - 3) He studied very hard to catch up with his classmate in getting good marks.
  - 4) Shorten
  - 5) unhealthy, ill
  - 6) like, praise, take interest in

- 7) hate
- 8) attachment
- 9) you have to give up bad habits and do progress in life.
- 10) you have to sit and take rest for a while and then continue the climb on the hill.

### **Taks 3**

- A) 1) In an international organization based in New york.
- 2) partly due to his uninhabited personality and partly because of the encouragement and help from his two supervisors.
- 3) the lawyer, the school teacher, his neighbour and his classmate (Samar)
- 4) The Head clerk
- 5) He would have been a different person.
- B) 1) Due to rains, he could not come to school.
- 2) He got all his luggage and set out on his long journey.
- 3) clerk
- 4) rough, clumsy
- 5) low
- 6) proud, egoist
- 7) confused, muddled
- 8) He stopped there for a while.
- 9) athlete
- 10) curiosity

## **4.6 Exercises**

### **I) A) Multiple Choice Questions**

- 1) Which sport event was decisive in allotting championship either to Samar or to Gouri?
  - a) the 100 meter running race      b) the high jump
  - c) the long jump                      d) the mile race of running
- 2) Samar Sen could play football bare feet
  - a) because he die not have money to buy boots or spiked shoes for running

- b) because he thought it was good for health
  - c) because he thought that would make him rough and tough
  - d) because not to use boots or spiked shoes was the rule of the game.
- 3) Gouri was offered a job in ..... after he completed his higher studies.
- a) a British firm
  - b) an international organization based in New York.
  - c) an Indian company based in Calcutta
  - d) an Indian Central Government office
- 4) ..... is not good at bargaining.
- a) Montu      b) Gouri      c) Samar      d) Bali
- 5) Gouri joined Presidency College in .....
- a) Mumbai      b) Calcutta      c) London      d) New York
- 6) Gouri gives credit to ..... for his becoming an achiever.
- a) his rivals      b) his uncle      c) his teacher      d) his father

**B) Say whether the following statements are True or False:**

- 1) When Samar won the championship the members of his family patted on his back and admired his trophies very much.
- 2) Prabal Sen, Samar's father retired so that his son should get job in his place in the firm.
- 3) Samar became an officer in a British firm.
- 4) Athletic skill and sociability were the qualities the British admired most among the Indians who aspired to serve in their business empire.
- 5) Gouri was a qualified chartered accountant.
- 6) Gouri was offered a job in an international organization based in New York.
- 7) According to Gouri's younger cousin Babu, Samar is the achiever.
- 8) In course of time Samar became the head clerk in his firm.
- 9) Gouri thought if only his strength had not given up the last three yards on that mile race, he would be a different person that day.
- 10) The story of Runner is narrated from the first person point of view.

**C) Vocabulary Exercises:**

- 1) Give synonyms for the following  
Beat, rival, grumble, aspire,
- 2) Form new words by adding suffixes or prefixes to the following words.  
Concentrate, courage, continue

**D) Match the following words in Column 'A' with their meanings in column 'B'**

A	B
1. Soil	1. Depart especially hastily
2. take off	2. make dirty
3. dizzy	3. so loud that you can hear nothing else
4. deafening	4. giddy
5. Proposition	5. offer

**E) Write short notes**

- 1) Family background of Gouri
- 2) Samar as a sportsman.
- 3) Gouri as the achiever.

**II) Answers of Exercises**

- A) 1) d      2) a      3) b      4) a      5) b  
6) d
- B) 1) false      2) false      3) false      4) true      5) true  
6) true      7) false      8) true      9) true      10) true

- C) 1) beat – defeat  
rival – opponent  
grumble – complain, grudge  
aspire – hope, wish

- 2) concentration, courageous, discontinue

- D) 1) 2      2) 1      3) 4      4) 3      5) 5

- E) 1) Family Background of Gouri

Gouri's was from a well-to-do or rich family. His family could hire services of instructors to coach him in the sport events. They provided him

every help. After he completed his college education in a reputed college he was sent abroad for his further education. The family of Gouri was educated and cultured. His grandfather was an officer of the order of the British Empire. He had served the British government.

2) Samar as a sportsman

Samar was from the poor family. His father could not give him money enough to pay his school fees. So he had to play and get athletic sports scholarship. He could get championship. He had spirit of competition so he challenged Gouri and told him he could or would never beat him. Unfortunately he had to leave his education incomplete and join the service in the British firm and play for the firm.

3) Gouri as the Achiever

Gouri lost the mile race. He was disappointed as he could not get championship in school. He joined the college and then went abroad for higher education. He could compete with other career holders in the academic field. He got job in the international organization and became a great man. He was a real achiever.

#### 4.7 Writing Activity

- 1) Write in brief on Gouri's role as an employee of the International organization.
- 2) Explain the title of the story Runner by Romen Basu.
- 3) Comment on the interplay of luck and bad luck in 'Runner'
- 4) Discuss Gouri and Samar as adolescent boys in school.
- 5) 'Financial condition plays an important role in one's life.' Discuss.
- 6) Healthy competition and sports spirit.

#### 4.8 Books for further reading.

- 1) Venugopal, C. V. The Indian Short Story in English (A survey). Bareilly : Prakash Book Depot, 1976.
- 2) Reid, Ian The Short Story, London : Methuen & Co. Ltd, 1977.



## Unit-5

### A Frog Screams

Ruskin Bond

---

#### CONTENTS

- 5.0 Objectives
- 5.1 Introduction
- 5.2 Presentation
- 5.3 Summary
- 5.4 Terms to Remember
- 5.5 Answers to Check your progress
- 5.6 Exercises
- 5.7 Reference for further Study

#### 5.0 Objectives :

After studying the Unit, you will be able to understand how the poet presents an incident in his life. You will also be able to explain the poet's feeling regarding his act. You will also be able to compare the poet's attitude to his act with God's attitude to it.

#### 5.2 Introduction :

Ruskin Bond (b.1934), an Indian Writer in English grew up in Jamnagar (Gujarat), Dehra Dun and Simla. At the age of seventeen, he wrote his first novel, **The Room on the Roof**. It received the John Llewellyn Rhys Memorial Prize in 1957. In 1992, he received the Sahitya Akademi Award for **Our Trees Still Green in Dehra**. He was awarded the Padma Shree in 1999. He has written more than three hundred short stories, essays, novellas, and more than thirty books for children. **Scenes from a Writer's Life** is his first full-fledged memoir. **The Lamp is Lit** is

his collection of essays from his journal. Ruskin Bond's life in the hill stations at the foothills of the Himalayas is reflected in his writing.

Though Ruskin Bond is known as a writer, he wrote poems also. "A Frog Screams" is a poem that was published in **The Best of Ruskin Bond**.

### **A Frog Screams**

Standing near a mountain stream  
I heard a sound like the creaking  
Of a branch in the wind.  
It was a frog screaming  
In the jaws of a long green snake.

I couldn't bear that hideous cry.  
And taking two sharp sticks,  
I made the twisting snake disgorge the frog,  
Who hopped quite spry out of the snake's mouth  
And sailed away on a floating log.

Pleased with the outcome,  
I released the green grass-snake,  
Stood back and spoke aloud :  
'Is this what it feels like to be God?'

'Only what it's like to be English',  
Said God (speaking for a change in French);  
'I would have let the snake finish his lunch!'

## **5.2 Presentation :**

The poem is a narrative poem. The poet narrates an incident. It is about the release of a frog from a serpent. He describes how he rescued the frog. In the latter part of this poem, he cites his own reaction and the reaction of God to his remark.



The poet was standing near a stream in a mountain. At that time, he heard a sound which was like a sound of creaking of a branch in the wind. The poet happened to see a frog in the jaws of a long green snake. The poet could not tolerate that cry. He took two sharp sticks and with these sticks, he rescued the frog. The frog that was full of life and spirit hopped out of the snake's mouth and sailed away on a log that was floating on the surface of water.

After that, the poet released the green grass-snake. The poet was happy with the result. He cried, "Is this what it feels like to be God?". It is clear that the poet had a sense of satisfaction. It is suggested that he felt like God who gives life to others. The poet saved the life of a frog. That way, he did the work of God.

As a response to the poet's exclamation, God said, "Only what it's like to be English". God wanted to suggest that the English people might feel like that. It is an ironical statement. The British who ruled over the major part of the world, talked and behaved like God. So, it is a sarcastic comment on the arrogance of the British. God further says, "I would have let the snake finish his lunch." It is suggested that God has a broader vision. He cannot just think of a frog; he has to think of the serpent also. A frog is a serpent's food and God cannot take it away from him. So, God is God. The poet has a limited vision and he cannot think like God.

It is a short poem in which the focus is on the happening and a reaction to it. Following is a sequence of this happening.

First stanza : The poet happens to see a frog in the jaws of a snake.

Second stanza : The poet releases the frog.

Third stanza : The poet gives an outlet to his joyous feelings.

Fourth stanza : God makes an ironical comment.

In the poem, the poet just describes what happened. He just quotes what he said and what God said. He does not explain the comments. So, it is left to the readers to muse over the comments. The readers are expected to read between the lines and guess what the poet and God intend to say.

### 3. Diction :

The poet has made use of appropriate words such as creaking (sound), screaming (frog), twisting (snake), hideous (cry), floating (log). The use of these words produce audio-visual effect. Creaking is a word which conveys a sound of a crying frog. 'Green' is an epithet, applied to a snake, suggesting that the snake is poisonous, hence dangerous.

### 4. Poetic Device :

Just in the first stanza, the poet has made use of a simile in the following line :

I heard a sound like the creaking  
of a branch in the wind.

The poet compares a cry of a frog to a sound of the creaking of a branch in the wind. It is suggested that it was a pitiable cry of a frog that was being eaten by a snake.

### 2.1 Check your progress

Complete the following sentences in choosing the correct alternative :

1. The poet was standing near -----  
a) a stream    b) a river,                      c) a mountain stream,    d) a dam
2. The frog was screaming in the jaws of \_\_\_\_\_  
a) a wolf    b) a dog                      c) a cat                      d) a snake.
3. The frog sailed away on \_\_\_\_\_  
a) a floating log                                      b) a floating leaf  
c) a floating piece of paper                      d) a floating carcass.
4. The poet \_\_\_\_\_ the grass-snake.  
a) released    b) injured                      c) killed                      d) attacked
5. The poet's feelings were like those of \_\_\_\_\_  
a) a saint    b) God                      c) a human being    d) a demon

6. God spoke in \_\_\_\_\_ language.

- a) English    b) Italian    c) French,    d) Spanish

## 2.2 Check your progress :

**Answer the following questions in 4-5 sentences**

1. What did the poet hear and see?
2. How did the poet rescue the frog?
3. Explain the irony in God's statement.

**Write short notes** :

1. The release of the frog and the poet's attitude.
2. God's reaction to the poet's statement.

## 2.3. Check your progress :

- A) 1) Find out a word that conveys sound.
- 2) Make a list of adjectives, used in the poem.
- 3) Make a list of main verbs, used in the poem.
- B) Turn the following sentences into indirect speech.
- 1) "Is this what it feels like to be God?"
  - 2) "Only what it's like to be English".
  - 3) "I would have let the snake finish his lunch!".

## 5.3 Summary :

When a poet was standing near a mountain stream, he heard a strange sound like a sound of creaking of a branch in the wind. A frog was screaming. It was in the jaws of a green snake. He took two sharp sticks and made the snake take the frog out of its jaws. The frog moved away on a floating log. He was happy. Then he released the snake. He wondered whether he felt like God. God said that the poet felt like the English and that he (God) would have let the snake finish his lunch.

#### **5.4 Terms to remember :**

- Creaking - Shrill, harsh sound
- Hideous - hateful
- Disgorge - vomit, pour forth
- Spry - Full of life, active
- Outcome - result.

#### **5.5 Answers to check your progress :**

2.1 1) a mountain stream, 2) a snake 3) a floating log 4) released 5) God  
6) French

- 2.2 1. The poet was standing near a mountain stream. At that time, he heard a sound like a sound of creaking of a branch in the wind. A frog was screaming. He saw the frog in the jaws of a snake.
2. The poet happened to see a frog in the jaws of a snake. It was screaming. The poet could not tolerate the cry. He took two sharp sticks and with these, he made the snake remit the frog. In this way, the poet rescued the frog.
3. God's statement was that the poet felt like an Englishman. He further said that he would have let the snake finish his lunch. God's statement is ironical. He ironically suggests that the poet is not God. It is also suggested that God thinks of all living objects, and not of a particular living object.

#### **Short notes :**

1) The release of the frog and the poet's attitude :

The poet heard a frog's cry. He saw the frog that was in the jaws of a snake. He could not bear the cry. He took two sharp sticks and forced the snake to let out the frog. He rescued the frog. He was very happy as he had saved the life of a frog. After rescuing the frog, he also released the snake. He had a great feeling. He exclaimed, "Is this what it feels like to be God". He compared himself with God. He felt that he felt like God. He was, no doubt proud of himself.

## 2) God's reaction to the poet's statement

The poet expressed happiness over his act of saving a frog. He was proud of himself. He had a feeling of God. God's reaction to his comment was not supportive to him. He said, "Only what it's like to be English". God ironically suggests that these are the feelings of an Englishman and not of God. Here, God sarcastically comments on the English tendency of dominating over others and boasting about it. God adds that he would have let the snake eat the frog. He suggests that God has to think of all living objects and their food. It is important to note that God speaks in French and not in English, perhaps because he looks for alternative – a better one.

### 2.3 A) 1) Creaking

#### 2) Adjectives

Creaking (sound)

Screaming (frog)

long, green (snake)

two, sharp (Sticks)

Floating (log)

Main Verbs :

heard

bear

made

hopped

sailed

released

feels

finish

### 2.3 Indirect Speech

- 1) The poet asked himself if that was what it felt like to be God.
- 2) God remarked that only what it was like to be English.
- 3) God added that he would have let the snake finish the lunch.

### 5.6 Exercise :

Please refer to 2.1, 2.2

### 5.6 Reference for further Study

1. Sheth, Asha. *Image Poems* (1974). Delhi, Vikas Publishing House Pvt. Ltd.
2. Gokak, V. K. (1970). *The Golden Treasury of Indo-Anglian Poetry 1828-1965*. Madras, Sahitya Academy.



## Unit-6

### In Sahyadri Hills, A Lesson in Humility

Sudha Murty

---

#### CONTENTS

- 6.0 Objectives
- 6.1 Introduction
- 6.2 Presentation
- 6.3 Summary
- 6.4 Terms to Remember
- 6.5 Answers to Check your progress
- 6.6 Exercises
- 6.7 Reference for further Study

#### 6.0 Objectives :

The main objective of the unit is focussed in the narration. There is a great pleasure in giving and it is the major value that is highlighted in the unit. The second objective is to explain the nature of the narration which is in the first person. We can study the characters pictured in the article, compare the simple-minded villagers with the people in town.

#### 6.1 Introduction :

Sudha Murti (b. 1950) is known as a social worker. She established orphanages in rural areas. She also provided financial assistance to a number of organizations and the needy individuals. She is a highly educated person and a Chairperson of the Infosys Foundation.

Sudha Murty is a writer of merit. Her books are in Kannada and in English. Some of her books, she wrote are **Wise & Otherwise; A Salute to Life, The Day I Stopped Drinking Milk, Dollar Bhau** (a novel, originally written in Kannada), **How I taught My Grandmother to Read and other Stories.**

“In Sahyadri Hills, A Lesson in Humility” is an article which is included in her book **Wise & Otherwise : A Salute to Life**. Sudha Murty visited a tribal village in the forest area. She wanted to give help to the school in a village. She was introduced to the Thandappa, the headman of the village. She got to know from him that the children needed umbrellas and clothes. She visited the school again and gave the Thandappa a bag containing clothes for children. The Thandappa in return offered her a bottle of juice of a wild red fruit as a gift. The writer was unwilling to accept it. But the Thandappa insisted on accepting his gift. He told her that he would not accept her gift if she rejected his gift. Sudha Murty accepted his gift and understood that the old man, the Thandappa had a philosophy of life and it was that we should not take anything unless we give something.

### **In Sahyadri Hills, A lesson in Humility**

I love travelling. Be it a tiny village, a drought-hit area, a deserted mountain top, a dense forest or even a monument in Egypt or China----I enjoy going to different places.

On one occasion, I went to the Sahyadri Hills, a densely forest region in Karnataka. It had been drizzling the whole day. Though forests are difficult to negotiate during the rains, especially due to the presence of those dreaded leeches, one ought to visit them during the rainy season to get the most out of them. The mild smell of exotic trees, shrubs and flowers; the chirping of different kinds of birds; the gentle whistle of the unpolluted breeze --- these are joys that can never be experienced in any town or city.

I was there to visit a tribal village school deep in the forest area. The charitable trust with which I am connected wanted to help, improve the school. Thandas (as local groups of tribals are called) are delightful. Normally there is a headman in each Thanda known as the Thandappa. He is the senior-most man of the tribe and is considered the supreme power, almost a living God. All are beholden to him. He practises the customs taught to him in his childhood and everyone follows them.

There was a downpour when I reached the village. The rain, the glistening leaves and the strong smell of wild flowers made me feel as though I was on a different planet. But I never felt like an intruder. Not even when I reached the school after a long walk and every villager stood by staring at me.



Reaching the school was an adventure in itself. I saw a lady walking with rhythmic grace despite the three pots of water balanced on her head. I stopped her and asked, ‘Which way should I go to reach the school?’ She made an exclamatory sound, stared at me and walked away. Perhaps she didn’t want to talk to a stranger, especially one from a town. Or perhaps she didn’t understand my language.

I then approached an old man who was weaving a cane basket while humming a folk song. I knelt in front of him and asked in a loud and clear tone, ‘Where is the school?’ Curiosity was written all over his face and he seemed anxious to ask me all kinds of questions. But he didn’t. He simply said something in his dialect and indicated directions with his hand.

The school was an old thatched building, probably built by the tribals themselves. It was a primary school. I could see a few children playing outside, while others were busy under a shed-like shelter doing something with leaves and straws.

I walked in and found a small room with two chairs, two tables, and a blackboard with a pot of water beside it. There were no electric lights or fans. Instead, a small shutterless opening served as the window. This was the only source of ventilation in the room.

It appeared to be the office room but there was no one there. I did not find any staff around. While I was looking for someone, an elderly man walked up to me and asked what I wanted. I introduced myself and told him that I had come to see what help we could provide the school. His response, however, didn’t seem very encouraging. I thought I might be able to communicate better if I first put him at ease, so I started asking him about his life.

It turned out that he was the live-in watchman-cum-peon of the school. He would double as a tour guide sometimes. But he was not a paid employee of either the school or the government. His grandson was studying in the school free of cost in return for the services which the old man rendered. How long had he been living there? ‘For many years,’ he replied simply. He lived in a small hut in the courtyard of the school.

By now his attitude towards me was slightly more encouraging, so I gently turned the conversation to the affairs of the school. He said that the state government ran the school; there were two teachers and around fifty students who came from far

and near. There was no compulsory uniform. I was impressed by the number of children who attended the school. After all, their parents were unschooled themselves and the living conditions were harsh. Yet there was a willingness to educate their children.

‘What are the difficulties you face in running this school?’

The old man didn’t say much by way of reply. He just took me to a cottage nearby and introduced me to the Thandappa, who seemed to be more than ninety years old. He was happy to see me.

I asked him the same question : ‘What problems do you face in running the school?’

Commuting to school was difficult during the rains, he said. Besides, the school clothes wouldn’t dry in the rainy season--- the simplest of problems and a familiar one, too. During the course of my work, I have listened to many such problems from many such people.

After acquiring a fair understanding of the people and their lives, I departed, not forgetting to thank them for their cooperation. I decided to return with some umbrellas and clothes for the children.

When I went again, it was winter. The rains were over. Now the scene was transformed. It was paradise. There was no mud and no frogs croaking. Birds were cooing. The sky was clear. Many rare flowers had bloomed. I met the same Thandappa. He recognized me and greeted me with a smile. His eyes seemed to welcome me warmly.

‘Please accept these things which I have brought for the the children here. Last time, I didn’t know what to give them’, I said, handing over a big bag to him.

The Thandappa hesitated. I wondered whether he was feeling embarrassed. I told him, ‘You have not asked for any gift from me. I brought this myself. It will help the children during the rains. Please get the clothes stitched according to their size.’

He walked into his hut without saying a word.

‘What do you want to learn?’, I asked some children who were standing neareby.

No one answered. After a lot of persuasion, a few youngsters came closer, but they were still too shy to talk. I went on coaxing them and ultimately one of them said, 'We've heard about computers but we have not seen them, except on TV. We want to learn about computers. Do you have any book about computers that is written in Kannada?'

Having been brought up in a teacher's family and being a teacher myself, I was delighted to hear what these children had to say. Their ideas were surprisingly fresh and modern despite the fact that they belonged to such a backward region.

I told them that I would look for such books in Bangalore. If I didn't find any, I promised that I would write a book for them myself. They seemed pleased and I was extremely happy. By that time the Thandappa had returned from inside his hut. He held a bottle of red liquid in his hands.

'Amma,' he said, presenting the bottle to me, 'we do not know what you like and what you drink at home. This is a very special drink that we prepare during summer in this forest area. We extract juice from a wild red fruit and store it. It lasts for at least two rainy seasons. Nothing is added to the juice. It is good for health. Add some of this juice to a cup of water and stir it before drinking.'

I was embarrassed. How could I accept a gift from these poor people? They themselves did not seem to have enough to eat and drink. Moreover, I had gone on a mission to give, not to take. I thought it over and politely declined the gift.

The Thandappa then said gravely, 'Amma, then we cannot accept your gift either. Our ancestors have lived in this forest for generations and they have taught us their ways. When you want to give us something, we accept; but only when we can give something to you too. Unless you take our gift, we cannot take the things you have brought for us'.

I was shocked, embarrassed, and humbled. Nothing in my experience had prepared me for this. The usual pattern is for people to express gratitude when a charitable organization provides some assistance. I have come across complaints too. When a group or organization has many problems and we help solve one of them, it is not unusual for the recipients of our help to grumble about what has been left undone rather than show gratitude for what has been accomplished. There have even been cases where recipients have complained about the amount of help given to

them. I have taken all this in my stride, finding fulfilment in the giving, not in the responses.

Here in the Sahyadri forest was an old man, a tribal with no schooling, practising a highly principled philosophy of life ---- give what you take; do not take without giving. This was culture at its best. I smiled and gracefully accepted his gift.

The Thandappa rose even further in my esteem when he remarked with a twinkle, 'There is a grace in accepting also.'

## **6.2 Presentation :**

### **Beginning of the Essay :**

In the beginning of the essay, Sudha Murty writes about her passion of 'going to different places'. She loves travelling and visiting the places which are uncommon. For example, she likes to visit a village, a deserted mountain or a dense forest or a monument in Egypt or China. She begins the essay, stating her liking and then, she starts narrating her experience of her visit to the Sahyadri Hills in Karnataka. She describes the Nature in a rainy season. She refers to smell of trees, shrubs and flowers, birds and breeze. So, it becomes clear that the writer who works in a town loves the beauty of Nature.

### **Sudha Murty's visit to a tribal village**

The writer visits a tribal village. Her intention is to help the school through the Charitable Trust. When she reached the village, there was a heavy rain. The villagers did not talk freely as she was a stranger there. The writer met a lady who did not answer her question. Perhaps, the lady did not understand the writer's question. The writer met an old man. He, too, did not talk to the writer. He just showed the direction of the school building. Sudha Murty reached the school. She found that it was an old thatched building. It was her guess that it was built by the tribals. She saw the children playing outside. She found two chairs, two tables, a blackboard, a pot of water in a small room. She observed that there were no electric lights or fans. For ventilation, there was just a small opening. There was no staff. She saw an elderly man who was a watchman - cum - peon. His talk made it clear that he was working in that school so that his grandson might study in that school free of cost. He was not a paid employee of the school. The writer got to know about the school

from his talk. She came to know that the state government ran the school and that there were two teachers and about fifty students. Sudha Murty was happy to learn that in spite of difficulties, the parents sent their children to school.

### **Meeting with the Thandappa :**

The elderly man took Sudha Murty to a cottage and introduced her to the Thandappa. He was more than ninety years old and he stated the problems about running the school. According to him, during a rainy season, children's clothes remained wet. Besides, due to heavy rain, it was not possible for children to go to school. Sudha Murty came to know about the exact problem. She decided to come back with umbrellas and clothes for the school children.

### **Sudha Murty's second visit to school :**

Sudha Murty's first visit to the school in a village was during the rainy season. The second visit was during the winter. She met the Thandappa. She gave him a big bag which contained clothes for the school children. It was a gift from her. She asked him to get the clothes stitched according to the size of the children. The Thandappa went inside the hut. Until he came, the writer talked to the children. She encouraged them to speak. They were shy but friendly. She asked them 'What do you want to learn?' They wanted to know about computers. Sudha Murty promised them to get a book about the computer. The Thandappa returned and gave her a bottle of red liquid. He explained that it was a special drink, juice from a wild fruit. He also told her that they prepared it during summer and drink it during rainy season. Sudha Murty did not want to accept a gift. Firstly, they were poor people who did not have enough to eat or drink. Secondly, her mission was to give a gift and not to take it. So, she refused to accept the Thandappa's gift. The Thandappa took it seriously. He, too, refused to accept the writer's gift. He told her that his ancestors taught them that when they accept something from others, they must give something to them.

The Thandappa's attitude surprised the writer. It was unexpected for her. She knew the people's reaction to charity. After accepting the assistance, they would complain about it. They were not grateful for the charity. The Thandappa was different from these people. In fact, he was not educated, but he practised the philosophy of life and it was, 'Give when you take'. The writer understood him and she accepted his gift gracefully.

**Personal Essay :**

This is a personal essay in which Sudha Murty deals with a personal experience. It has the following stages : (1) Sudha Murty's visit to a school in a rural area, (2) Her meeting with the Thandappa, (3) Her gesture of giving a gift to the school children, (4) The Thandappa's gift to her, her denial, the Thandappa's explanation, (5) The writer's acceptance of the gift , her appreciation of the Thandappa's philosophy of life.

In the personal essay, the aspects of the writer's personality are reflected. In this essay, Sudha Murty's personality is revealed. She appears as a social worker who has a desire to help the school children. She is not a sophisticated woman who lives in an ivory tower. She desires to mix up with people and understand their problems. In fact, the people in the rural area are unwilling to talk to her. Still, she makes them talk. She generates confidence in them. She even appreciates the school children's curiosity to learn about computer. Above all, she understands the true requirement of the school children and fulfils it by bringing a bag containing clothes for them. She also understands the Thandappa's philosophy of giving and she accepts his gift and corrects her mistake of denying it. She is all praise for the Thandappa's gesture.

Sudha Murty's style of writing is simple, straightforward and lucid. In the beginning of her narration, she describes the forest in Karnataka. She refers to leeches, smell of exotic trees, flowers, the chirping of birds, the whistle of breeze. Later on, she describes the winter season. She writes about the croaking frogs, the cooing birds,

In this personal essay, Sudha Murty presents herself as a learner. The readers, too, can learn a lot after reading the essay. They can learn human values which are incorporated in the personal experience narrated by Sudha Murty. Following are these human values.

**1. Charity :**

The importance of this human value is highlighted in this essay. Sudha Murty is a Chairperson of the Infosys Foundation. She wants to help the school children in a tribal village. She gets to know the most urgent need of the school children and she provides clothes to them. Thus, charity is not misplaced and it is because the person of charity is a wise person who fulfils the need of the school children.

## **2. The Principle of Giving :**

The Thandappa told the writer that he would not accept her gift, if she did not accept his gift. He told the writer that his ancestors taught the next generation the way of living and it was that if you want to accept something, you must give something. The Thandappa's gift was a bottle of juice and it was a token of his hospitality to the guest. Still, it was very important as it was a token of love.

## **3. Humility :**

The essay is entitled as "In Sahyadri Hills, A Lesson in Humility". Sudha Murty in the tribal village met the Thandappa who embodied humility. He offered her a small gift in exchange of her gift to the school children. When the writer refused to accept the gift, she expressed her ego. By accepting the Thandappa's gift, she gave up her ego and became humble. She learnt a lesson in humility and it was from the headman of the tribal community.

## **4. Love for Education :**

Sudha Murty was surprised to learn that even in a tribal village, the parents were willing to send their children to school. In fact, they were poor. Still, they knew the importance of education. She also learnt that the school children wanted to learn about Computer and so, they demanded books about computer. Their love for education impressed her so much so that she thought of writing a book on computer.

## **5. Gratitude :**

The Thandappa wanted to express gratitude for the writer's gift of a bag to the children. It is a rare quality. This writer himself had a bitter experience regarding it. She as a Chairperson of the Trust offered financial assistance to the organizations or persons. However, the people who received it, grumbled about what was lacking in it. It happened quite often. It was ingratitude on their part. It was a painful experience. As compared to that, the experience in the tribal village was very much delightful. The Thandappa represented the village people who expressed gratitude for her, by offering her their gift.

## **6) Simplicity and Honesty :**

The tribal people possessed these qualities. The manner in which they talked and behaved showed simplicity and honesty. The Thandappa represents these people. He is simple, honest and outspoken. He is honest enough to give something in return.

He gives a bottle of juice to a writer in exchange of her gift of a bag containing clothes.

## 2.1 Check your progress.

### A) Choose a correct alternative from the one given below :

1. Sudha Murty went to the Sahyadri Hills, \_\_\_\_\_  
a) a drought hit area                      b) a deserted mountain top  
c) a densely forested mountain      d) a mountain in Karnataka
2. The Thandappa is \_\_\_\_\_  
a) a policeman                              b) the head of the tribal people  
c) the sarpanch                              d) a forest officer
3. The elderly man was \_\_\_\_\_  
a) a watchman-cum peon                  b) a watchman  
c) an unemployed person                  d) a paid employee.
4. The problem that was faced by the school children was that :  
a) the teachers were few in number.  
b) the school-building was very old  
c) their clothes would remain wet during the rainy season  
d) they did not have T.V. sets
5. Sudha Murty came to the village for the second time during \_\_\_\_\_  
a) the winter season                      b) the rainy season  
c) the summer                              d) the Spring
6. Sudha Murty brought \_\_\_\_\_ for children.  
a) clothes      b) chocolates      c) books                  d) computer sets
7. The school-children expressed their desire of learning about \_\_\_\_  
a) T. V.    b) English language  
c) Sports    d) computer
8. The Thandappa's gift to a writer was \_\_\_\_\_  
a) soup of vegetables                      b) juice of wild red fruit  
c) a piece of architecture                  d) an antique object
9. Sudha Murty accepted the Thandappa's gift \_\_\_\_\_  
a) grudgingly    b) with reservation    c) unwillingly      d) gracefully



## 2.2 Check your progress :

1) Form Nouns :

- |              |             |
|--------------|-------------|
| A) Negotiate | B) Improve  |
| C) Intrude   | D) Persuade |
| E) Introduce | F) Guide    |

2) Form Adjectives

- |            |              |
|------------|--------------|
| A) Rhythm  | B) Surprise  |
| C) Delight | D) Tribe     |
| E) Clarity | F) Gratitude |

3) Form Adverbs :

- |            |           |               |
|------------|-----------|---------------|
| A) Grave   | B) Grace  | C) Loud       |
| D) Willing | E) Gentle | F) Compulsory |

4) Make a list of adjectives in the essay.

5) Match the words in the following table.

A	B
1. Chirping of	frogs
2. Whistle of	song
3. Smell of	birds
4. Croaking of	exotic shrubs
5. blooming of	breeze
6. Humming of	flowers

## 2.3 Check your progress :

1. Identify the form of tense in the following statements.

1. It had been drizzling the whole day
2. I then approached an old man who was weaving a cane basket
3. The rains were over

4. Please accept these things which I have brought for the children here.
  5. There have been cases where recipients have complained about the amount of help given to them.
2. Identify the types of sentences (Simple, compound, complex)
1. I love travelling.
  2. The Thandappa rose even further in my esteem.
  3. Curiosity was written all over his face and he seemed anxious to ask me all kinds of questions.
  4. Having been brought up in a teacher's family and being a teacher myself, I was delighted to hear what these children had to say.
  5. He practised the customs taught to him in his childhood and everyone followed him.

### 6.3 Summary of the essay :

Sudha Murty went to a tribal village in the Sahyadri Hills. She wanted to help the school children through Trust to which she was connected. She met a lady and an old man. They were not willing to talk to the writer. Sudha Murty reached the school. She talked to an elderly man who was a watchman-cum-peon of the school. The elderly man took her to a cottage nearby and introduced her to the Thandappa, the headman of the tribe. When asked about the difficulties in running the school, the Thandappa told the writer that the school-children found it difficult to come to school because of the heavy rain and secondly, they could not wear dry clothes in rainy season. The writer thought of their requirement and on the second visit, she offered the Thandappa a bag containing clothes for the children. The Thandappa did not accept the bag. He went to his hut. Until he came back, the writer talked to the school children. They told her that they wanted to learn about computer. The writer thought of writing a book about the computer. The Thandappa came with a bottle of red juice. He offered it to the writer as a gift. The writer refused it as it was her mission to give and not to take. The Thandappa, too, refused to accept her gift. He told her that he would accept her gift only when the writer accepted his gift. Sudha Murty understood his feeling of gratitude and accepted his gift of a bottle of juice.

## 6.4 Vocabulary (Words, Phrases, Idioms)

- |                |   |
|----------------|---|
| 1. Drought hit | Affected by famine                              |
| 2. Leech       | blood-sucking worm                              |
| 3. Downpower   | Heavy Rain                                      |
| 4. Dialect     | A form of spoken language peculiar to a region. |
| 5. Dreaded     | fearful   |
| 6. Beholden    | Grateful  |
| 7. Embarrassed | Awkward   |
| 8. Coax        | Persuade  |
| 9. Grumble     | Complain  |

### Verbal Phrases

1. Look for - Search
2. Turn out - Happen

### Idioms / Expressions

1. Curiosity was written all over his face - His facial expressions showed curiosity.
2. To put one at ease - To make the other person relaxed
3. To run organization - To manage organization
4. Unschooled - Uneducated
5. To take something in stride - To accept

## 6.5 Answer to check to progress

- 2.1
1. c) a densely forested mountain
  2. b) The head of the tribal people
  3. a) a watchman - cum peon
  4. c) their clothes would remain wet during the rainy season.
5. a) the winter season
  6. a) clothes
  7. d) computer
  8. b) juice of wild red fruit
  9. d) gracefully



## 6.6 Exercises :

### A) Write answers to the following questions in four or five sentences.

- 1) Why did Sudha Murty feel like an intruder when she came to the village?
- 2) What did the elderly man tell the writer about himself?
- 3) What, according to the old man, was a problem in running the school?
- 4) What did the school children tell the writer about their requirements?
- 5) Why did the writer decline the Thandappa's gift?
- 6) What was the speciality of the special drink offered by the Thandappa?

### B) Write Short notes :

- 1) The Thandappa
- 2) The school in the tribal village
- 3) The human values implied in the narration

## 6.7 References for further study :

1. Ward, A. C. (1968). ed. *Modern Essays*. London, Longman Group
2. Green, David (1975). ed. *A Book of Modern Essays*, Bombay, Macmillan Co. Ltd.
3. Murty, Sudha (2006). *Wise and Otherwise : A Salute to Life*. New Delhi, Penguin Group.



## Unit-7

### Grass Words

Gopal Honnalgere

---

#### CONTENTS

- 7.0 Objectives
- 7.1 Introduction
- 7.2 The text ----- (and self-check exercises)
- 7.3 Key to the self-check exercises
- 7.4 Summary
- 7.5 Further exercises
- 7.6 Writing activities

#### 7.0 Objectives:

After studying this unit you will be able to:

- understand the general idea and the theme of the poem.
- appreciate the way Grass contrasts its own life with the life of the human beings.
- learn in what way the earth worm fares better in comparison with men.
- come to know how Grass hopes to win with the goodness of its work.

#### 7.1 Introduction:

Gopal Honnalgere is one of the prominent Indian English poets. He has published six volumes of poetry: A Wad of Poems (1971), A Gesture of Fleshless Sound (1972), Zen Tree and the Wild Innocents (1973), The Nudist Camp (1978), The Fifth (1980) and Internodes (1986). The poet has been considerably influenced by the Indian Bhakti poets and twentieth century British and American poets. As a poet, he led a life of Bhikshu and never sought any fame, recognition or honours or distinctions in public. His poetry is based on his personal experiences, travels and

wide readings of philosophical and religious texts. Humour is the distinctive feature of Honnalgere's poetry. It is all pervading. Behind his humour there lies in depth a thought for reflection.

In this poem 'grass' is personified, and it is speaking to us. The grass contrasts itself, its life with the life of the human beings. Every stanza in this poem points out the weaknesses of human beings or the futility of what they do. At the same time, it shows how Grass fares better in comparison with them. This poem is a satire on human beings, their life and politics. The last line of the poem presages how some day, Grass shall win because it is lowly and works for goodness of others.

## 7.2 THE POEM:

### Grass Words:

Men stay in air-conditioned rooms  
Men work getting blisters in the sun  
I am a sunflower  
Working coolly I get no sun-stroke.

Earthquake crumbles leading banks  
Flood dissolves the Parliament  
I am an earth-worm  
I am secure beneath the earth.

Storm blows away the neon signs of advertisement  
Time fades away the mirage nimbus of prophets  
I am a glow worm  
None can take away my glow.

State gambles with men  
Men gamble with the state,  
I am grass  
Let me live and work,  
My goodness

The meadows are green  
My horse may win some day.

## Glossary and Notes:

- blisters: small swelling under the skin caused by the hot sun
- dissolve: come to an end ( here the Parliament comes to an end on account of the flood)
- mirage nimbus: water halo around the head (of the prophets)

### Self-check Exercises:

I Complete the following statements choosing the correct alternative from the ones given below each:

- Grass in the poem is used as a -----
  - a simile
  - a metaphor
  - a personification
  - a metonymic expression
- In this poem the grass represents -----
  - the meadows
  - a glow worm
  - the earth worm
  - the nature
- The glow worm is superior to the prophets because -----
  - the prophets are human beings.
  - The glow of the glow worm is everlasting.
  - the aura around the prophets is like the glow of the glow-worm.
  - the prophets are forgotten.
- 'Men gamble with the State' suggests that -----
  - men indulge in gambling
  - the State makes people gamble.
  - men take a chance that the State will govern better
  - men support the State.

**II Answer the following questions in not more than one sentence each:**

1. Who is speaking in the poem?
2. How do men suffer when they are working?



3. How is Grass secure when there is an earthquake or flood?
4. How is Grass better in comparison with the bright neon signs?
5. What kind of relationship is there between men and the State?

### **7.3 Key to self-check exercises:**

- I
  - 1 a) personification
  - 2 c) nature
  - 3 b) the glow of the glow worm is everlasting.
  - 4 c) men take a chance that the State will govern better.
- II
  1. Grass (as a representative of nature) is speaking.
  2. Men suffer working under the hot sun getting their skin burned.
  3. Glow worm (the representative of Grass) is secure beneath the Earth when there is an earthquake.
  4. The bright neon signs blow away in the storm, but Grass remains.
  5. The relationship between the men and the State is like gambling in which nothing can be certain.

### **7.4 Summary:**

In this poem Grass is the speaker. But Grass represents the world of Nature. Grass is thus personified, speaking for the objects of Nature like a Glow worm or an earth worm. The poem contrasts human lives with the life of these objects of Nature, and in this comparison, the human beings do not fare well at all. Grass representing Nature claims to fare better and hopes to win in future. The poem satirizes human beings for their life of luxury, for their politics and their going against Nature.

### **7.5 Further Exercises:**

#### **I Write short answers to the following questions (3/4 lines each):**

1. How is the working condition of men contrasted with that of Grass in the poem?
2. How do the natural disasters like earthquake and flood affect the life of men and Grass?

3. In what ways is Grass superior to the prophets and the neon signs?
4. What does the poet say about the relationship between men and the State?
5. How is the Parliament more insecure than an earth worm?

## II Vocabulary Exercises:

(A) Complete the following table:

Sr. No.	Noun	Verb	Adjective	Adverb
1		gamble		
2			secure	
3			cool	
4		dissolve		
5	stroke			
6	glow			

(B) After completing the table given above, make use of all the words in it in your own sentences.

## 7.6 Composition:

Write in your own words, in a prose passage, what Grass says. Begin your passage with "I am Grass speaking."



## Unit-8

### The Bougainvillea

Kamala Das

---

#### INDEX:

- 8.0 Objectives
- 8.1 Introduction
- 8.2 The Text -- (and self check exercises)
- 8.3 Key to the self-check exercises.
- 8.4 Summary
- 8.5 Further exercises
- 8.6 Writing activity

#### 8.0 Objectives:

After studying this unit, you will be able to -----

- get an idea of how Kamala Das, as a child, grew up and enjoyed her childhood.
- know what hobbies she used to have as a child
- appreciate her efforts to write for the manuscript magazine started by her brother.
- know the teachers she had in her school days and her feelings about them.
- understand how she wished for parents who would appreciate her poetry.
- know her impressions of the old cemetery and the wonderful red bougainvillea.

#### 8.1 Introduction:

Kamala Das (Kamala Madhavikutty, 31 March 1934 – 31 May 2009) was a major Indian English poet and at the same time a leading Malayalam author from

Kerala, India. Her popularity in Kerala is based chiefly on her short stories and autobiography, while her oeuvre in English, written under the name Kamala Das, is noted for the fiery poems and explicit autobiography. She received a few prestigious awards like the Asian Poetry Award (1963) and the Sahitya Akademi Award (1983) for her valuable contribution to literature. She was also nominated and shortlisted for Nobel Prize in 1984. Her open and honest treatment of female sexuality, free from any sense of guilt, infused her writing with power, but also marked her as an iconoclast in her generation.

‘The Bougainvillea’ is taken from Kamala Das’s autobiographical work *My Story* (1976), and it presents some glimpses from her childhood. Moreover it does reflect her rebellious nature during her childhood when she mentions her inclination towards the speeches of Hitler and Mussolini. Her acute awareness of the problems of gender and race were deeply rooted in her childhood memories.

## 8.2 The Text

On our way to school on some privileged days the cook used to get for us the narrow limp strips of Nestle’s chocolate which came in wrappings of glazed red paper with a coloured photo of the British royal family tucked inside its second layer. We collected enough to be able to demand an album from the dealer.

We had also the habit of collecting cuttings from the newspapers for a political album. This contained all the photographs of Hitler and Mussolini who were undoubtedly the greatest heroes in our eyes at that time. The newspapers gave their speeches maximum coverage, built them up into supermen. We secretly hoped to be like them when we grew up.

At this time my brother thought it a good idea to start a manuscript magazine. None of our contemporaries could turn out essays or poems because they felt diffident about their spelling. So the responsibility fell on my shoulders.

I was six and very sentimental. I wrote sad poems about dolls who lost their heads and had to remain heedless for eternity. Each poem of mine made me cry. My brother illustrated the verses and wrote faintly political articles.

We had two tutors. Mabel, a pretty Anglo-Indian, and Nambiar, the Malayalam tutor. The cook was partial to the lady, served her tea on a tray with tiny sandwiches laid out on a quarter-plate, and to Nambiar who came much later in the evening he

gave only a glass tumbler of tea and a few sardonic remarks. Nambiar, in our house, moved about with a heavy inferiority complex and would hide behind the sideboard when my father passed through the dining room where we had our Malayalam lessons. We learnt our vernacular only to be able to correspond with our grandmother who was very fond of us.

One day all the children of our school were taken to the Victoria Gardens for a picnic. We were given sugar-cane juice and ham sandwiches which, being vegetarian, I threw away behind the flowering bushes. The young schoolmistress kept shrieking out, 'Oh, Archie', every now and then to the dark history teacher while he tried most unsuccessfully to grab her and kiss her. She ran round the trees escaping his clutches, all the while laughing gaily as though it was a big joke.

I went away to the farthest fence and lay near a hedge of Henna which had sprouted its tiny flowers. The sun was white that day, a white lamp of a sun on the winter sky, I was lonely. Oh I was so lonely that day. No one seemed to want my company, not even my brother who was playing a kind of football with his classmates. Helen, the only girl who could dance, was telling the others of the film called *The Blue Bird*. I wondered why I did not join the girls who crowded around her.

I wondered why I was born to Indian parents instead of to a white couple, who may have been proud of my verses. The suddenly like the clatter of pots and pans, harsh words attacked my privacy. 'What on earth are you doing here, Kamala?' shouted the teacher. 'Why don't you join the others? What a peculiar child you are?' And the white sun filled my eyes with its own loneliness. The smell of Henna flowers overwhelmed me. Sobbing, I rose and walked towards my teacher. The children stared at me. The teacher laughed and as though it was a signal for them to begin laughing too, they broke into high laughter. The birds on the trees flew away.

In the afternoon occasionally I slipped out of the gate while the fat watchman slept soundly on his charpoy and walked to the old cemetery. The tombstones were like yellowed teeth and even the writing had faded with the rains of half a century. But it was thrilling to read the words that had not faded and to know that Elizabeth Hardinge was born in 1818 but died in 1938. Who was Elizabeth? Who was Roger Upton who died only at the age of eighty-three? Who was Rosamund? Except for monkeys I was the only living creature there, but the red bougainvillea, gaudy as

spilt blood, that had climbed the minarets, swung in the breeze. The marigolds dipped their heads in courtesy. The monkeys ignored me and suckled their young.

I was too young to know about ghosts. It was possible for me to love the dead as deeply as I loved the living. I could even go up to the unknown Rosamund and confide in her. From the dead no harshness could emanate, no cruelty.

### **Glossary and Notes:**

bougainvillea:	A tropical plant that has red or purple flowers and Grows up walls. Bougainvilleas are popular Ornamental plants.
privileged:	having advantages because of wealth, your social position, etc.
limp	thin
tucked (tuck)	put something especially paper (wrapper), into something so that it looks tidier or stays in place
Hitler	Adolf Hitler (20 April 1889 – 30 April 1945) was a dictator of Nazi Germany from 1934 to 1945, that is during the World War II in Europe.
Mussolini	Benito Amilcare Andrea Mussolini (29 July 1883 – 28 April 1945) was a dictator of Italy from 1930 to 1943.
manuscript	a piece of writing before it is printed
contemporaries	people of the same period of time.
diffident	shy and not wanting to make people notice oneself
sardonic	sharp, critical and bitter
inferiority complex	a continuous feeling that you are much less important, clever, etc. than other people.
vernacular	language of the country (as against English, which is a foreign language)
overwhelmed	strongly influenced by the feeling
stare	to look at something or someone for a long time
cemetery	graveyard, where dead people are buried.

Tombstone	a stone put on a grave which shows the dead person's name. date of birth, and death, etc.
minaret	a tall thin tower
suckle	to feed a baby at the breast
confide	to share a secret with someone
emanate	to come from something (harshness, etc. would or would not come from something)

### Self-Check Exercises:

#### I State whether the following statements are true or false:

1. Nambiar was a handsome Anglo-Indian tutor.
2. The children were taken to the Victoria Garden for a picnic.
3. Archie was telling the other children the story of the film called The Blue Bird.
4. Kamala was lying near the hedge of Henna.
5. The dark Geography teacher tried unsuccessfully to grab the young schoolmistress.
6. When Kamala was lonely, her brother played football with his classmates.

#### II Answer the following questions in one sentence each :

1. Who used to bring Nestle's chocolates for the writer?
2. State the habits of young Kamala.
3. How old was Kamala Das when she wrote sad poems?
4. What were the names of the tutors?
5. What was the name of the girl who could dance?
6. Where did young Kamala go frequently in the afternoon?

### 8.3 Key to self-check exercises:

- I    1) false                      2) true                      3) false                      4) true  
       5) false                      6) true

- II
1. The cook used to bring Nestle's chocolates for the children.
  2. Young Kamala had a habit of collecting wrappings of glazed paper with coloured photos of the British royal family and also the habit of collecting cuttings from newspapers.
  3. Kamala was only six when she used to write sad poems.
  4. The two tutors were Mabel and Nambiar.
  5. Helen was the girl who could dance.
  6. Young Kamala used to go to the old cemetery.

### 8.4 Summary:

This is an autobiographical narration of Kamala Das when she was only a six year old child. Even as a child Kamala Das had a flair for writing. She used to write sad poems about her dolls. She also used to correct the English contributions of other children to their little magazine. Kamala Das gives interesting impressions about her two tutors, who came to teach at home. Mabel was a pretty Anglo-Indian teacher and Nambiar, a young man, used to teach Malayalam. He was very shy. Kamala Das gives interesting description of how their teachers used to take them for a picnic. As a child she innocently noted the history teacher's romance with Mabel. As a child Kamala would like to be left alone. She liked to visit a cemetery and read the writings on the yellow tombstones. She had no idea or fear of ghosts as yet. She greatly liked the red bougainvillea flowering in the cemetery.

### 8.5 Exercises:

**I Answer the following questions in 4 to 5 sentences each:**

1. Why did Kamala and her brother secretly hope to be like Hitler and Mussolini?
2. What kind of poetry did Kamala write when she was six? Why?
3. How did Kamala and her brother learn their vernacular language?
4. Why did Kamala yearn to be born to a white couple?
5. How did the red bougainvillea appear to Kamala?
6. Why did Kamala feel lonely?



**II Complete the following sentences by filling the gaps with appropriate Words / phrases (from the text):**

1. We secretly hoped to be like ----- when we grew up.
2. Nambiar used to move in the house with a heavy -----.
3. Being vegetarian, Kamala threw away ----- behind the bush.
4. Except for ----- Kamala was the only living creature in the old cemetery.
5. The dark ----- teacher tried unsuccessfully to grab the young schoolmistress.
6. From the ----- no harshness could emanate, no cruelty.

**III Use the following words in sentences of your own:**

1. confide
2. emanate
3. overwhelmed
4. tucked
5. inferiority complex
6. ignore

**8.6 Writing Activity:**

Describe the hobby you pursued when you were a child of 6 or 7 years.



## Unit-9

### Preparing a C.V. and Writing a Letter of Application

---

#### INDEX:

- 9.0 Objectives
- 9.1 Introduction
- 9.2 Subject Matter
- 9.3 Key to the self-check exercises.
- 9.4 Summary
- 9.5 Further exercises
- 9.6 Writing activity

#### 9.0 Objectives:

After studying this unit you will be able to:

- organize information about oneself.
- write an application letter.
- make use of official language.
- understand format and model of an application letter.

#### 9.1 Introduction:

You perhaps know what a C.V. is. Its full form is Curriculum Vitae (a Latin phrase), which generally means the information about yourself, your name, address, date of birth and age, nationality, your qualifications, work experience, etc. It is necessary to attach your C. V. separately to your letter of application. You should keep a record of all your qualifications, certificates relating to your academic qualifications, sports, experience of any job done, etc. If you have an up-to-date record of all this, you can easily write your C.V. It is a profile of your educational and professional career. You often hear it called as your 'bio data', which is used only in India. Here is a format of a C.V.

## 9.2. Subject Matter:

### 9.2.1 Section I

#### CURRICULUM VITAE [C.V.]

##### I Personal Information:

Name : Manjiri Pramod Deshmukh  
Address : Manas, 235 Shukrawar Peth, Karad,  
Dist. Satara, 415 110  
E-mail : [deshmukh@yahoo.com](mailto:deshmukh@yahoo.com)  
Phone : 02162- 256256  
Cell Phone : 9421210033  
Date of Birth : 15<sup>th</sup> June 1988  
Age : 23 years  
Marital Status : Single  
Sex : Female  
Nationality : Indian  
Languages Known: Marathi, English, Hindi

##### II. Academic Qualifications:

Course / Class Degree Obtained	Year of Passing	School / College	Main Subjects	Percentage of marks
B.A.	April 2008	Chh. Shivaji College, Satara	English	70 First
H.S.C	March 2005	L.B.S. College, Satara	English, Mar. Hindi, Economics, Geography, Sociology	82 First
S.S.C	March 2003	B.V.Mandir, Satara		75 First

### III. Work Experience:

Period	Employer	Position held	Nature of duties
2009 June	Vision Computers, Satara	Faculty	Teaching Programming, C++, V.B.

### IV Additional Information:

- i) Completed a course in Computer Programming (Software)
- ii) State Level Kabaddi Player
- iii) Karate Yellow Belt

### V Other interests:

Swimming, Reading

### VI Referees:

- 1. Mr. Sopan Chaudhari, Manager,  
Bank of India, Karad
- 2. Mrs. Sheetal Bajpai  
Principal, International English Medium School, Karad

Study the format of the CV given above. If you wish to prepare your C.V., you must keep together all your certificates of educational and other qualifications as well as achievements. You will need their copies to present at the time of your interview for a job you apply for.

### Check your Progress:1

#### TASK 1

- A) Imagine that you are applying for a job of a Computer Typist knowing English as well as Marathi Typing, in addition to facility with spoken English. Prepare a table giving information about your educational as well as professional qualifications necessary for the job.

- B) Imagine that you have to apply for the job of a librarian in a college library. Prepare suitable CV giving details of your educational and other qualifications appropriate for the job.

### **9.2.2 Section II**

#### **II Writing a Letter of Application:**

Your CV gives your future employer only bare details about your educational and other qualifications. But your letter of application should motivate your employer to call you for an interview. Your letter of application should contain information in addition to what you have given in your C.V. Here are some guidelines for you to keep in mind when you are writing the letter of application.

#### **Guidelines for Writing a Letter of Application:**

1. A letter of application is also called a covering letter with the enclosure of your C.V. It should motivate the employer to go through your C.V. and invite you for an interview.
2. Normally, you apply for a job that is advertised in a newspaper. Your letter should, therefore state that your letter is in response to the advertisement in the newspaper of a particular date. You may also be applying for the job on your own without reference to any advertisement. You should then say, “I understand that your establishment needs a computer-typist-cum-office clerk, I would like, therefore, to apply for it and try to be of use to you.”
3. If you are writing a letter of application in response to an advertisement, note carefully the requirements of the job given in the advertisement. You should show interest in the job advertised. Write about why you are attracted to the post and how you can make yourself useful for the establishment.
4. You may have some additional qualification and experience apart from what is stated in the advertisement. Make a point to state it and show how you can be of good help to the company or the office.
5. Write a separate paragraph about experience and other abilities of yours which will prove useful in doing the job.
6. Your final paragraph should be a polite request to the employer to consider your letter of application favourably.

Structure or Format of the Application Letter: Study the letter of application given below:

<p>Pinnacle Pride, Tilak Road, Near Durvankur, Pune 2</p> <p>Sir,</p> <p>I am interested in the job of Copy-Paste through Internet as advertised by you in the Daily Maharashtra Times, of the second of this month. Your advertisement does not mention if the candidate selected for the post has to do this job of copy-pasting at home on his own computer or it is to be done at your office only. I have a computer at home with Internet connection and also a state of the art printer. I could do the job of copy-pasting as directed by you at home or at your office as well. I am doing my graduation at present. As my C.V. will show you, I have completed courses in computer programming. I hold certificates showing that I can handle the software such Java, C++, etc. I can be of use to you in any job to be done on computer. In addition to this, I know typing very well. Though I am doing my graduation, it is my final year, and I assure you that it will not come in the way of my doing a job for you.</p> <p>I look forward to hearing from you.</p> <p>Encl. C.V</p>	<p>Avinash B. Patil 21, Sneha Sdan, Ravivar Peth, Pune 2</p> <p>4<sup>th</sup> June, 2013</p> <p>Yours faithfully, sd/- (Avinash Patil)</p>
--	---

This letter of application shows that it is in response to an advertisement. The letter, therefore starts with reference to the advertisement, the name of the newspaper and its date, inviting application for a particular post. Your first paragraph will, therefore, refer to this advertisement. You can say:

I submit this application letter with reference to your advertisement appearing  
In The Times of India, dated -----.

OR

I wish to apply for the post of an instructor in computer programming advertised  
by you in daily Sakal, dated -----

The second paragraph of this letter could be:

I am an Arts Graduate from Willingdon College, Sangli. While doing my  
graduation

I completed different courses in computer programming as can be seen from my  
C.V.

I have worked as a computer typist-cum-Junior clerk in the office of Menon  
Engineering, Solapur, for one year. I had to leave the job for completing my  
graduation.

If you have no work experience, you can say:

As I am a fresh graduate, I have not had an opportunity to work in any  
commercial establishment. Yet I assure you that I will do my job diligently if  
you give me an opportunity to serve with you.

Closing the letter:

The letter of application ends with a request and an assurance.

See for example:

- i) I hope you will give me an opportunity to be of service to you.
- ii) I would be greatly obliged if you could consider my letter of application  
favourably.
- iii) I look forward to hearing from you.

Complimentary close:

Now-a-days, letters of application DO NOT end with expressions like:

With regards, thanking you, etc.

You end the letter with the formal expression:

Yours faithfully,

Note that it begins with Y capital and the comma at the end.

The complimentary close is followed by Enclosures, if there are any. Usually, the enclosure is your C.V.

You can say: Encl. C.V.

**Check your progress: 2 (A)**

**Find answers to the following questions:**

1. Why is a letter of application necessary?
2. What is a C.V.?
3. How should you start a letter of application?
4. What should be the second paragraph about?
5. What should be the third paragraph about?

**Check your progress: 2 (B)**

**TASK 2** i). Write a letter of application for the following advertisement:

**WANTED**  
Typist-Clerk  
Graduate, Eng., Mar. Typing necessary.  
MSCIT preferable.  
**Apply to Samarth**  
Educational Society, Karvenagar, Pune

- ii) Read the following advertisement. Think of the necessary qualifications and experience necessary for the job and the write a letter of application for it.

**KIDZEE**  
Requires teachers  
Min. Exp. 6 months in  
Teaching pre-primary children  
  
Interested candidates send C.V. and  
application at  
[ravet@gmail.com](mailto:ravet@gmail.com)



### 9.3. Summary:

Let us now sum up what we have learnt in this unit.

First, you learnt how to write your personal details in your C.V. You must keep all your certificates in one file. You can easily write the dates, names of the examinations and the institutions. You may have done a job. Keep the details of this job ready to state your experience. C.V. should always be up-dated and revised. When you get a new qualification, you should add it to your C.V. at a proper place.

This unit has shown you how to write a letter of application. There are guidelines and even a model application letter for you. Study this model carefully, and practise writing such letters. You come across a number of job advertisements in the English newspapers. You can try writing a letter of application for any of them. You can imagine that you have the required qualification and also the experience. Use the expressions/the typical language given in the unit, for this.

### 5. Answers to check your progress:

#### Section: I

#### Check your progress: 1

#### Task- 1

A) Imagine that you are applying for a job of a Computer Typist knowing English as well as Marathi Typing, in addition to facility with spoken English. Prepare a table giving information about your educational as well as professional qualifications necessary for the job.

#### I. Academic/Educational Qualification:

Course / Class Degree Obtained	Year of Passing	School / College	Main Subjects	Percentage of marks
B.A.	April 2009	Kisan Veer Mahavidyalaya, Wai	English	71 First
H.S.C	March 2006	Kisan Veer Mahavidyalaya,	English, Mar. Hindi, Economics,	68 First

		Wai	Geography, Sociology	
S.S.C	March 2004	Wai High school, Wai	All	65 First

## II. Work Experience:

Period	Employer	Position held	Nature of duties
2010 June	High Tech Computers, Satara	Typist	Typing and office Correspondence

## III. Professional/Additional Qualifications:

- i) Completed a course in Computer Programming (Software)
  - ii) Completed typing course both in Marathi and English 40wpm respectively
  - iii) Certificate Course in Communicative English
- B) Imagine that you have to apply for the job of a librarian in a college library.  
Prepare suitable CV giving details of your educational and other qualifications appropriate for the job.

## CURRICULUM VITAE

### I Personal Information:

Name : Manoj Damodar Pawar  
 Address : Pushkar, 314 Shaniwar Peth, Satara,  
 Dist. Satara, 415 110  
 E-mail : [pawarm@gmail.com](mailto:pawarm@gmail.com)  
 Phone : 02162- 253663  
 Cell Phone : 9422435076  
 Date of Birth : 15<sup>th</sup> June 1989  
 Age : 22 years  
 Marital Status : Single  
 Sex : Male  
 Nationality : Indian  
 Languages Known: Marathi, English, Hindi

**II. Academic Qualifications:**

Course / Class Degree Obtained	Year Passing	School / College	Main Subjects	Percentage of marks
B. Lib.	April 2009	K. B. P. College, Satara		70 First
B.A.	April 2008	Kisan Veer Mahavidyalaya, Wai	English	66 First
H.S.C	March 2005	Kisan Veer Mahavidyalaya, Wai	English, Mar. Hindi, Economics, Geography, Sociology	68 First
S.S.C	March 2003	Wai High school, Wai		65 First

**III. Work Experience:**

Period	Employer	Position held	Nature of duties
2009 June	L. B. S. College Satara	Assistant Librarian	Text Book Accession Section

**IV Additional Information:**

- i) Completed a course in Computer Programming (Software)
- ii) Completed Training Programme in Infibnet.

**V Other interests:**

Swimming, Reading, Painting, Photography

**VI Referees:**

1. Mr. Sandip Gaikwad, Manager,  
Bank of Baroda, Satara
2. Mrs. Suhasini Kulkarni  
Principal, Happy English Medium School, Satara

## Section: II

### Answers to check your progress: 2 (A)

1. A letter of application is necessary to put the applicant's case effectively before the employer. It is an ambassador of the applicant.
2. A C.V. is the record of personal details, educational qualifications and work experience of a candidate.
3. You should start a letter of application in response to any advertisement with an expression like--- “With reference to your advertisement in Daily---  
----- (newspaper name), dated-----“
4. The second paragraph of the letter should be about your interest in the post, the reputation of the company or the college that you see in the job.

### Answers to check your progress: (B)

#### Task:2

i)

	Kishor R. Chvan 20, Shanti Sadan, Shukrawar Peth, Pune 2  10 <sup>th</sup> June, 2013
The Principal, Samarth Educational Society Karvenagar, Pune	
Sir,	
With reference to your advertisement in Daily Loksatta dated 5 <sup>th</sup> June 2013, I wish to apply for the job of Typist-Clerk.	
I completed my graduation in English subject with first class. I also completed my Typing Course in Marathi and English 40wpm. As my C.V. will show you, I have completed MSCIT. I hold certificates showing that I can handle the software such Java, C++, etc. I can be of use to you in any job to be done on computer. In	

addition to this I know typing very well.

I, therefore, request you to kindly consider my application and give me an opportunity for the interview to show my ability and skills.

Yours faithfully,  
sd/-  
(Kishor Chavan)

Encl. C.V

ii)

Swati K. Jagtap  
78, Shrawasti,  
Gendamal, Satara

5<sup>th</sup> June, 2013

The Principal,  
International English Medium School,  
[ravet@gmail.com](mailto:ravet@gmail.com)  
Satara.

Madam,

With reference to your advertisement in Daily Maharashtra Times dated 27<sup>th</sup> May 2013, I wish to apply for the job of Pre-primary Teacher.

I completed my D. Ed with first class. I also completed Diploma in Communicative English. I can communicate in English fluently. As my C.V. will show you, I have one year teaching experience at primary level.

I, therefore, request you to kindly consider my application and give me an opportunity for the interview to show my ability and skills.

Yours faithfully,  
sd/-  
(Swati Jagtap)

Encl. C.V.

**Exercises:**

1. You can make more practice of writing a letter of application by using advertisements given in any daily newspaper for inviting applications for the different jobs.



## Unit-10

### Writing News Report

---

#### INDEX:

- 10.0 Objectives
- 10.1 Introduction
- 10.2 Subject Matter
- 10.3 Key to the self-check exercises.
- 10.4 Summary
- 10.5 Further exercises
- 10.6 Writing activity

#### 10.0 Objectives:

After studying this unit you will be able to:

- understand the kind of English required for news report
- acquire the skill of writing news report
- learn the layout of the news report
- organise all the facts and details for the news report

#### 10.1 Introduction:

English for Journalism is a different kind of English. Even within Journalistic English you must have noticed that there are special styles of writing for Editorials, feature articles, and reviews, etc. If you wish to be a news reporter, you have to acquire the skill of writing news reports. In this unit we are going to study how to write a news report, its format and the kind of English you need for it.

You have already studied the unit on the skill of Narration. A news report is also a kind of narration. But while writing a news report you have to be impersonal and objective. As a news-reporter you have to state the facts of what happened and how it

happened. Talking about journalistic writing, a well known 18<sup>th</sup> century English writer, Rudyard Kipling, has said, journalistic writing includes Five W's --- What, When, Where , Why and How. In other words when you write a news report you have to keep in mind all the facts about it. Remember, if you wish to make a career in the field of Journalism, you must acquire the skill of writing journalistic English.

## **10.2 Subject Matter:**

### **10.2.1 Section-I**

Layout of a News Report:

Study the news report given below:

#### **(A) Vishwaroopam Released in K'taka**

(Press Trust of India)

Bangalore, Jan. 29.

Kamal Hasan's controversial film Vishwaroopam was finally released on Tuesday in Karnataka after the State police gave assurance of providing adequate security for the multilingual film.

Vishwaroopam has been released in 40 theatres across the state, including 17 in Bangalore from the matinee show today.

---

#### **(B) Sehwaq to lead Rest of India**

(PTI New Delhi, January 29)

Virendra Sehwaq was named the captain of the Rest Of India (ROI) squad for the Irani Cup match against Ranji Trophy champions Mumbai to be held at the Wankhede Stadium from February 6 to 10. Sehwaq, who was dropped from India's ODI team for the recently concluded series against England due to poor form, will lead a 14 member ROI squad.

---

#### **(C) Two arrested with fake currency**

**Mumbai:** Mumbai Police Crime Branch have arrested two men who were allegedly in possession of fake currency of the face



value over Rs. 3 lacs. Police are now on the lookout for their accomplice. The arrested accused Mariful Shaikh (29) and Mustafa Sheikh (40) are from Kolkata, and staying in Taloja in Thane District, police said. They have been sent to police custody till February 2.

---

### Check Your Progress: 1

- i) The headline of the news item (B) is -----
  - a. Sehwag to lead Rest of India
  - b. Vishwaroopam Released in K'taka
  - c. Two arrested with fake currency
  - d. Kamal Hasan's controversial film
- ii) The name of the news agency of the news report (A) is -----
  - a. Banglore
  - b. Press Trust of India
  - c. Banglore Jan.29
  - d. K'taka
- iii) The place of the news item (C) is -----
  - a. Banglore
  - b. Delhi
  - c. New Delhi
  - d. Mumbai
- iv) The date of a report starts with -----
  - a. January 29
  - b. January 30
  - c. February 2
  - d. February 2
- v) The full form of ROI is -----
  - a. Range of Investigation
  - b. Roads of India
  - c. Rest of India
  - d. Rate of Interest

### 10.2.2 Section-II

#### I. Layout:

You can see the layout of the news reports given above. Broadly, the layout of a report starts with the Caption or a Heading. Below the heading, there is the name of

the news agency, the place and the date. A date may not always be mentioned because it is understood to be the date of that day's paper.

-----  
CAPTION OR HEADING

(The News Agency)

-----

Place and the date:

-----

The caption or the heading is followed by the news story. Let us first study how the headlines or the captions of the news reports are written.

## **II The Headlines:**

The headlines are in bold print. We are concerned here with the grammar of the English headlines. More often these headlines are written using noun phrases along with incomplete or non-finite verbs. Study the following examples of the headlines:

- 1) Only a past-participle of a verb is used in place of a full verb phrase:  
Vishwaroopam Released, Two Arrested, 10% Bonus Declared, etc.
- 2) Infinitive verb phrases are used in place of full verbs :  
Sehwag to lead, Sikh Pilgrims to Visit Pakistan, Govt. Servants to get DA rise,
- 3) There can be Verbless headlines:  
Interpol Alert against doctor, Hunt for the second leopard on, Praveen Kumar Mum on Suspension, Hike in Property Tax,
- 4) There are headlines with full verbs also. See for example :  
The Sanjay Dutt and Manyata tie the knot, Nadal loses final in comeback, Gautam Joins Delhi Dare devils, Collector Seeks Help from NGOs,

These headlines can be expanded into full verb phrases:

Sehwag to lead;                      The Board elected Sehwag to lead the ROI Team,

Two arrested;                      Two terrorists were arrested by the police.

Interpol alert against doctor: There is Interpol alert against the doctor.

**Check your progress: 2 (A)**

- i) The layout of a report starts with -----
  - a. the news agency
  - b. place
  - c. time
  - d. caption or heading
- ii) The headlines are in -----
  - a. print
  - b. bold print
  - c. blue print
  - d. footprint
- iii) In place of full verb phrase, only a ----- of a verb is used.
  - a. present participle
  - b. past tense form
  - c. perfect tense form
  - d. infinitive verb
- iv) The headlines are written by using ----- along with non-finite verbs.
  - a. verb phrases
  - b. adjective phrases
  - c. noun phrases
  - d. adverbial phrases
- v) There can be headlines with -----
  - a. finite verbs
  - b. verbless or full verbs
  - c. verbless
  - d. full verbs only

**Check your progress: 2 (B)**

**TASK I:**

**(A) Write short headlines for the following. Use abbreviations where necessary:**

- a) Reserve Bank of India has decided to cut rates to propel growth.
- b) The MP government has decided not to promote policemen out of turn.
- c) There is North Korea map available on Google now.

**(B) Expand the following headlines:**

- a) CR bi-weekly to Ratnagiri,
- b) No Entry for Foreign Press: PM

**(C) Give Verbless Headlines for the following:**

- a) Loans are going to be cheaper with the new RBI policy.
- b) PMC has announced that there would not be water supply on Saturday.

**10.2.3 Section-III**

Use of Tenses in the headlines:

You have seen that headlines are normally shorter than the sentences because they are mostly phrases. But even if there are full sentences in the headlines, they are typically in the present tense though it is the news about the past happening. It is, of course, the recent past. See for example:

- 1. The Prime Inaugurates the Stadium
- 2. Farmers hold Protest Rally at the Collectorate

These events took place a day before but the verbs ‘inaugurates’ and ‘hold’ are in the present tense. Look for such headlines in the English newspapers you have in the college library or at home. Study how these headlines are written.

Use of Reduced Passive Verb Phrases:

Study the following headline:

RTI activist denied info by the Corporation

Here the past participle ‘denied’ is a reduced passive verb phrase ‘was denied’. Similarly, in the following headline:

An Indian Student beaten up in Australia

the past participle 'beaten up' can be expanded into a full passive verb 'was beaten up'. We come across a number of such abbreviated verb phrases in the new s headlines:

killed : was killed,                      held : was held,  
taken into custody: was taken into custody

Use of Infinitives in the New Headlines:

When we read the news heading with to +verb, it means the time referred to in it is future. For example :

Government to take stern action

means, 'The Government will take stern action'. More such examples are :

Ratan Tata to retire next month : retire = will retire

Agni Missile to be launched soon: to be launched = will be launched

Note that 'to be launched' is a passive infinitive.

### Check your progress: 3 (A)

- i) The headlines are normally written in ----- tense.
  - a. past
  - b. perfect past
  - c. progressive
  - d. present
- ii) The past participle verb form can be expanded into-----
  - a. active verb
  - b. passive verb
  - c. finite verb
  - d. non-finite verb
- iii) To+verb refers to ----- time.
  - a. present
  - b. past
  - c. future

- d. all the above
- iv) 'Government to take stern action' means-----
  - a. The Government takes stern action
  - b. The Government took stern action
  - c. The Government will take stern action
  - d. The Government has taken stern action
- v) 'To be launched' is the example of -----
  - a. to infinitive
  - b. bare infinitive
  - c. ing infinitive
  - d. passive infinitive

**Check your progress: 3 (B)**

#### **TASK 2:**

**(A) Write Headlines for the following:**

- i) The residents have been asked to vacate the houses.
- ii) Two boys are found dead at the sea shore
- iii) The state government employees are likely to get DA rise.
- iv) Tendulkar is likely to retire from the test matches.
- v) There us Interpol Alert against the terrorist Shaikh
- vi) The study shows that the rich areas are poor in sex ratio.
- vii) The Capital experiences heavy rains with hail storm.
- viii) The rape accused was denied bail by the court.

**(B) Give headlines for the following using Non-Finite verb phrases:**

- i) Finance Minister decides to increase income-slabs.
- ii) Bank employees will go on strike next week.
- iii) State Government will declare five per cent rise in DA.

#### **10.2.4 Section- IV**

##### **NEWS STORY:**

News Story is the write-up that comes after the headline. There are five elements of the news story: WHAT, WHEN, WHERE, WHY, and HOW. It means

the news story should give all the essential details of the news. The news story is written briefly and in a matter-of-fact manner. Before you start writing the news story, below the headline, you have to state the name of the News Agency, or the name of the reporter. These are the sources of the news. See for example:

HOME LOAN CHEAPER

PM to Address Youth Meet

United News Agency

Press Trust of India

### TWO DROWN IN THE CANAL

Ram Pathak

Before you start writing the news report, you have to state the 'place' where the news happened. For example:

Pune (Reporter) : Bank employees of all the National banks are going on one-day notional strike tomorrow.

Sangli: (UNI): Thousands of farmers took out protest march against irregular supply of electricity.

You can see that the name of the place is followed by the source of the news such as the name of the news agency or the name of the reporter. This is followed by the content of the news item. Study the following news items for their organization of the text of the news.

#### (A) Gold Chain Snatched

(Times News Network):

Pune: On Wednesday morning at around 9-45 am two unidentified men on a motorcycle snatched a gold chain worth Rs.17000, of Shankuntala Sadre, after stopping to ask her about a paint shop. Sadre was in front of her house in Santoshnagar, when the crime occurred.

#### (B) IRANI CUP Battle Begins

(K.S. Rao/ Express News)

Mumbai: The opening day of the Irani Cup match between Ranji Champion, Mumbai and Rest of India became an exciting affair at the Wankhede on Wednesday. The five-day encounter began here with the hosts winning the toss and opting to bowl first in conditions they thought would help seamers. But an

ordinary medium pace bowling in the first session helped the openers of the Rest of India to settle down , Dhavan scoring 63, and Vijay going on to score a ton with his 116. The Rest of India garnered a comfortable total of 330 before the close for the day.

In the news item at (A), the first sentence has at the very beginning two prepositional phrases, ‘on Wednesday morning’, and ‘at around 9-45 am’, which state precise time of the happening of the incident. The following part of the sentence tells us what happened, stating the details. The way the crime took place and where it happened are the details that follow. In the news at (B), the first sentence gives us the details of when (the opening day), what (the match between ....), and where (Wankhede stadium). The details such as the period of the match, who won the toss and bowled first, etc. follow. Other details follow.

Both the news items briefly tell us what happened, where , when and how. Note how passive structures are used:

1) Use of Passive Structure:

The news stories reporting an event like an accident, burglary, etc. make use of passive sentences, because such news items are impersonally reported.

Vishwariioan has been released ----

Sehwag was named -----

The culprits have been sent to police custody ----

2) Use of Tense:

The news story is normally an account of what happened. It is, therefore, written in the past tense. Note the past tense used in the news items given above:

- Two men snatched a gold chain ----
- The opening day became an exciting affair -----
- The five day encounter began here ----
- The lady was in front of her house -----
- The rest of India garnered comfortable total ----

3) Organization of details :

Study the organization of the news at (A) above:

- i) When the event occurred -- On Wednesday morning at 9-45 a.m.
- ii) What happened ---- Two unidentified men on a motorbike snatched a Gold chain.
- iii) The value of the thing ----- around Rs.17,000



- iv) Name of the victim ----- Mrs. Shakuntale Sadre
- v) Where the incident took place ---- in front of her house at Santoshnagar

When you write a news story, you have to keep in mind all the facts of the news. You have to organize these details stating the details such as Day and Date and Time, What happened and Where.

**Check your progress: 4 (A)**

- i) There are five elements of the news story: what, when, where, why and -----
  - a. who
  - b. how
  - c. which
  - d. whom
- ii) News story means-----
  - a. headlines
  - b. details of the news
  - c. elements
  - d. news agency
- iii) The news agency can be replaced by-----
  - a. place
  - b. time
  - c. headline
  - d. the name of the reporter
- iv) News items on accident, burglary, etc are reported-----
  - a. impersonally
  - b. personally
  - c. formally
  - d. informally
- v) The news story is written in ----- tense.
  - a. present
  - b. future

- c. continuous present
- d. past

### Check your progress: 4 (B)

#### TASK 3:

Write news reports making use of the following points:

- (i) Export trade of flowers has gone down.

Other details:

Place of the news: Pune, date: 12<sup>th</sup> of the month, Source: Representative ---- last year's payment not received, Valentine Day demand – ---- only 50 to 60 lac flowers --- to Australia and European countries and Arab countries ----- roses in local markets ---- rates down ---- Valentine day on the 14<sup>th</sup> -----Special demand from the young ones ----- producers and suppliers of roses ---- from Maval, Loni Kalbhor, and other areas ----- the exporters buy flowers directly from farmers, some are themselves producer

- (ii) Place of news: Pimpri, date : 15 Source of news: Sakal News Service, place: Pune-Mumbai Highway near Kalbhornagar ----- the BRT bus stop broken by a truck -----time of the incident – at night, around 9-45 ----- the BRT bus stop in the middle of the road --- driver coming at top speed----- heading towards Mumbai---- could not judge the height of the stop ----- the stop destroyed ----- frequent such accidents ----- the citizens complain ----- approach the commissioner --- demand changing the wrong kind of structure ----

### Check your progress: 4 (C)

#### TASK 4

Write a news story based on the details given below. Supply a suitable headline also.

New Delhi, 19. New Delhi : (TNN & Agencies) ---- Ela Bhatt of Ahmedabad awarded Prestigious Indira Gandhi Prize for Peace -- on Monday, at Rashtrapati Bhavan ---- by President Pranab Mukheourjee --- prize for lifetime achievements --- for empowering women – Bhatt – the founder of SEWA (Self Employed Women's Association ) --- PM Manmohan Singh, Congress President Sonia Gandhi were present ---- the prize -- a citation and cash award of 25 lakh ----- Bhatt said ----- overwhelmed by the recognition of her services

by her own country – an honour for SEWA sisters ---- Bhatt --- warning against western economic models --- essential to meet six basic primary needs of people ----- emphasized need for new holistic economy.

### **10.3 Summary:**

Let us now sum up what we have learnt in this unit.

We have learnt a different kind of English for Journalism with special styles of writing for Editorials, feature articles, and reviews, etc. It is essential to acquire the skill of writing news reports and their formats keeping in mind the form of tenses and verbs. It is also important to state all the facts about news report.

### **10.4 Answers to check your progress:**

#### **10.2.1 Section-I**

##### **Check your progress:1**

- i) a. Sehwag to lead Rest of India
- ii) b. Press Trust of India
- iii) d. Mumbai
- iv) a. January 29
- v) c. Rest of India

#### **10.2.2 Section-II**

##### **Check your progress: 2 (A)**

- i) d. caption or heading
- ii) b. bold print
- iii) d. infinitive verb
- iv) c. noun phrases
- v) verbless or full verbs

##### **Check your progress: 2 (B)**

- (A) a. RBI Decides to cut Rates to Propel Growth
- b. The MP Government Decides not to Promote Policemen
- c. North Korea Map Available on Google
- (B) a. CR, a biweekly, has been transferred to Ratnagiri
- b. The Prime Minister of India has declared no entry for foreign press

- (C) a. Loans Cheaper with New RBI Policy  
b. PMC's Announcement No Water Supply on Sunday

### 10.2.3 Section-III

#### Check your progress: 3 (A)

- i) d. present
- ii) b. passive verb
- iii) c. future
- iv) c. The Government will take stern action
- v) d. passive infinitive

#### Check your progress: 3 (B)

- (A) i) Residents Asked to Vacate the Houses
- ii) Two Boys Found Dead at Seashore
- iii) State Government Employees to get DA Rise
- iv) Tendulkar to retire from Test Matches
- v) Interpol Alert against Terrorist Shaikh
- vi) Study shows Rich Areas Poor in Sex Ratio
- vii) Capital Heavy Rains with Hail Storm
- viii) Rape Accused Denied Bail: Court
- (B) i) Finance Minister to increase Income-slabs
- ii) Bank Employee to strike Next Week
- iii) State Government to declare Five Percent Rise in DA

### 10.2.4 Section-IV

#### Check your progress: 4 (A)

- i) b. how
- ii) b. details of the news
- iii) d. the name of the reporter
- iv) a. impersonally
- v) d. past

### **Check your progress: 4 (B)**

#### **i) Export Trade of Flowers Gone Down**

Pune, 12 (Representative): Export trade of flowers went down due to not receiving the payment of last year and Valentine Day demand on more amount. Only 50 to 60 lac flowers were exported to Australia and European countries and Arab countries.

The increasing demand of red roses in local markets brought rates down on account of Valentine Day on the 14<sup>th</sup> February. There was a special demand from the young ones in Pune. Therefore the producers and suppliers of roses bought them from Maval, Loni Kalbhor and other areas. But the exporters bought flowers directly from farmers and some are themselves producer.

#### **ii) BRT Bus Stop Broken by Bus**

Pimpari, 15 (Sakal News Agency): The BRT bus stop on Pune-Mumbai highway near Kalbhornagar was broken by a truck at high speed last night around 9.45pm.

The truck was heading towards Mumbai at high speed. The driver could not judge the height of the bus stop structured in the middle of the road. As a result he lost the control over it and the bus stop was fully destroyed. The citizens living at the area have been complaining about such frequent accidents. As this incident happened, they immediately approached the commissioner and demanded to change the wrong kind of structures occurring in the middle and either side of the highway.

### **Check your progress: 4 (C)**

#### **Ela Bhatt Awarded Indira Gandhi Prize for Peace**

New Delhi, 19 (TNN & Agencies): Ela Bhatt of Ahmedabad was awarded prestigious Indira Gandhi Prize for Peace at the auspicious hands of Hon. President Pranab Mukharjee on Monday at Rastrapati Bhavan, New Delhi. The prize was for lifetime achievements for empowering women.

Bhatt is the founder of Self Employed Women's Association (SEWA). Hon. Prime Minister Manmohan Singh and Sonia Gandhi, the president of Congress Party were in the august presence of the ceremony. The prize is a citation and cash award of 25 lakh. In her reply to the honour, Bhatt said that she was very much overwhelmed by the recognition of her services by her own country. She admitted

that this was not the honour for her but for the SEWA sisters also. Bhatt was warning against western economic models that have been essential to meet six basic primary needs of people. On the other hand, she emphasised need for new holistic economy.

### **10.5 Exercise:**

1. It's real kind of activity. You should refer to any English newspaper daily and observe the language used in it and the format of the different news items.



## Unit-11

### Making Enquiries and Giving Instructions

---

#### INDEX

11.1 Objectives

11.2 Introduction

11.3 Presentation of Subject Matter

11.3.1 Section – I

Check Your Progress – I

11.3.2 Section – II

Check Your Progress – II

11.3.3 Section – III

Check Your Progress – III

11.4 Summary

11.5 Answers to Check Your Progress

11.6 Exercise

11.7 Reference for further study

#### 11.0 Objectives :

After reading this Unit, you will be able to:

- know how to make enquiries and give instructions
- explain formal and informal expressions in communication
- know the importance of politeness of language while speaking with strangers
- understand how to use imperative sentences, WH questions and Yes/No questions
- learn the language of instructions

## **11.1 Introduction**

In the last unit, Writing News Reports, you studied how to write a news report. You studied how a news-reporter states the facts of what happened and how it happened.

In this unit you are going to study how the language is used for asking / giving information and making enquiries. You will also study how language is used for giving instructions. Today, almost all graduating students are going crazy for courses such as Spoken English, English Speaking Crash Courses or similar courses in Soft Skills.

However, the close study of this unit may help the students of Distance Education to know the use of English language in their speaking skills at variety of situations.

### **SECTION - I**

#### **I – ASKING FOR INFORMATION**

Asking for information and giving it, as well as giving instructions to others are perhaps the most frequent spoken situations that you face in your life. If you are a new entrant in a college, you need to know where your classroom is, or where the library is, and what the library hours are, and perhaps most important where the college canteen is. You wish to know where the time table for classes has been displayed and what sports facilities are.

If you like to travel, you need to ask information about trains and buses, their timings, the distance, particular tourist spots and so on. You go to the post office or a bank or at the multiplex cinema hall, at the state transport bus station, where you have to ask questions and get necessary information for your guidance. In your own state you may get on with your mother tongue, though not always, because at the national institutions you may come across people who do not know your regional language. So you have to make use of English. If you are travelling in the South, you frequently need English. Again in the corporate offices, in the offices of the central government, you need English to get your work done. You have to ask questions or you have to answer them. Let us then study how English is used in such situations. Read and study the following pieces of interactions:



1. At the Railway Station;

- : Excuse me, Sir, is Madras Express running late?
- : Yes, it is one and half hour late.
- : Which platform is it likely to arrive at?
- : Platform will be announced fifteen minutes before its arrival.
- : Oh, thank you.

2. At the Bank:

- : Excuse me, Sir, do you have facility of mail transfer of money?
- : Of course we have. Fill in this form and pay the amount at the cash counter. By the way, what's the amount you are sending? If it is more than fifty thousand you have to mention your PAN Number.
- : Oh, it's OK, Sir. It's not more than ten thousand. And thanks.

3. At the office in the college:

- : Excuse me, Sir. I need my original mark sheet.
- : Which exam. is it?
- : B.A. Part I, Sir.
- : Fill in this form and give to window No. 3.
- : Thank you, Sir.

When you make a request, or make any kind of enquiry, you must be polite to the stranger you are addressing, particularly, when the person is an elderly gentleman or a lady.

Excuse me, Sir,    Excuse me, Madam

If you are talking to a classmate or a colleague, you can be informal and friendly:

- 4. Hello, Ram. Please tell me if we have English lecture tomorrow.
- 5. Hello, Sheela, When do we have NSS camp?

When you make enquiries, you have to ask WH questions and sometimes Yes/No questions also. Students frequently make mistakes forgetting to put the auxiliary verb before the subject. For example:

**Wrong**

- (1) Madras Express is running late?
- (2) Which platform it is arriving at?
- (3) Which exam. it is?
- (4) What the charges are?

**Right**

- Is Madras Express running late?
- Which platform is it arriving at?
- Which exam. is it?
- What are the charges?

You are familiar with these structures of WH and Yes/No questions, but most of the students make mistake while writing. And do you ever speak them? Do you have an occasion to ask such questions and answer them? If you do not come across such situations, create them, act them out as in a play-acting situation. Unless you speak, you cannot learn them and use them naturally in your speech.

Suppose you get a job in Tamil Nadu or in Karnataka and you need to buy vegetables or fruit. If you do not know Tamil or Kannad, you will have to use English, and the vegetable vendor or fruit vendor will also be able to in his broken English. Anyway, let us see how you can use English to buy vegetables and fruit.

At the Grocery Shop:

- : How much is Basmati rice per kg please?
- : There are two varieties, Sir. This one is Rs. 38 per kg, and this one Rs.42 per kg.
- : All right. Let me have five kg. of this one. And, let me see ... I need 2 kg. sugar, a society tea bag of quarter kg., half a kg. ground nuts, and two packs of Dhara edible oil. How much does it come to?
- : Here you are, Sir. It comes to Rs. 620, Sir.
- : I have here a thousand rupee note, .....
- : No problem, Sir. Here is your change. Thank you, Sir.

At the Fruit Market:

- : Are these oranges sweet? How much per dozen?
- : These are very good, Sir. Nagpur variety. Hundred and fifty per dozen.
- : I will buy a dozen. Tell me reasonably how much.
- : For you, it will be hundred and thirty rupees, Sir.
- : All right. Let me have one dozen.

These are simple everyday situations. You do not have to bargain at the big malls or supermarkets. But what you need is practising these structures as and when occasion demands. Simple situations like these can boost your confidence for making use of English in common situations of day –to- day life. Let us see how you exercise your spoken English in the following task:

### Check Your Progress-I

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

- (A) : ----- a medical shop around here?  
 : ----- one at the cross-road ahead.  
 : ----- too far?  
 : ----- at the walking distance.  
 : -----  
 : You're welcome.
- (B) : ----- this water-melon?  
 : ----- a kg., Sir.  
 : Oh, ----- per kg. ----- per piece?  
 : No, Sir. We ----- whole sale, weighing them.  
 : ----- this one. ----- come to>  
 : ----- one and half kg., Sir. ----- rupees, Sir.  
 : ----- too costly. ----- fifty rupees?  
 : ----- Sir, ----- than sixty five rupees, Sir.
- (C) : ----- a bus for Mahabaleshwar now?  
 : There -----, at 9-30 and 10-15.  
 : ----- a luxury bus?  
 : ----- at 10-30.  
 : -----?  
 : Two hundred fifty rupees per person, sir.

**B. Write a piece of conversation between a patient suffering from stomach-ache and the doctor.**

**SECTION – II**

**GIVING INSTRUCTIONS**

You often find yourself in a situation when someone asks you how to find a particular address, an office, a theatre or a cinema hall, etc. You have to tell the person how to reach it or find it giving instructions. Supposing on a holiday you wish to cook a particular dish for your family or friends. You ask your mother or elder sister how to cook it. She too will have to give you instructions, telling you step by step what to do and how to do it. If you are seeking guidance from a stranger, you have to make requests, be polite and seek information you need. You make use of the structures of Requests. If you are giving instructions to others, you normally make use of imperative sentences. These are everyday situations in our life. Let us see how we can use English for seeking guidance and giving instructions.

Read the following piece of interaction:

**A**

Stranger: Excuse me, could you please help me find this address?

Amit: Let me see. Yes. Look, you are now at the Deccan Corner. The road to your left is Karve Road. Take this road and go straight until you reach lane No.5.

It is to your right hand side. Take this lane and go straight until you reach bungalow No. 8. It could be either to your left or right. Ask someone for it.

Stranger: Oh, thank you. Is it too far from here?

Amit: No, it's a walking distance. But since you have a lot of luggage with you, take an auto-rickshaw.

Most of the sentences here beginning with the verbs such as look, take, go, ask, are imperative sentences. The speaker, Amit, is using them to instruct the stranger how to reach a particular address. A sentence like "Take an auto-rickshaw" is an advice or a suggestion in the imperative form. When you are directing or instructing someone, you make use of imperative sentences that start with a verb. Note these expressions again:

turn to your left, take the road to your right, take bus No. 10, get down at the Temple stop, ask for the Central Bank, walk until you reach the cross-roads, etc.

Along with these imperative sentences, you have to use a number of prepositional phrases indicating PLACE. Note these phrases:

in front of, at the back, behind the theatre/hotel, near the shopping mall, by the river, in the lane, at the cross-roads, across the street, by the river, etc.

While giving directions or instructions, you have to use prepositional phrases showing time also. See for example:

after that, later, then, at two o' clock, on Sundays, next week, etc.

Suppose you are directing a play or a scene in a film. You have to instruct the actor in the play what to do or how to move and where to stand, etc. There are a number of DOs and DON'Ts when you give such instructions. Let us see:

Ram, enter the stage from the left. Take only two paces forward, and stand there for half a minute. Vineeta, keep reading the newspaper. Don't turn to look at Ram. Show that you are engrossed in reading the news. Ram, you tip-toe behind her. Stand at the back and snatch the newspaper from her hand. Vinita, you jump and shout at him. You both run around the room for two minutes, laughing and shouting.

This is a situation in directing action in a play. You therefore address the characters by name. The structures are still imperative sentences.

You make use of imperative sentences when you offer advice to your younger brother or sister or even a friend of yours. Suppose you have to advise your younger brother, who wishes to take part in the elocution competitions. You might say to him:

Decide on your topic first. There are four or five topics here. Choose some interesting topic. Which one do you like? Once you select your topic, read the latest information about it from the newspapers or on the internet. Is it about cricket? Talk about one-day matches or about Twenty-Twenty. Form your opinion about it. Prepare your arguments in favour of it, if you are the fan of the game. State your opinion with examples, if you wish to criticize it.

Most of the verbs here are in imperative form. You are asking someone to do something as a piece of advice.

Here is a little task for you:

### **Check Your Progress – II**

(A) Your friend / younger brother or sister needs advice in the following situation.

Advice him or her about what to do. He / she says:

- 1) I have misplaced my cell-phone.
- 2) I have got tooth-ache.
- 3) I haven't done my homework yet.
- 4) I haven't got any money to buy notebooks.
- 5) My bike is punctured. How can I go to college?
- 6) My friend is admitted to hospital.
- 7) I have severe cold.
- 8) I feel so hungry. There is nothing to eat.

(B) Your friend rings you up. He/she is at the S.T. Bus stand, and wants you to give directions to come to your house. Tell him/ her how to reach your house.

(C) A stranger is looking for the post-office. Give him/ her directions to find the Post-office. State the names of the streets, directions to take, etc.

### **SECTION - III**

#### **OTHER INSTRUCTIONS**

Let us see what other uses there are of the structures of instruction.

Have you taught anyone how to make a chapatti or how to cook a particular vegetable, pasta or at least vegetable sandwiches? Or at least a cup of tea? Suppose you are telling your younger sister or brother how to make a cup of tea. Let us see how you can do this:

Measure two cups of water in the pot. Add sugar, three or four spoons, as you wish. Light the gas-stove. Put the pot on the stove. Allow the water to boil. Add one spoon of tea-powder to the boiling water. Then, pour a cup of

milk into it. Let it boil for a minute or two. Turn off the gas before the tea boils over. Well, your tea is ready.

Note the imperative verb phrases used here. Instructions are given here step by step, first things first. You cannot reverse the order. Have you seen a book on cookery? There are monthly magazines in your library which contain description of how to cook different kinds of dishes. Read them.

There are instructions on the bottles of medicine. These instructions tell you what to do and also what not to do. See for example :

Take two spoonfuls with lukewarm water.

Shake well before use.

Put the bottle in a cool dry place.

Do not keep in the sun.

Take the pills with a cup of milk.

Dos and DON'Ts are instructions as well as warnings. When you go to a public park, you come across boards telling you what to do and what not.

No Parking, Wet Paint, No Smoking,

Eatables Not Allowed, Do Not Pluck Flowers

There could be many such instructions which are actually prohibitions. Wet Paint actually means a warning not to sit on the bench as the paint is wet and it will spoil your clothes. Sometimes the instructions are written in Passive structure:

Dogs not allowed, Smoking strictly prohibited,

Parking not allowed, Eatables not allowed

Instructions, which are prohibitions, often appear in the public places such as museums, zoos, gardens, etc. All such instructions or prohibitions are economical in their use of words. They are simply noun phrases, or just imperative verbs. On a garbage can at the park or a bus stand there is instruction "USE ME". What instructions do you come across in the lift at a multi-storeyed building? Study the following instructions:

Enter only six at a time.

Do not carry heavy luggage.

Use the lift for going up only.

Keep the lift clean.

Sometimes the verb is omitted:

Only six at a time, please.

No heavy luggage.

There are such instructions on the medicines prescribed :

Powder the tablets, two at a time.

Add a spoonful of honey to it.

Take it with warm water.

Instructions for treating a wound tell you:

Take a glassful of lukewarm water.

Add a spoonful of Dettol to it.

Wash the wound clean and dry it with medicated cotton.

Then apply the ointment over the wound.

Place a wad of medicated cotton on it.

Cover the wound with a medicated bandage.

Sometimes, the forms of BE are omitted. Read the prohibitions of the following kind often appear without the forms of BE.

Eatables Not Allowed.

Smoking strictly prohibited.

Parking Not Allowed.

Instructions can also be in the form of suggestions or advice or guidelines. For example, if you wish to go on a trekking expedition, there can be some suggestions for you:

If you go for trekking, you should first decide the region where you wish to go. Gather information about it from the people, who have already the trek. You cannot go for trekking alone. You need a group of five to six people. You will need to carry sleeping bags, tents, blankets, track-suit, hunter shoes, torch, etc.



You should remember to take with you a plate, a spoon, a water bottle. Make sure you have essential medicines with you. You have to carry your own bag. Try to avoid packing unnecessary things. Don't forget to take your identity card with you.

Note the expressions used for the language of advice / instructions and suggestions:

If you ---- you will ----, you can ----, Don't forget to ----, Be careful to ----,  
Remember to take with you ----, You will need to ----. You should ----  
Make sure you have ----.

Now you can do some work on your own:

### **Check your progress – III**

- (A) Your friend is going abroad for the first time. Give him/her a set of suggestions regarding passport, visa, physical fitness, necessary medicines, phone numbers of friends and relatives, prescriptions from the doctor, enough foreign exchange,
- (B) Suppose you are the manager of a swimming pool in your colony. Write a set of instructions for the members who come to use the swimming pool.
- (C) Suppose you are the manager of a private library. Write a set of instructions for the members who borrow books from the library.

## **11.4 Summary**

Making enquiries and giving instructions is an important unit from students' point of view. The close study of this unit will surely help the students to enhance their ability to communicate. The three separate sections of this unit, viz asking for information and giving information, giving instructions, and some other uses of the structures of instructions gives useful information as well as supportive examples to the learners. The first section give importance of politeness in making requests, enquiries and demands etc. while talking to strangers and elderly persons. It also explains how the informal and friendly talk takes place. The unit also refers to the structure and use of WH and Yes/No questions. The everyday situations and tasks supported in the unit may help you to develop yourself in real life situations.

## 11.5 Answers to check your progress

### Check Your Progress– I

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

- (A) : Excuse me, can you help me to find a medical shop around here?  
: Oh sure, there is one at the cross-road ahead.  
: Is it too far?  
: Not at all, it is just at the walking distance.  
: Thank you.  
: You're welcome.
- (B) : How much is this water-melon?  
: It is Rs. 60 for a kg., Sir.  
: Oh, it is too costly per kg. How much does it come per piece?  
: No, Sir. We do not sell it in pieces; we only sell it in whole sale, weighing them.  
: Okay, let me know the weight of this one. How much does it come to?  
: Sure, it is almost one and half kg., Sir. Just give me ninety rupees, Sir.  
: Ninety rupees, Not at all, it is too costly. Give it to me in fifty rupees?  
: That's not possible Sir, □ 60 for a kg is a reasonable price, but for you I can reduce it to sixty five, but not less than sixty five rupees, Sir.
- (C) : Excuse me, can we have a bus for Mahabaleshwar now?  
: There are two buses for Mahabaleshwar, at 9-30 and 10-15.  
: Is it a luxury bus?  
: Yes, the luxury bus at 10-30.  
: OK, but what will be the bus fare up to Mahabaleshwar?  
: Two hundred fifty rupees per person, sir.

#### B. Write a piece of conversation between a patient suffering from stomach-ache and the doctor.

- Patient May I come in, Doctor?  
Doctor Yes, please. What's the matter with you?  
Patient Doctor, I am not feeling well since last night.  
Doctor Why ? What's wrong with you?

Patient My stomach is aching since I had my meal last night. I was not able to have a sound sleep throughout the night. And I am having feeling like acidity.

Doctor Oh, I see. What did you have in your meal then?

Patient I had some *parathas*, with *desi ghee*, and a glass of milk-shake. Then I had some ice-cream.

Doctor Hmm... , then what time did you go to bed?

Patient Exactly I finished it at 10.30 and went to bed at 11 pm.

Doctor I see. It means that with that heavy stuff there was no enough time for digestion.

Patient I think so, and I also did not have sound sleep like the other days.

Doctor There is nothing to worry too much about it. You just need to take these pills. Take these two after your lunch and the rest of the two after your dinner. Just complete the course for three days. One important thing, try to have light food for next two to three days. And if necessary meet me after three days.

Patient Thank you, Doctor.

Doctor It's Okay. Hope to not to see you again.

## Check Your Progress – II

### (A)

- 1) It's too easy to find it out if you have misplaced it in your house. Just ring it from my cell-phone and you can trace it. But if it is lost elsewhere then it is serious. Lodge a complaint in the police station. Report it to your cellular company and ask to deactivate your current sim-card. Demand for the subsequent sim-card with the same number. Be careful, henceforth, in using cell-phone.
- 2) Tooth-ache disturbs you a lot. You can use clove oil as the primary treatment at your home. But don't drink / eat too cold or too hot food items as it increase the tooth-ache. Also avoid tough stuff to eat. Wash your teeth clean. If unbearable, visit your dentist. To avoid it in future, brush your teeth regularly, at least twice a day.
- 3) That's your routine problem. Turn off the TV immediately. Go to your study table, open the school bag and start finishing your homework.

- 4) Don't worry at all. You need not have money all the time to solve your problems. I have some additional note books. You can borrow from me. Or you can use your unused notebooks of the previous year. Or lets request our teacher to help you in this matter.
- 5) If you have enough time in your hand take it to the garage. Check the puncture. If it is more than one in number it is better to replace the tube. Use it of good quality, especially MRF. Take an auto rickshaw if you do not have much time at your disposal. Take a bus if you are having less amount of money with you. You can repair your punctured bike later on.
- 6) It is your duty to assist him in the hospital. Help his mother to excuse her from the hospital to go home and make Tiffin for him. Keep in touch with the doctors or attendants for the medical prescription. Help his mother to get medicine from the pharmacy. Moreover, accompany him so that he can get well soon. Remember a friend in need is a friend indeed.
- 7) Oh, it is a thing to worry. You take utmost care of yourself. Do wear woolen clothes. Use boiled water for drinking. Don't go outside for few days. If possible, take Vicks inhaler or Vaporub for better results. Then too, if you do not feel better then go for the Doctor.
- 8) Don't worry at all. You go to the kitchen. Open the wooden cupboard and you will find a packet of Maggie noodles. Take a pot and put it on the gas-stove. Pour a cup of water and add the Maggie noodles packet in it. Let it boil for two minutes and your eatable is ready. It is so easy.

**(B)**

Friend Hello, Sunil, Aniruddha here.

You Hi Aniruddha, What's up ?

Friend Hey, I'm heading towards your house, but cannot find the way out. Please, tell me how to come?

You Okay, okay. Tell me first where exactly are you now?

Friend I am at the S.T.Bus stand at Bhawani Mandap.

You Umh... Okay. Look, you head towards Rankala. Take the straight road and walk up to Talim Sangh. Then turn your left and go straight to Vidyaniketan High School. From Vidyaniketan take second right and

you will find a Ganesh Temple. Just cross the temple and ask for Pratiksha Apartment, Plot No. 25. I'll be waiting for you right there.

Friend Oh, it means it's not too far from here?

You Not at all. Just a five minutes' walk and you are home.

Friend Thank you. I'm coming.

You You are welcome.

(C)

Stranger: Excuse me, could you please help me find the post-office please?

Pooja: Oh sure. Look, you are at Police Head Quarters now. Take your left side road and go straight upto the Sawkar chowk. Then turn left from this square and walk straight until you reach Kamani Haud. Kamani Haud is also known as Devi chowk. From this chowk turn your right, walk for a few minutes and ask for Bank of Maharashtra or LIC building. The Post-office is in that building only.

Stranger Oh, thank you. But is it too far from here?

Pooja Yes, I think it's almost a kilometer walk from the Police Head Quarters. It may take some 10-15 minutes.

Stranger Oh, it means it's not that much for me. I can walk up to it. Thank you.

### Check Your Progress – III

(A) Your friend is going abroad for the first time. Give him/her a set of suggestions regarding passport, visa, physical fitness, necessary medicines, phone numbers of friends and relatives, prescriptions from the doctor, enough foreign exchange

- 1) Leave your passport, cash and credit cards in hotel safe.
- 2) Keep extra photocopies of your passport identification page, airline tickets, driver's license and the credit cards etc.
- 3) Consult your Doctor about your immunization needs and also your own general health.
- 4) Buy foreign currency, Keep traveller cheques with you.
- 5) Keep ATM and Credit Cards safe.
- 6) Have small change for tipping, toilets, and parking meters.

- 7) In case of emergency contact Indian embassy for assistance.
- 8) Do not dress as to draw attention to yourself. Do not wear jewelry or carry valuables with you.
- 9) Keep a telephone calling card.
- 10) Put your name, address and telephone numbers inside and outside of luggage.

**(B)** Suppose you are the manager of a swimming pool in your colony. Write a set of instructions for the members who come to use the swimming pool.

1. No one is allowed in the swimming area without a valid ID.
2. Full fees must be paid at the time of Admission.
3. Food or refreshments and Smoking are not allowed.
4. Pets are not permitted in the swimming pool and area.
5. Swimming costumes are must. No street clothes are allowed in the pool.
6. Misbehaviour including abusive or profane language shall be grounds for expulsion.
7. Spitting, spouting water, blowing nose, etc. in the pool is prohibited.
8. Children under 12 years must be accompanied by an adult supervisor.
9. Float policies and procedures must be followed.
10. No diving in water less than 6 feet deep. Only one person is allowed on the diving board.

**(C)** Suppose you are the manager of a private library. Write a set of instructions for the members who borrow books from the library.

- 1) Entry without Identity Card is not allowed in the library.
- 2) No one is allowed to take his personal/issued books inside the library.
- 3) Only one book can be borrowed for home reading.
- 4) Put all your belongings at the property counter.
- 5) Try to maintain SILENCE in & around the Library.

- 6) Don't disturb the arrangement of books on the shelves.
- 7) A book once taken out of the shelves must be left lying on the nearby tables.
- 8) In case of book loss, damage, tearing / scribbling on the book, the book cost will be recovered.
- 9) Every borrowed book be returned after seven days or a penalty of Re.1/- per day will be charged.
- 10) Help to keep the books Fresh & Clean.

### **11.6 Exercise:**

#### **Writing Activity**

- Suppose you are a Chief Coordinator of a Multy-gym. Write a set of suggestions to the Gym members.
- Write a set of instructions for the Auto-rickshaw drivers transporting School children of an English Medium School
- You are a Secretary of a residential Apartment. Suggest some instructions to the Flat holders regarding parking, water and electricity management, maintenance etc.
- You and your brother want to go to Matheran for outing. Ask information at the ST counter about the bus, its schedule, fare, reservation etc.
- Only you and your younger brother are at home. You want to teach your brother to how to prepare a cup of tea. Instruct him about it.

### **11.7 References for further study**

- Visit any of the Departmental Store/s around you and listen the enquiries by the customers.
- Visit some public places like Post Office, LIC office, Railway Reservation Counter etc. and observe the language used in such places.



## Unit-12

### The Final Decision

---

#### INDEX

12.1 Objectives

12.2 Introduction

12.3 Presentation of Subject Matter

12.3.1 Section – I The Encounter between Lalitha and Venkatesh Murthy

Check Your Progress – I

12.3.2 Section – II The Flashback

Check Your Progress – II

12.3.3 Section – III The Fresh Proposal and the Final Blow

Check Your Progress – III

12.4 Summary

12.5 Answers to Check Your Progress

12.6 Exercises

12.7 Reference for further study

#### 12.0 Objectives :

After reading this Unit, you will be able to:

- define the importance of human need of love
- explain man's attitude towards woman
- know the social status of a deserted woman
- identify the inner mind of a troubled woman
- define a necessity of honesty, true relationship between a husband and a wife



## 12.1 Introduction:

‘The Final Decision’ is a feminist story by Triveni. This story reflects the inner mind of a deserted wife, a troubled lady named Lalitha. According to readers and critics, the central force of Triveni’s literature, especially Novels and Short Stories, is women. ‘The Final Decision’ is no exception to it. The story deals with the emotional cruelty that a woman experiences in marriage and after marriage. It also deals with a woman’s longing for affection and her frustration at the end. Like the other stories of Triveni, this story also throws a light on corners of women’s lives that have, for centuries perhaps, remained in the dark.

This story was originally written in Kannada, the regional language of Karnataka and mother tongue of Triveni, and translated into English by Seemanthini Niranjana and Tejaswini Niranjana.

Short story is an interesting genre of literature. You also studied an interesting short story in the last semester, ‘Runner’ by Roman Basu which dealt with the competitive spirit leading to rivalry between the two students.

In this story Lalitha is the protagonist of the story. She is a lonely woman, almost past forty, having effects of age on her looks and performance. Defeated by obesity she is not that much enthusiastic and active like before. However she is making her livelihood by teaching in a school.

When a stranger knocks her door she unknowingly receives him taking that he might be a father asking for his son/daughter’s performance in school. She starts asking him about his daughter, her name, her class, her marks etc and neglects him. However, when he gets angry and shouts at her and introduces himself as Venkatesh Murthy she receives him and starts reacting to his responses.

Further, the story takes us to the nostalgic reflections of Lalitha of her early married life, the tortures she received from her husband and his family members, the heat of family life, rumor of having illicit relations with someone and her own family members throwing dirt on her character etc. Eventually Lalitha had no any option than to return to her mother’s house. That was some twenty years ago.

However, Venkatesh Murthy, her husband (?) returns with a fresh proposal. He proposes to forget everything of their past life and revisit his house as his wife. In fact this is a kind of shocking proposal to her. Lalitha was aware that when she

withdrew from his house he immediately remarried. Now he is having a second wife. So she gets angry over him on his proposal. Venkatesh Murthy, at his level best, tries to console and convince her, pleads her to return back. But the final blow arrives when Venkatesh Murthy replies her question, "...But.....what will your second wife say? Will she agree to the arrangement?" that she is no more.

Triveni ends the story with Lalitha's final Decision not to accompany Venkatesh Murthy as his wife. It is only because he wanted to receive her not as his wife but a caretaker for his sons, a housekeeper and just as an adjustment on the vacant post of his dead wife. In the end, the protagonist slams her door forever for her 'husband' and summons him to leave her house. Finally, in a tone of determination she warns him, "If you don't leave at once, I'll have to call the neighbours". Her final words and her final action gives us a glimpse of her Final Decision.

Remember that you are to read the whole story first and appreciate it. After reading the complete story, try to read out the next five separate parts of the story viz 1) Lalitha : An Isolated Woman, 2) The Encounter between Lalitha and Venkatesh Murthy, 3) The Flashback, 4) The Fresh Proposal and 5) The Final Blow.

At the end of each part / section there are some questions for Self Assessment and some Activities to enable you to realize the objectives prefixed at the beginning of the unit. You should also pay attention to the summary of the story and try to remember the important parts / incidents in the story. The Answer Keys to Check Your Progress will help you to verify your answers to Self Assessment and Activities.

## **SECTION – I**

### **THE ENCOUNTER BETWEEN LALITHA AND VENKATESH MURTHY**

The movement of the needle and the fingers kept pace with one another. The long green silk thread slowly arranged itself into a pattern of green leaves on the cloth. The penciled outlines of a few more leaves drab like an actress without makeup, awaited their turn.

The evening had begun to cast long shadows in the room, drawing a hazy curtain over the surroundings. Eyes blurred with tears.

The once-active figures were now slow with age. The speed and skill demanded by embroidery were gone. The slim and agile body of a dancer defeated by obesity.

“I can always finish it tomorrow.” I laid the embroidery aside and turned on the light.

There was no need to cook again. Not twice a day just for myself.

I put the lessons out to be prepared for tomorrow’s classes.

Then came a soft knocking on the door. Who could it be? At this hour?

I glanced up at the clock. It was already half past seven.

The knocking again.

I responded a little sharply, “ Who is it?”

“It’s me.” The voice was gentle.

I opened the door expecting to see the father or brother of one of my students, wanting to enquire about her progress.

A man who seemed to be around fifty stood outside, holding a hat in his left hand. The darkness hid his face.

Opening the door wide, I asked him to come in.

His gait –it seemed to touch an old wound in me.

A familiar gait. Someone used to walk just like this. Who could this be?

He sat down facing the light, and turned toward me.

My heart stopped beating for a moment. The blood ran cold in my veins; dizziness overcame me. Sinking into a chair. I ran my tongue over my lips.

The pictures on the wall and the furniture whirled round madly and came to a sudden halt.

For a second I felt like a coward stepping on a snake in the dark. The next instant I was the snake charmer in full control of the reptile. I joined my palms in greeting.

Slightly startled, he returned the *namaste*.

“Hmm... have I seen you before...?”

He raised his bowed head and asked in surprise, “ Don’t you recognize, me, Lalitha?”

“I beg your pardon. The name is Lalitha Devi.”

My words and tone were intended to convey resentment at his familiarity.

His surprise increased.

“It’s me, Lalitha, Venkatesh Murthy... Venkatesh” – he stammered.

“Now I know your name. Is your daughter in our school? What’s her name? Which class is she in?”

In a stunned voice, he said, “Yes, my Vanaja studies at the high school. But I have come because...”

“Look here, Mr. Venkatesh Murthy, is it right on your part to come and plead that your daughter get higher marks? Her paper has been evaluated according to her performance in ...

“Lalitha!”

“Everyone calls me Lalitha. I suggest that you do the same.”

As soon as he realized that I was deliberately provoking him, he began to shout, pounding the table.

“Enough of this, Lalitha!”

Earlier – a long time ago – I would have quailed under his anger.

But now?

I was surprised at myself, surprised at my hard-as-iron heart. My body trembled with emotion, but my mind was firm.

In a voice as musical as a note from the *Veena*, I cautioned, “The table is old and rickety.”

He got up and began to pace up and down in agitation. “Lalitha, I have forgiven you. Why don’t you come back to me?”

### Check Your Progress - I

**A) Complete the following sentences, choosing the correct alternative from the options given below it:**

- 1) At the beginning of the story 'The final Decision' the central character was doing the work of \_\_\_\_\_
  - a) embroidery
  - b) painting
  - c) writing
  - d) cooking
- 2) Venkatesh Murthy has forgiven Lalitha and expects that she should \_\_\_\_\_
  - a) forgive him
  - b) come to him to live with him
  - c) look after his daughter in the high school
  - d) help him economically
- 3) When a soft knocking on the door came it was already \_\_\_\_\_
  - a) half past six
  - b) half past five
  - c) half past seven
  - d) half past eight
- 4) The married life of Lalitha is ruined due to \_\_\_\_\_
  - a) her being a childless one
  - b) her interest in teaching only
  - c) the bad character of her husband
  - d) a rumour that she was a woman of bad character
- 5) In a voice as musical as a note from the *Veena*, I cautioned, "The table is old and \_\_\_\_\_."
  - a) damaged
  - b) sold
  - c) poor
  - d) rickety

## SECTION – II

### THE FLASH BACK

There was a time when I had been eager to hear words like these.

Acting on a baseless suspicion, he had doubted my virtue and decided to live alone. If this speech had come in the early days of our estrangement, I would have raised the man onto a pedestal. Such consolations would once have warmed my heart, turned me into a *koel* singing in spring time. I had once dreamed of such bliss. But hope and desire had evaporated in the agonizing wait. All that remained was an empty vessel.

All tenderness had burned away, leaving only ash behind.

Exaggerating the bitter twist my lips had acquired, and raising my left eyebrow, I spoke sarcastically, “Forgiven me? I have done no wrong! And neither do I need your pardon.”

“Can’t you forget the past, Lalitha?” he asked helplessly.

“I *have* forgotten the past-including my marriage.”

“You must remember that I, too, was young then. I decided to leave you when I heard those rumors. But now I’m more mature, Lalitha”

“But my youth’s vanished forever. It can’t survive the heat of family life any longer. Besides, how is it that you’ve come to believe in my innocence?”

“I realized – that I had acted on mere rumor ...”

Again I said sarcastically, “Yes, it’s true that you trusted others, and not my word.”

“I was a mere youth then, and you were beautiful. When I heard others throw dirt on your character I was ready to believe them, but now I realize how foolish I was.”

“Neither of us is beautiful or young any longer. But while age has corroded my beauty, it’s improved my mind.”

“Can’t you forgive my lapses, Lalitha? Will you never live with me again?”

Set up house – at this age ? I’m an old woman now-past forty,” I laughed.

“So what? How does that prevent you from coming to live with me?”

The dormant volcano came to life, spewing forth a stream of lava.

“If you’d uttered these words twenty years ago, things would have been different. I still longed for my husband, my home, my family. But the wait has deadened those longings.”

“Please think it over before you say anything, Lalitha,” he said gently.

My mind whirled back twenty years.

I had just been married. Life always seemed new, fresh and full. Little did I know then that green fields shelter venomous creatures. It didn’t take even a year for a drop of doubt to curdle the atmosphere at home.

He did not have the patience to sift through the facts. Besides, I have a lot of self-respect. Why should I even have to make a case for my innocence? I faced the storm brewing in our home.

“I’ll stay if you’ll believe me.”

He had no faith in me. And he was supported by his sister and his parents.

As a result, I had returned to my mother’s home.

My husband married again.

Everywhere I went I heard whispers and saw sly smiles and questioning looks. Sarcasm and stinging laughter were wafted to me on the breeze, but I did not lose heart.

I resumed the studies disrupted by marriage.

It helped me create a life of my own.

The small flicker of hope I had nourished within me died out when he married again. I hardened my mind, and learned to live without him.

I learned how to face the insinuating phrases and the crooked smiles.

My attempt did not fail.

### **Check Your Progress - II**

#### **A) Say whether the following statements are True or False**

- 1) The name of the daughter of Venkatesh Murthy is Veena.
- 2) Venkatesh Murthy proposes Lalitha Devi to return to his house as his wife.

- 3) The Protagonist receives the visitor with resentment at his familiarity.
- 4) Lalitha Devi resumed her studies after her disrupted marriage with Venkatesh Murthy.
- 5) The second marriage of Venkatesh Murthy did not affect Lalitha's personal life.

**B) Questions for skimming and scanning:**

- 1) How did Venkatesh Murthy respond when Lalitha Devi joined her palms in greeting?
- 2) What is the relation between Lalitha Devi and Venkatesh Murthy?
- 3) What is the name of Venkatesh Murthy's daughter who is at the high school?
- 4) What treatment did Lalitha Devi receive from the society?
- 5) For how many years Lalitha Devi is living a desolate life ?

**SECTION - III**

**THE FRESH PROPOSAL AND THE FINAL BLOW**

Now at this time in my life, after so many years, this man had the temerity to ask me to live with him again. My first reaction had been anger.

“Don't be hasty.” His words made me think more calmly.

In a way, what he said was right. Wouldn't a solitary existence be much more painful in old age?

It seemed futile to chase the mirage of married life, yet I could not help but contemplate the mirage with longing.

But something held me back.

The thin cord of the *mangalsutra* hanging around my neck appeared to have a strength of its own.

I had been victorious in the battle to bring my mind and body under control, but in the process my hair had grown gray. The lines on my face had made me an old woman at forty-two.

Noticing that I was silent, he came forward.



“What do you think, Lalitha?” Again, the tone was ever so gentle. He sensed the softening in my attitude.

Perhaps I should forgive and forgot all that happened in our youth. Perhaps I should be happy that he’s prepared to admit his mistake and make remedies, that he believes me innocent...

“I’d like to come with you. But...”

“But what?” he asked anxiously.

“What will your second wife say? Will she agree to the arrangement?”

There was a look of triumph on his face. “Oh, it looks as though you don’t know what happened. Actually, she died two months ago, leaving the five children behind. You needn’t worry. Nobody will object to your coming.”

I blanched, and sat down suddenly.

“What happened, Lalitha?” he asked with concern, coming closer.

So this man had not come to me wishing to make amends for his mistake! There was neither pity nor love in his request.

Of course, he couldn’t remarry at his age! All he needed was a woman to run the house. A woman to mother the orphaned children, a woman to be his wife.

He was ready to establish a family again-but had his own reasons for it. Reasons involving himself, his children, his family. It was not a question of my happiness and peace of mind at all.

I stood up and said in rage, “It’s getting late. You’d better leave. People might mistake your being here.”

His face crumpled.

“You really are a mystery.”

“But don’t have to solve it. Please go.” I pointed toward the door.

He was like a hunter deprived of his catch, surprised, angry, regretful.

“ But you had just agreed to come with me....” he began.

“I can neither believe nor respect you. The little respect I had for you has just evaporated. How can you expect me to live with somebody I don’t even care for? Besides, I have grown accustomed to my kind of life.”

“Lalitha...”

“If you don’t leave at once, I’ll have to call the neighbors.”

The determination in my voice did not fail to reach him. Having no other option, he moved toward the door.

“Think about it,” he urged.

I slammed the door behind him.

The sound of his footsteps slowly faded away.

### **Check Your Progress - III**

#### **A) Questions for skimming and scanning:**

1. According to Lalitha Devi, which type of existence would be much more painful in old age?
2. Which symbolic object hanging around Lalitha’s neck appeared to have a strength of its own?
3. What happened to Venkatesh Murthy’s second wife?
4. According to Lalitha Devi, why did her husband need her after the death of his second wife?
5. How did Lalitha Devi threaten her husband so that he should leave her place immediately?
6. What is the final decision of Lalitha Devi?

#### **B) Say whether the following statements are True or False**

- 1) Lalitha compared Venkatesh Murthy to a dangerous snake.
- 2) Lalitha provoked Venkatesh Murthy unknowingly.
- 3) Venkatesh Murthy refuses to believe in Lalitha Devi’s innocence.
- 4) Lalitha Devi was very beautiful in her youth.

- 5) Venkatesh Murthy loves and respects Lalitha Devi and he requests her to come back to live with him as his wife.

**C) Vocabulary Exercises**

- a) **Give synonyms of the following and use them in your own sentences:**  
agile, coward, stunned, agonizing, venomous
- b) **Form new words by adding prefixes to the following words and use them in your own words:**  
estrangle, console, victory, soft

**D) Match the words column 'A' with their meaning in column 'B'**

A	B
obesity	inactive, sleeping
dormant	too fat, overweight
resentment	rashness, audacity
temerity	indignation

**E) Use the following phrases appropriately in the sentences of your own:**

- i.to keep pace with  
ii.to pace up and down  
iii.to make a case for sth  
iv.to make amends  
v.to be accustomed to

**12.4 Summary:**

The Story, The Final Decision, reflects the inner mind of a deserted wife, Lalitha. The story deals with the emotional cruelty that Lalitha experienced in marriage and after marriage. Her longing for affection and her frustration can be clearly seen at the end of the story. We find that the protagonist of this story is a lonely woman, almost past forty and having effects of age on her looks and performance. However she is making her livelihood by teaching in a school when her husband deserts her.

The story takes us to the nostalgic reflections of Lalitha of her early married life, the tortures she received from her husband and his family members, the heat of family life, rumor of having illicit relations with someone and her own family members throwing dirt on her character etc. However, Venkatesh Murthy's fresh proposal to forget everything of their past life and revisit his house as his wife changes the mood of the story. When she asks him - "...But.....what will your second wife say? Will she agree to the arrangement?" - he makes it clear that his second wife is no more.

This truth on his part made Lalitha's to smash him with her Final Decision to not to accompany Venkatesh Murthy as his wife. At the end of the story we learn that it is only because he wanted to receive her not as his wife but a caretaker for his sons, a housekeeper and just as an adjustment on the vacant post of his dead wife.

### 12.5 Terms to remember:

<b>to keep pace</b>	move forward, develop or increase at the same rate (sb/sth)
<b>drab</b>	dull, uninteresting
<b>hazy</b>	not clear
<b>to blur</b>	to become unclear or indistinct
<b>agile</b>	able to move quickly and easily.
<b>obesity</b>	being obese i.e. very fat
<b>gait</b>	manner of walking or running
<b>dizzy</b>	(of person) feeling as if everything is spinning around, unable to balance, confused
<b>reptile</b>	any of the class of cold-blooded egg-laying animals including lizards tortoises, crocodiles, snakes etc.
<b>resent</b>	feel bitter, indignant or angry about sth.
<b>stammer</b>	speak with sudden pause and a tendency to repeat rapidly the same sound or syllable (because of a speech defect or from fear or excitement etc.)
<b>stunned</b>	impressed, dazed
<b>quail</b>	feel or show fear
<b>to pace</b>	walk with or regular steps

<b>estrangement</b>	state or being estranged /unfriendly to somebody
<b>pedestal</b>	base on which a statue or some other piece of sculpture stands raise sb on a pedestal – admire sb greatly
<b>console</b>	give comfort or sympathy to
<b>bliss</b>	perfect happiness, great joy.
<b>sarcasm</b>	the activity of saying or writing the opposite of what you mean, or speaking in a way intended to make someone else feel stupid or show them that you are angry.
<b>rumour</b>	unofficial information that may or may not be true
<b>corrode</b>	to make something weak by causing gradual damage
<b>lapse</b>	a slip or error
<b>dormant</b>	something that is dormant is not active, lying asleep
<b>volcano</b>	a mountain that forces hot gas, rocks, ash, and lava into the air through a hole at the top
<b>solitary</b>	tending to spend a lot of time alone
<b>mirage</b>	something that seems to be real or true but is not really so
<b>rickety</b>	unbalanced, unstable
<b>blanch</b>	be so shocked or frightened that your face becomes pale
<b>crumple</b>	showing unhappiness, or disappointment
<b>temerity</b>	boldness, nerve, impudence
<b>spew</b>	to flow out or make something flow out with lot of force, to vomit
<b>to long for</b>	to want something very much
<b>to whirl back</b>	go back turn to (the past)
<b>venomous</b>	capable of producing poison
<b>to curdle</b>	to thicken, to spoil, to go bad
<b>to sift</b>	to examine information documents etc. in order to find what you are looking for
<b>brew</b>	begin to happen
<b>sly</b>	cunning, mischievous, roguish

<b>waft</b>	to carry lightly through
<b>insinuating</b>	saying something unpleasant in an indirect way
<b>crooked</b>	not straight, dishonest and likely to do illegal things
<b>temerity</b>	the confidence to do or say something especially when this seems rude or surprising.

## 12.6 Answers to Check your Progress:

### Check Your Progress - I

Complete the following sentences, choosing the correct alternative from the options given below it:

- 1) a) embroidery
- 2) b) come to him to live with him
- 3) c) half past seven
- 4) d) the rumour that she was a woman of bad character
- 5) d) rickety

### Check Your Progress - II

#### A) Say whether the following statements are True or False

- 1) False
- 2) True
- 3) True
- 4) True
- 5) False

#### B) Questions for skimming and scanning:

- i. When Lalitha Devi joined her palms in greeting Venkatesh Murthy returned her greetings with *namaste*.
- ii. Both, Lalitha Devi and Venkatesh Murthy, are husband and wife.
- iii. The name of Venkatesh Murthy's daughter, who is at the high school, is Vanaja.

iv. She heard the whispers and saw sly smiles and questioning looks from the society.

v. Lalitha Devi is living a desolate life for some twenty years.

### Check Your Progress - III

#### A) Questions for skimming and scanning:

1. According to Lalitha Devi, a solitary existence would be much more painful in old age.
2. The thin cord of the *Mangalsutra*, the symbolic object hanging around Lalitha's neck appeared to have a strength of its own.
3. Venkatesh Murthy's second wife died two months ago leaving the five children behind to take care of.
4. According to Lalitha Devi, after the death of his second wife, all he needed was a woman to run the house, a woman to mother the orphaned children and a woman to be his wife.
5. Lalitha Devi threatened her husband saying in a loud voice that she will call the neighbours if he refuses not leave at once.
6. The final decision of Lalitha Devi is to not to accompany Venkatesh Murthy as his wife.

#### B) Say whether the following statements are True or False

- 1) False
- 2) True
- 3) True
- 4) True
- 5) False

#### C) Vocabulary Exercises

- |          |                                |
|----------|--------------------------------|
| a) Agile | – alert, responsive, lively    |
| Coward   | – fearful, timorous, dastardly |
| Stunned  | – astonished, shocked, amazed  |

- |             |                                    |
|-------------|------------------------------------|
| Agonizing   | – painful, unbearable, distressing |
| Venomous    | – deadly, poisonous, toxic, fatal  |
| b) Estrange | – isolate, separate from, alienate |
| Console     | – comfort, sooth                   |
| Victory     | – conquest, win, triumph, success  |
| Soft        | – spongy, supple                   |
- D)** obesity                    - too fat, overweight
- dormant                      - inactive, sleeping
- resentment                 - indignation
- temerity                     - rashness, audacity
- E) Use the following phrases appropriately in the sentences of your own:**
- i. **to keep pace with** – the company must keep pace with changes in the market.
  - ii. **to pace up and down** – Sumit paced up and down worrying about a variety of things
  - iii. **to make a case for sth** – The report makes out a strong case for increased spending on libraries.
  - iv. **to make amends** – Dhoni hopes that by winning today's match he will make amends to his fans for losing such an easy match yesterday.
  - v. **to be accustomed to** – surrounded by computers and smart phones students are getting accustomed to the smart technologies.

## 12.7 Exercise:

### A) Short answer type question.(3/4 sentences each)

- 1) How does Lalitha look at her work of embroidery?
- 2) How does Lalitha receive Venkatesh Murthy in her house?
- 3) Why did Venkatesh Murthy compel Lalitha to leave him and go to her parents house?
- 4) Describe Lalitha's life after she is separated from her husband?



- 5) Comment on Lalitha as a self respecting woman.
- 6) Why does Venkatesh Murthy plead that Lalitha should come back to live with him in his house ?
- 7) Why did Lalitha refuse to go back to live with Venkatesh Murthy?

**B) Long Answer type Questions**

- 1) Comment on the married life of Venkatesh Murthy and Lalitha.
- 2) Describe Lalitha as a modern woman.

**12.8 Writing Activity**

- Write an essay on traditional women against the background of this story.
- Write an autobiography of a secluded woman
- Women Empowerment : A need of time

**12.9 Reference for further study:**

- The Great Short Stories of Guy De Maupassant (2012). Mumbai: Jaico Publishing House
- The Great Short Stories of Leo Tolstoy (2012). Mumbai: Jaico Publishing House
- A.S.Balkrishnan, A.George Ed., (2006) The Refugee and Other Short Stories. Mumbai: Orient Longman
- Visit your College Library and read the short stories of:
- Ruskin Bond, O’Henry, Anton Chekov, Oscar Wilde



## Unit-13

### My Education

Rabindranath Tagore

---

#### INDEX

- 13.0 Objectives
- 13.1 Introduction
- 13.2 Rabindranath Tagore: Life and works
- 13.3 Academic and Literary career
  - 13.3.1. Terms to remember
  - 13.3.2. Check your progress
- 13.4 Introduction to the text
- 13.5 Summary of the Essay 'My Education.'
  - 13.5.1 Terms to remember
  - 13.5.2 Check your progress
- 13.6 Themes and Narrative Technique/s in My Education.
- 13.7 Write short notes.
- 13.8 Answers to check you progress
- 13.9 Exercises
- 13.10 Further Reading

#### 13.0 Objectives

After completing the study of this essay you will be able.

- Know about the life and works of Rabindranath Tagore.
- Know about familial and educational background of Tagore.
- Know about Tagore's attitude towards education.
- Know about Tagore's merits as a writer.

### 13.1 Introduction

This unit begins with the discussion of the life and works of the writer. It also studies the essay in terms of its plot, characters, themes etc.

### 13.2 Life and works of Rabindranath Tagore

Rabindranath Tagore was a poet, novelist, song composer, painter, short-story writer, dramatist and essayist. He was born in Calcutta on 7<sup>th</sup> May 1861 and died on 7<sup>th</sup> August 1941. He became the first non-European to win the Nobel Prize for Literature in 1913. He received the award for his book *Gitanjali*.

Rabindranath's grandfather, Prince Dwarkanath Tagore, was a friend of the great Indian social reformer Raja Rammohan Roy, and was among the first Indians to travel to Europe. His father, Maharsi (great saint) Devendranath, was a student of Indian and Islamic mysticism. He travelled widely. After Roy's death, he became focal in Brahmo society. Rabindranath's eldest brother, Dwijendranath, was a philosopher and writer, and a second brother, Satyendranath, was the first Indian to enter the Civil Service. Another brother, Abanindranath, was a lover of music and drama and he used to compose tunes in new styles. His nephews, Abanindranath and Gaganendranath, were two great artists of Bengal. Not only the boys, but also his sister, Swarnakumari, became a very well known Bengali writer. Rabindranath was born to the parents Debendranath Tagore and Sarda Devi. His mother Sarda Devi died in his early childhood so he was raised mostly by servants. Hemendranath, Rabindranath's brother, paid special attention to his education. Private teachers came to the house in the morning and evening to teach him. In the childhood of Rabindranath Tagore religious, literary and national movements were just started and his home was the central place of all these movements. In an atmosphere like this Tagore himself started writing poems at the age of eight and at the age of thirteen, his poems were published in a Bengali monthly magazine, Bharati, under the name of Bhanusimha. Rabindranath and Mrinalini Devi had five children. Tagore's educational theory was put into practice in his school at Santiniketan, which started with only five students on the roll. A history of the origin and development of the institution reveals that from such a small start the school has grown to a University, Visva-Bharati.

### **13.3 Academic and Literary career :-**

Rabindranath Tagore was an author of Gitanjali and its profoundly sensitive, fresh and beautiful verse. In translation his poetry was viewed as spiritual and mercurial. His personality, flowing hair and other worldly dress, earned him a prophet like reputation in the west. He introduced new prose and verse forms and the use of colloquial language into Bengali literature thereby preceding it from traditional models based on classical Sanskrit.

At the age of sixteen, he released his first substantial poems under the pseudonym Bhansusimha. As a supporter of the Bengal Renaissance, he advanced a vast canon that included paintings, sketches, and doodles, hundreds of texts, and some two thousand songs. His inheritance stands also in the institution he founded, Visva-Bharati University.

Tagore's novels, stories, songs, dance dramas and essays deal with topics political and personal. Gitanjali (Song Offerings), Gora (fair-faced), and Ghare-Baire (The Home and the world) are his best known works. His verse, short stories and novels were admired or criticized for their lyricism, colloquialism, naturalism and unnatural contemplation. His compositions were chosen by two nations as national anthems; India's Jana GanaMana and Bangladeshis Amar Shonar Bangla.

#### **His works :**

##### **Gitanjali (1910) :**

It is a collection of poems containing the original Bengali collection of 157 poems. The English Gitanjali or song offerings are a collection of 103 English poems of his own English translation of his Bengali poems.

##### **Ghare- Baire (1916) :**

It is a novel by Tagore. The book illustrates the battle Tagore had with himself, between the ideas of western culture and revolution against the western culture. The book shows the clash between new and old, realism and idealism, the means and the end, good and evil within India and southern Asia.

##### **Jana GanaMana:**

It is a national anthem of India. It was officially adopted by the Constituent Assembly as the Indian national anthem on 24 January 1950.

**Rabindranath Sangeet:**

It is known as Tagore songs. They have distinctive characteristics in the music of Bengal, popular in India and Bangladesh.

**AmarShonarBangala: (1905)**

The first ten lines of which were adopted in 1972 as the Bangladeshi, national anthem. The word shonar literary means ‘made of gold’, but in the song Shonar Bangala may be interpreted as the preciousness of Bengal as a reference to the color of paddy fields before harvest.

**13.3.1. Terms to remember**

- ✓ Born in Calcutta on 7<sup>th</sup> May 1861 and died on 7<sup>th</sup> August 1941.
- ✓ Won the Nobel Prize for Literature in 1913 for *Gitanjali*.
- ✓ Founded the University Visva-Bharati.
- ✓ His works: *Gitanjali*, *Gharge-Baire*, *Gora*.
- ✓ *Jana Gana Mana*: a national anthem of India.

**13.3.2. Check the Progress****A) Answer the following questions with one word/phrase/sentence.**

1. When was Rabindranath Tagore born?
2. When did Tagore receive the Nobel Prize? For what?
3. What were the names of Tagore’s parents?
4. What did Tagore prefer instead of classroom schooling?
5. In which language was the *Gitanjali* originally written by Tagore?

**B) Choose the correct alternative**

1. Rabindranath Tagore was born in  
a) Mumbai   b) Culcutta   c) Dhaka   d) Chennai
2. Rabindranath was raised mostly by  
a) Parents   b) Grand Parents   c) Servants   d) Neighbours
3. Rabindranath and Mrinalini Devi had \_\_\_\_\_ children  
a) Five   b) Three   c) One   d) Seven
4. Rabindranath Tagore founded \_\_\_\_\_

- a) Nalanda University                      b) Takshashila University  
 c) Delhi University                      d) Visva-Bharati University.
5. Gitanjali or song offerings is a collection of \_\_\_\_\_ English poems of Tagore's own English translations of his Bengali poems.
- a) 105              b) 101                      c) 103                      d) 104

**C) Complete the following sentences with correct answers.**

1. \_\_\_\_\_ is a national anthem of India which was composed by Tagore.
2. At the age \_\_\_\_\_ Tagore released his first substantial poems under the pseudonym Bhanusinha.
3. Jana GanaMana was officially adopted by the constituent Assembly as the Indian National anthem on \_\_\_\_\_
4. Amar ShonarBangal was adopted by \_\_\_\_\_ as national anthem in 1972.
5. Mrinadini Devi died in \_\_\_\_\_

### **13.4 Short Introduction to My Education**

'My Education' is an essay which deals with autobiographical details of Rabindranath Tagore's early life especially his school days. It discusses pressure of a system of education, which is experienced everywhere. It also focuses on Rabindranath's development in the personality. The great literary figure of India that is Rabindranath Tagore and moulding of his personality is portrayed in this extract.

### **13.5 Summary**

Rabindranath Tagore is sent to school in Calcutta. He is not happy in the school. He was interested in music, and colour. But educational system has no space for these things. As a result he becomes restless in school. In school, every day boys sing some verses before class. The meaning of the verse is unknown to the students. Tagore criticizes the practice without meaning. There was tuition for Rabindranath in morning and evening. He is interested to listen to fairy stories from his mother. But he is forced to attend tuition of English. He is bored by lessons in text books. His teacher is very punctual. So he becomes angry with him. In the evening servant lights two oil lamps in his study room. His master teaches him in dim light. He used to

yawn and feel sleepy. He narrates incident of Father De Peneranda from St. Xavier's school. His loving attitude impresses him. Here Rabindranath wants to focus that teachers should try to understand student's psychology. At the age of thirteen he leaves school. Elders tried to change the mind of Rabindranath. But they all were unsuccessful. At last they set him free. Though he leaves the school, he reads various books. These books create interest in him. He reads Bengali books, poems, English literature, magazines etc. This reading has helped him for literary career. He considers his early freedom as very important. At seventeen he was sent to England for formal school. But there also he did not finish his studies. However, atmosphere of England makes its impression on his mind. He started experimental school at Shantiniketan, where he tried his Upanishad ideals of education. Among his fifty and odd volumes of poetry are *Manasi* (1890). (*The Ideal one*), *Sonar Tari* (1894), (*The Golden Boat*), *Gitanjali* (1910), (*Song Offerings*), *Gitimalya* (1914) (*Wreath of songs*), and *Balaka* (1916) (*The Flight of Cranes*). Besides these, he wrote plays, musical dramas, dance dramas, essays of all types, travel diaries and two autobiographies.

Rabindranath's third brother Hemendranath was in charge of his education. He stopped going to school only when his mother died in 1875. His elder sister Swarnakumari was the first Bengali woman novelist. His eldest brother Dwijendranath was a poet, philosopher and Mathematician. He invented the shorthand in Bengali and also musical notations or *swaralipi* for the piano in Bengali. Encouraged by his brothers, Rabindranath made his debut as a poet at the Hindu Mela when he was just nine.

In 1877, young Rabindranath made his first stage appearance in a comedy written by Jyotindranath, adapted from French playwright Jean-Baptiste Molerer's *Le Bourgeois Gentilhomme*.

Tagore was forced to attend school. He felt that attending school was a torturous experience. He afterwards realized that the burden on his mind was of education. He was highly interested in colour, in music, in movement of life. At the age of twelve Rabindranath was first forced to learn English. His yearning was for listening fairy-story from mother, instead he was forced to learn English. So, Rabindranath disliked the discipline, punctuality of teacher while learning English. But he also mentions example of teacher Father De Peneranda who gives kind treatment to Rabindranath. Here Tagore wants to suggest that teacher should understand the students.

There was no gas then in the city, and no electric light. When the kerosene lamp was introduced its brilliance amazed them. In this dim light his master taught him from Peary Sarkar's *First Book*. First Rabindranath would begin to yawn, and then, growing more sleepy and rub his heavy eyes.

They studied Akshay Datta's book on Popular Physics, and also finished the epic of *Meghnadbadh* which was not enjoyable thing to them. The masters and pandits who were in charge of his education soon gave up the thankless task. In the Latin Class Rabindranath was deaf and dumb. His exercise books of all kinds kept from beginning to end the continuous whiteness of a widow's cloth.

When Rabindranath was thirteen he stopped going to school. He did not want to boast about it, he merely gave it to us as a historical fact. He undertook the task of playing schoolmaster to himself and found it to be a delightful game. During his boyhood Bengali Literature was insufficient in body, and he thought he must have finished all the readable and unreadable books.

Rabindranath Tagore had tried to experience the wealth of beauty in European literature, Dante remained close to him with the help of the little German he had learnt, he went through it. One day he discovered, in the library of his brother, a copy of Dicken's *Old Curiosity Shop* and read it by his own imagination. Another time he got Jayadev's *Gita Govinda*. He read it many times though he had little knowledge of Sanskrit. The same thing happened, when he was a little older, with a verse from Kalidasa's *Birth of the War-God*.

This was the experience of his own young days and he believed that a large part of such success or reputations he might have acquired, he owed to that early freedom, won with willfulness.

Rabindranath landed in England and foreign workmanship began to play a part in the fashioning of his life. He had then been admitted to London University and Henry Morley was teaching English Literature. His teaching was life like explanation of dead books. Literature came to life in his mind and in the sound of his voice. It reached their inner mind, where the soul seeks its nourishment. Students were getting it without losing its essential nature. He was able to study in the University for three months only, but he obtained almost all his understanding of English culture from personal contacts.



Rabindranath Tagore did not change the original framework of his life. He got many friends from East and West in his personal life. Thus, it is given by him to realize the meaning of his own life and name.

### 13.5.1 Terms to remember

- ✓ The essay is an autobiographical details of Rabindranath Tagore.
- ✓ He is more interested in fairy stories than school.
- ✓ He read Bengali books, poems, English literature, magazines etc.
- ✓ Studied Peary Sarkar's *First Book*, Akshay Datta's book on Popular Physics.
- ✓ He tried to experience the wealth of beauty in European literature.
- ✓ He obtained almost all his understanding of English culture in England.

### 13.5.2. Check your progress

#### A) Choose the correct alternative of the following

1. Rabindranath's third brother, \_\_\_\_\_ was in charge of his education.  
a) Dwijendranath                      b) Hemendranath  
c) Swarnakumari                      d) Jyotindranath.
2. Swarnkumari was the first Bengali woman \_\_\_\_\_.  
a) Novelist                      b) Dramatist  
c) Short Story writer                      d) Poetess.
3. At the age of \_\_\_\_\_ Rabindranath was first coerced into learning English.  
a) Ten              b) Eleven              c) Twelve              d) Thirteen.
4. When the \_\_\_\_\_ lamp was introduced its brilliance amazed them.  
a) Oil              b) Electric              c) Solar              d) Kerosene
5. In the \_\_\_\_\_ class, Rabindranath was deaf and dumb.  
a) English              b) Latin              c) German              d) Russian

**B) Answer the following questions in one sentence phrase/word**

1. What does the essay 'My Education' deal with?
2. When did Rabindranath stop going to school?
3. What was an unbearable torture for Rabindranath?
4. What is the historical fact in Rabindranath's life?
5. Which author did remain close to Rabindranath?

**C) Fill in the blanks.**

1. Rabindranath Tagore started experimental school at \_\_\_\_\_
2. Rabindranath's eldest brother \_\_\_\_\_ was a poet, philosopher and Mathematician.
3. The \_\_\_\_\_ in Tagore was sensitive, it had great thirst for colour, for music, for movement of life.
4. Rabindranath Tagore had tried to experience the wealth of beauty in \_\_\_\_\_ literature.
5. \_\_\_\_\_ was teaching English literature in London University.

**D. Answer the following questions in 2-3 sentences.**

1. Which incident had Rabindranath never been able to forget?
2. When did Rabindranath stop going to school? Why?
3. How was Rabindranath's experience of reading Dickens's *Old Curiosity Shop*?
4. Who did remain close to Rabindranath? Why?
5. What did give courage to Rabindranath ?
6. Who did lavish on Rabndranath a genuine affection? How?
7. What was the duty given by Mrs.Scott to Rabindranath?

**13.6 Themes and Narrative Technique/s in My Education**

The story has the theme of autobiographical sketch. This is story of the person who is not willing to go to the school, which is restricted, by many rules and

regulations. The enjoyment of freedom and natural learning is the main theme of this essay. The first person pronoun “I” is used for Rabindranath Tagore himself. It indicates that the essay is written in first person narrative technique. In this essay, Tagore talks about his personal experiences and his educational life.

### **13.7 Write short notes.**

1. The influences on Rabindranath Tagore.
  2. Rabindranath’s suffering at the school.
1. There are many things which have influenced Rabindranath. Various tutors were coming to teach him. He was sent to Oriental Seminars at age of four. At the Jorasanko house he was surrounded by many activities. He was also engaged in linguistics, literary and musical pursuits. Such an atmosphere was central to his education. His elder sister Swarnakumari was the first Bengali woman novelist. His eldest brother Dwijendranath was a poet, philosopher and mathematician. So, the family was also a hub of patriotic activity. Encouraged by his brother Rabindranath became poet & participated in swadeshi ventures. He also appeared on the stage in comedy written by Jyotindranath. Thus, he is surrounded by many great personalities & influenced by them.
  2. Rabindranath was forced to attend the school. He was feeling it unbearable torture. He was expressing the unnatural pressure of a system of education. He had great thirst for colour, for music, for movement of life. He joined the normal school. He thought that students were practising meaningless verses. He was very angry with his English teacher who used to come punctually. He was yawning, feeling sleepy and rubbing his heavy eyes while his master was teaching him Peary Sarkar’s First Book in dim light of oil lamp. He was not getting the subject matter in the class. He was deaf and dumb in the Latin class. He did not use his exercise books from beginning to end of his school days. So at last he finished going to school at the age of thirteen.

### **13.8. Answers**

#### **13.3.2.**

- A) 1. On 7<sup>th</sup> May 1861
2. In 1913, Nobel Prize in Literature.

3. Debendranath and Sarda Devi.
  4. To roam the manor or nearby.
  5. Bengali.
- B)
1. Calcutta
  2. Servants
  3. Five
  4. Visva-Bharati University
  5. 103
- C)
1. Jana GanaMana
  2. Sixteen
  3. 24<sup>th</sup> January, 1950
  4. Bangladesh
  5. 1902
- 13.5.2.**
- A.
1. Hemendranath
  2. Novelist
  3. Twelve
  4. Kerosene
  5. Latin
- B.
1. It deals with autobiographical details of Rabindranath Tagore's early life.
  2. When his mother died in 1875.
  3. To Attend to school.
  4. When Rabinandranath was thirteen he finished going to school was a historical post.
  5. Dante
- C.
1. Shantiniketan.

2. Dwijendranath
  3. Un-civilized
  4. Utopian
  5. Henry Morley
- D.
1. the incident of Father De Peneranda & his fresh & pure personality.
  2. At the age of thirteen and because of the thirst for colour, music & movement of life.
  3. He read it by the help of illustration & his own imagination & made some kind of story.
  4. Dante remained close to Rabindranath because he approached him through translation to experience the beauty of European Literature.
  5. Early acquaintance with the old Vaishnava poets of Bengal gave him courage/boldness.
  6. Mrs. Scott because she cared like mother and made him to forget that he was in a foreign land.
  7. to read aloud from poetic drama and history by turn from each evening to 11 o'clock.

### 13.9. Exercises

1. Write in brief about the achievements of Rabindranath Tagore.
2. Draw a family tree diagram of Rabindranath Tagore and explain it.
3. Write a note on the works written by Rabindranath Tagore.

### 13.10 Further Reading :

- My Reminiscences by Rabindranath Tagore
- Rabindranath Tagore on education by Kathleen M. O'Connell My Boyhood Days by Rabindranath Tagore.



## Unit-14

# The Boy Comes Home

A. A. Milne

---

### INDEX

#### 14.0 Objectives

#### 14.1 Introduction

#### 14.2 A. A. Milne: Life and works

##### 14.2.1 Academic and Literary Career

##### 14.2.2 Check your Progress

#### 14.3 Introduction to the text

#### 14.4 Plot/Summary of the One-Act Play 'The Boy Comes Home'

##### 14.4.1 Check your progress.

#### 14.5 Short answers

#### 14.6 Characters

#### 14.7 Brief questions

#### 14.8 Answer to check your progress

#### 14.9 Exercises.

### 14.0 Objectives

After completing the study of this one act play you will be able

- To know the life and works of A.A. Milne
- To know about A.A. Milne's merits as a writer.

### 14.1 Introduction

This unit begins with the discussion of the life and works of the writer. It also studies the one act play in terms of its plot, characters and themes.

## 14.2 Life and works of A. A. Milne

Alan Alexander Milne was born in London on 18<sup>th</sup> January 1882 and died on 31<sup>st</sup> January 1956. He is best known as an author of children's stories. *Winnie-the-Pooh* is his most popular collection of stories for children. He has also written poems for children. He has also written One-act plays. He was born to the parents Vince Milne, who was Scottish, and Sarah Marie Milne. He attended Westminster School and Trinity College, Cambridge, where he studied on a mathematics scholarship. He comes in focus because of his articles published in magazines, especially *Punch*. Later he becomes an assistant editor of the Journal. He joined the British Army in World War I and served as an officer in the Royal Warwickshire Regiment. He was recruited into Military Intelligence to write propaganda articles. After the war, he wrote a criticism of war entitled *Peace with Honour* (1934).

### 14.2.1 Academic and Literary Career

After graduating from Cambridge in 1093, A. A. Milne contributed humorous verse and whimsical essays to the magazine *Punch*. During this period, he published eighteen plays and three novels, including the murder mystery, *The Red House Mystery* (1922). His son was born in 1920 and in 1924 Milne produced a collection of children's poems *When We Were Very Young*. A collection of short stories for children '*Gallery of Children*', and other stories became a part of the Winnie-the-pooh' books. They were first published in 1925.

Milne is most famous for his two pooh books about a boy named Christopher Robin and his father, Christopher Robin Milne, and various characters inspired by his son's stuffed animals. Most notably the bear named Winnie-the-pooh.

The fictional 'Hundred Acre Wood' of the pooh stories derives from five Hundred Acre wood in Ashdown forest in East susses, South East England, where the pooh stories were set.

### 14.2.2 Check your Progress

**A. Answer the following questions with one word/phrase /sentence each.**

1. When was A. A. Milne Born?
2. What were names of Milne's parents?
3. What is the full name of A. A. Milne?

4. When did Milne join the British Army?
5. Where did Milne graduate from?

**B. Choose the Correct alternative from the following.**

1. Milne is known for as an author of \_\_\_\_\_  
a) Novels      b) Plays                      c) Magazine      d) children's stories
2. A. A. Milne was a \_\_\_\_\_ author  
a) English      b) French                      c) German      d) American
3. 'The Boy Comes Home' is the \_\_\_\_\_  
a) Short Story b) Children's Book c) One Act Play d) Novel
4. Milne's work came to the attention of the leading British humour magazine  
\_\_\_\_\_  
a) The Times b) Punch                      c) Herald      d) The Express
5. A. A. Milne graduated from \_\_\_\_\_  
a) Cambride                                      b) Oxford  
c) Nalanda                                      d) Manchester

### **14.3 Introduction to 'The Boy Comes Home'.**

This is the one-act-play. The author presents a conflict between the young and the old, the establishment and the non-establishment, the dominant authority and the youth that resists it.

Philip, who had a war experience, comes back to his uncle's house when the war is over. He finds that he is being treated like a boy by his uncle and even by a cook in the house. He rejects the domination. In his dream uncle James finds his nephew Philip an aggressive man and there after Uncle James has to change himself and has to become passive and liberal. Humour in the play lies in the way the characters check and counter check one another in a wise manner.



## 14.4 Summary

The one act play “The Boy Comes Home” takes place in a room of Uncle James’ house on the Cromwell Road. It is the time after the war. All the rooms in Uncle James’ house are furnished in heavy mid-Victorian style. Philip is twenty three years old. He has returned from World War I after his service in military for four years. He lives with Uncle James and Aunt Emily, who are his guardians. Uncle James is rigid and very punctual. He is in business. Emily is a kind and loving lady. Philip’s parents are dead and his father’s property is in the custody of Uncle James. It was decided to hand over the charge of property to Philip when he will be twenty five years old.

It is ten o’clock in the morning. Philip is a pleasant-looking well-built person. He wants breakfast. There is nobody in the kitchen. So he rings bell. Mary, the servant, comes and asked Philip the reason behind the ringing bell. Mary explains him that breakfast time is finished an hour ago. Philip orders her to bring him the breakfast. Mary tries to explain that breakfast at eight sharp is the master’s rule, just as it used to be before Philip went away to the war and cook Mrs. Higgins will not prepare it. But Philip angrily orders breakfast.

Aunt Emily enters and asks Philip how he is. She is a kind-hearted mid-Victorian lady. Philip explains her his days in the army during the war. He says that Aunt Emily has always been a darling to him. He also tells that he is always used to be frightened of Uncle James, who is very rigid and only interested in making lot of money.

The cook Mrs. Higgins wants to tell Emily about the order of breakfast by Philip. But Philip calls her in the hall and Mrs. Higgins with anger says that breakfast is over at eight o’clock and will not change the time unless she gets further order. Mrs. Higgins is not ready to follow order of Philip. She only wants to follow order of the owner of the house, Uncle James. Philip becomes angry and gives cheque of twelve months salary to Mrs. Higgins and asks her to go out. Immediately Mrs. Higgins becomes soft and follows Philip’s order.

Uncle James comes to know that Philip has not taken breakfast before eight o’clock. He becomes angry. But Emily tries to soften him saying that he is tired after that long war. But James is not ready to accept excuse for not being punctual. James expects that the soon Philip will learn punctuality.

Uncle James stayed particularly from the office that day in order to discuss matter of business with Philip. He wants to speak with Philip about his future career. He is unable to wait any longer. So he is very angry. Emily requests him to consider Philip's psychology as he has horrible war experiences. She informs him that Philip is changed completely. He will not accept his rigid orders. She further tells James that Philip's four years war experiences have taught much and made him a man. So discuss with him lovingly. James makes clear to Emily that when Philip is twenty five he can have his own money and do what he likes with it. Till then it is his responsibility.

James is waiting for Philip. It was too late in the last night to sleep. As a result he sleeps in an arm chair. He sees dream in which Philip comes into the hall smoking a pipe. James is surprised to see Philip smoking and asks him whether Philip has taken permission of his Aunt for smoking. James orders Philip to be punctual and respect the elders. Philip replies that he will find room anywhere but for this he wants money from his property, which his father has given to James. But James tells him that he will get it, when he is twenty five years old. At this time Philip describes his critical war experiences. He tells James that he has succeeded to handle the situation in the war like a mature man. So he argues his uncle that he is over twenty five. Uncle James tells Philip that the responsibility in the war is different from the actual life. He also blames that young people like Philip are making exaggeration of the war. They have come back from France to teach people like James of their business. But James instructs Philip that it is he who will have to learn.

James proposes to take Philip into his jam business. But Philip rejects because it does not appeal him. Philip thinks to do an architect at twenty three. It shocks James. Philip blames James for treating him like a boy who has just left school. He emphasizes his four years experience at the front of the war is more important. But James is not ready to accept the change in Philip after his four years in the war. He expects Philip should obey his orders and recognize authority.

Philip is now angry. He takes out a revolver from his pocket and fondles it affectionately. He informs James that this revolver has killed about twenty Germans. James is full of fear. Philip raises revolver leisurely and points it to his uncle. He informs his uncle that the revolver is loaded. James is frightened. Philip tells James that they used force to put down force in the war. Here he wants to put down the force of money. Then Philip takes one bomb out of his pocket and threatens to throw

on James. He says that it is rather against his principles as a soldier, but just to make things fair, he uses the weapons like revolver and bomb. James asks Philip about his terms and conditions. Philips gives his uncle paper of conditions and goes out into the hall. Uncle James shivers and looks at him in horror. At this time he wakes from sleep.

Philip finishes his breakfast and comes in the hall. At the same time James wakes from his sleep. He accepts Philip's all conditions without any arguments, for example late breakfast, pipe smoking, not to salute, not to wear uniform. Philip assures him that he will join jam business if James likes. Being in England and engaged in work is holiday for Philip. They together decide to go to the office. Philip goes out and James follows him. James looks round the room in a bewildered way and says to himself that 'was it a dream, or wasn't it?'

#### 14.4.1 Check Your Progress

##### A. Choose the correct alternative of the following

1. In 'The Boy Comes Home' author presents a conflict between -----
  - a) two brothers
  - b) two sisters
  - c) neighbours
  - d) the young and the old.
- 2) 'The Boy Comes Home' takes place in -----
  - a) Uncle James House
  - b) Philips House
  - c) Cook's House
  - d) Mary's House.
- 3) Philip is a pleasant-looking, well built person of -----
  - a) twenty five
  - b) twenty one
  - c) twenty three
  - d) twenty
- 4) ----- is the cook in the house of Uncle  
  - a) Mary
  - b) Mrs. Higgins
  - c) Lady Linda
  - d) Lydia
- 5) Philip has taken part in -----
  - a) World War II
  - b) World War I
  - c) Iraq war
  - d) Afghanistan war

**B) Answer the following questions in one phrase/sentence/word**

- 1) What does the one act play 'The Boy Comes Home' deal with?
- 2) What is the strict rule regarding the breakfast in Uncle James House?
- 3) What is the business of Uncle James?
- 4) When would Philip receive his father's money kept for him?
- 5) What did Philip threaten his Uncle with?

**C) Fill in the blanks**

- 1) Philip finds that he is being treated like a ----- by his uncle and even by a cook in the house.
- 2) Any room in Uncle James's house is furnished in heavy ----- style.
- 3) ----- refused to give Philip the breakfast after eight o'clock, as per master's orders.
- 4) Uncle James tells Philip that the responsibility in the war is different from the ----- life.
- 5) Philip wishes to spend the rest of his life in the ----- and be happy.

**14.5 Write short answers to the following questions.**

- 1) What do Mary and Philip Talk About?

Philip demands a breakfast at ten o'clock, so he orders Mary to bring the breakfast. But Mary informs Philip that the breakfast has been cleared an hour ago. But he orders her to boil a couple of eggs and coffee. Mary tells him that breakfast at eight sharp is the master's rule.

- 2) What do Philip and Aunt Emily say about Uncle James?

Emily tells Philip that Uncle James is guardian to him; Uncle James really is very fond of Philip. But, Philip says that he always used to be frightened of Uncle James, he supposes Uncle just the same. He seemed just the same last night, and he still has breakfast at eight o'clock. Philip also mentions that Uncle has been making lots of money.

3) In what way does Philip turn tables upon Mrs. Higgins?

Philip was late for the breakfast. There is the strict rule in Uncle James house that the breakfast at eight sharp. So, Mrs. Higgins hesitates to follow the Philip's order. But Philip becomes angry and gives her the Cheque of twelve months wages. But Mrs. Higgins does not expect the salary in advance, only she wants to tell about the master's rule. At last, she agrees to prepare the breakfast.

4) In What way does Uncle James try to dominate Philip?

Even though Philip became twenty three years old and returned from world war I after four years experience of fighting with Germans, Uncle James supposes him to be a boy. Uncle James expects Philip to follow the orders and respect the authority. He also expects that Philip should share his hand in his Jam business. He is unable to understand Philip's own likes and dislikes etc.

5) How does Philip dominate Uncle James in the dream?

When Philip comes to know that Uncle James does not understand his own likes and dislike and tries to dominate Philip, he becomes irritated. He pulls out his gun out of his pocket, which is loaded and threatens Uncle James that he has killed twenty Germans with that revolver. Philip also threatens Uncle with the bomb which he has brought from the war with the threat of weapons, Philip makes his uncle to understand that he has become mature after the four years service in the war. So he expects from uncle the proper treatment and not treating him like mere a boy.

## 14.6 Major and minor characters

### 1) Draw the character sketches of: Uncle James

#### UNCLE JAMES

Uncle James is a very successful businessman who has been making pots of money even in the wartime. He is not physically an impressive man. He has a straggly grey beard that doesn't hide a chain of any great power; but he has a severity that passes for strength with the weak. He is orthodox and strict in his rules. He has decided times for meals even, and nobody can get anything to eat after the appointed times. Due to this rule Philip has to face a lot of trouble at his very first morning in his home.

Uncle James is irrational to some extent as he says that Philip should be punctual even in his home. He doesn't give much credit to Philip for having fought a war for his country but in the same breath he says that he himself has done a lot for his country by suffering the shortage of potatoes. Moreover he takes the credit of giving his nephew to the nation. He criticizes the legislation that has imposed tax on excess profits in business. He further boasts that his jam business also has served the poor men in trenches though he isn't ready to give any acknowledgment to the "poor man, Philip who has personally been in trenches".

He very meanly proposes to use the power of purse to subdue his nephew. He doesn't want to give free hand to his nephew in deciding upon his future career. He speaks to him in a haughty way and tries to assert his authority. In spite of his outward severity he is an insecure man inside. He unconsciously thinks that his time is over and the members of new generation can not be stopped from having their own way.

The dreams are a secret opening into the unconscious; they reveal the true worth of a man in terms of his aspirations, his fears and his strong points. Uncle James dreams about his discussion with Philip and reveals his insecure feelings. He is afraid of being bullied physically and this is what he shows through his dreams. He experiences a strong sense of fear and is completely cowed down by this unconscious fear.

His attitude goes through a revolutionary change after the dream. He behaves in a very appropriate and considerate way with Philip. He asks him if wants to be an architect or anything of that sort but Philip isn't interested. He does not want to wear a uniform again and that's it. So Uncle James is a very amusing character that can be seen anywhere in modern society. He is an unforgettable figure who represents different shades of a man's personality.

#### **PHILIP:**

Philip is the hero of this play. He has recently come back from the war front. He is a well built young man of twenty-three with a pleasant assertive personality. His parents have died and he lives with his uncle James. His relations with his uncle have always been problematic though. He is a boy of pleasant manners; he treats Marry and his aunt in a polite way. He tells his aunt that she has always been his darling and he talks to her about his experiences in Army.

He has strong ability to take a decision in any crisis. When he is denied breakfast he quickly responds and handles the situation in a commanding way. He is not confused or worried. He simply decides to dismiss the cook who is not ready to work. He is not vindictive either because when Mrs. Higgins is ready to make the breakfast, he doesn't create any problem and repeats his order of breakfast.

His personality has two facets; one is his real personality while the other has been concocted by his uncle's imagination. In his uncle's dream he appears to be an insolent boy who doesn't recognize any authority. He breaks the rules and doesn't care about his elders. He wants to be an architect and can defend his intension with many arguments. He compels his uncle forcefully to agree with his demands. He points a loaded revolver at his defenseless uncle and frightens him to an extent that Uncle James goes on his knees, asking for mercy. He even produces a bomb out of his pocket and threatens to throw it on his uncle if he is not reasonable in his attitude. He settles the dispute through power. But this is not his true personality

In reality his uncle finds him much sensible. He only wants not to salute someone or wear a uniform otherwise he is ready to do anything. The haughty and boorish Philip is only a bogey created by his uncle's imagination. The reality is completely otherwise. Overall Philip's character is strong and convincing. It wins at the end because he represents the advancing time that always wins.

## **14.7 Answer the questions in brief**

### **1. Discuss the title of the play?**

A. A. Milne, was a journalist, and became the editor of "Punch" at the age of twenty-four. On the outbreak of war in 1914 he entered the Army. In his leisure time he used to write lighthearted comic one-act plays.

The present one-act comedy is named "The Boy Comes Home". The title refers to a boy who has come back to his home after some years. This boy happens to be a young British soldier called Philip, who has been fighting in France. He is a young promising boy with a strong and pleasant personality. He is twenty-three years old and has learnt a lot from his experience in the war. His personality has become mature and he is unruffled by any sort of situation. His reaction to different situations and characters is quite impressive and self-assured.

He comes home to find himself in a conflict with his guardian's strict personality and his unbending rules at home. The whole action revolves around the way in which he handles the discussion with his uncle. Amusingly this discussion goes on as much in reality as in the dream of Uncle James. Uncle James's insecurity and sense of incapability before a young man compel him enough that he readily accedes to the demands of his nephew.

## **2. Discuss the breakfast episode?**

Philip gets up late in the morning because he has just come home the previous night. He calls the parlor maid Marry and asks her to bring breakfast for him. Marry tells him that the breakfast has been cleared away an hour before. Philip says that he knows it that's why he has called her. He gives orders for two eggs and ham and coffee not tea... Marry hesitates and says she doesn't know what Mrs. Higgins will say. Marry tells him that breakfast at sharp eight is still the rule of this home as it had been before he went to war. Philip smilingly says that he has been doing a lot of silly things before going to war. Marry goes and Aunt Emily comes in. She is a subdued lady who never asserts herself. She talks to Philip on general topics. Marry comes in again and says to Aunt Emily that Mrs. Higgins wants to see her. Philip at once intervenes and asks Marry to tell Mrs. Higgins to come there. Aunt Emily hesitates and says, "I don't know what Mrs. Higgins will say". Philip pleasantly says that he wants to know once and for all, what will she say?

An extremely aggressive lady comes in and talks in a domineering style to Philip and tells him that she will not make any breakfast after 8 o'clock. Philip talks to her in an authoritative style and tells her to make breakfast. On that she demands that she should be given a notice for introduction of a new rule in the home. Philip gives her wages to her instead of a notice and tells her that she may go at once. This proves a successful strategy and she is much intimidated. At last she says, "if it's only a bit of breakfast, I don't say but what I mightn't get it, if asked decent."

This episode sets the tone of the whole play because it indicates the strength of Philip's personality. And it further shows that nobody will be able to make him agree to his or her wishes.

## **3. Describe the dream of Uncle James**

Philip comes back to his uncle's home after a period of four years. There he is received by the strict practices of his uncle's irrational rules. Philip's father has died



and Uncle James is his guardian. On the very first morning after his arrival uncle James wants to discuss Philip's future with him.

Uncle is an old fashioned man and he holds orthodox views about treating young kids. He thinks that he can dictate Philip to do whatever he wants. He is a short statured man with an unimpressive physical appearance but he has closed himself in the cocoon of severity. His inner weakness collides with his outward severity and this conflict induces him to dream a strange thing. His unconscious fear and insecurity make him view Philip as a rude and bullying boy who tries to get his demands fulfilled on the point of gun. His dream is full of violence and threats. He sees himself completely subjugated before the terrorism and use of weapons by his insolent nephew. He dreams Philip as a headstrong and impertinent guy who can go to any limit.

The dream is so forceful that Uncle James is unable to know that it isn't reality but only a dream. Uncle is badly influenced by the dream and when Philip talks to him in reality he behaves in very kind and considerate way to avoid the menacing situation of his dream. Uncle James's conscious and unconscious blend together to constitute his dream and then it directs his consequent real attitude.

#### **4. What was the main conflict of the play?**

The play revolves around the two main characters, uncle James and Philip. They represent different ages and different generations. Their ways of thinking and outlook about life are at cross-purposes. Their assessment and their motives are different.

The main conflict in the play is the future profession of the boy, Philip, who has recently left the army and is free now. The boy is energetic and is ready to do anything while uncle is orthodox and wants to lead the boy by nose. The boy and uncle both want to have their own will in this matter. The boy wants to have a bold decision and wants to become an architect while his uncle likes to follow the same beaten path and offers him to join his business. Here starts a heated and violent dispute... The boy uses the power of weapon while uncle proposes to use the power of purse. The boy threatens and bluffs his uncle. He uses revolver and bombs to assert his point and finally he manages to make his uncle listen to his point of view too. Subsequently uncle assents to boy's desire and the boy subscribes to his uncle's wish.

The whole dream is infact a psychological study of a middle aged man who goes through a conflict in his own mind. His unconscious makes him have a dream that weakens him and he yields before the boy.

**5. What were the expectations of the uncle about boy?**

Uncle James is the guardian of Philip and he tries to dictate him in his decision about his future. Uncle James is an old fashioned man and he does not let others to have their say. His servants and his wife all have completely given in to his commands. That's why he expects Philip to behave in the same way. The boy is very strong and decisive person and he cannot be led by nose. So his uncle's expectations about him are baseless. This is the fact that he knows unconsciously because in his dream he sees Philip as a rude and violent boy but infact the boy is not like this. His uncle dreams him as a stubborn and haughty man but in reality he at once agrees to his uncle's suggestion. So the expectations of Uncle James are flimsy and baseless and they all prove to be wrong. All these expectations basically show his mental tangles and frailties. He bullies Philip to enter into his business and thinks that he will refuse. Then he dreams him to be a violent rogue. But in fact Philip is not according to any of his anticipations and he proves to be a sensible boy with proper manners.

**14.8 Answers to check progress.**

14.2.2

- A) 1) 18<sup>th</sup> January 1882  
2) Vince Milne and Sarah Marie Milne.  
3) Alan Alexander Milne  
4) In world war I  
5) Cambridge University.
- B) 1) Children's stories  
2) English  
3) one-act-play  
4) punch  
5) cambridge

#### 14.4.1

- A) 1) the young and the old  
2) a room in Uncle James's house  
3) twenty three  
4) Mrs. Higgins  
5) World War I
- B) 1) conflict between the young and the old generation  
2) Breakfast should be taken before eight o'clock  
3) Jam business  
4) At the age of twenty five  
5) Revolver
- C) 1) boy  
2) mid-Victorian  
3) Mrs. Higgins  
4) Actual  
5) British Museum

#### 14.9 Exercises.

1. What were the expectations of the uncle about boy?
2. War effect reflected in the one-act-play.
3. Comment on the background of war

#### 14.10 Further Reading

Thwaite, Ann (January 2008). "Milne, Alan Alexander (1882–1956)". [\*Oxford Dictionary of National Biography\*](#). Oxford, England: Oxford University Press.



## Unit-15

### Telephonic Conversation

Wole Soyinka

---

#### INDEX:

- 15.0 Objectives
- 15.1 Introduction
- 15.2 The Text (and self-check exercises)
- 15.3 Key to Self-check exercises
- 15.4 Summary
- 15.5 Exercises
- 15.6 Writing Activities

#### 15.0 Objectives:

After studying this unit you will be able to:

- understand the general idea and the theme of the poem,
- appreciate what apartheid or colour-discrimination is,
- explain the use of the device of sarcasm in the poem,
- understand the attitude of the white lady-landlord while renting her house.
- understand and appreciate the conversational idiom used by the poet to make the poem effective.

#### 15.1 Introduction:

Wole Soyinka is an African poet, a Nobel Prize winner, who was educated in England. This poem illustrates how apartheid (colour-discrimination) is shamelessly practised by the white people in the countries like England. The poem illustrates an experience of an African looking for a rented house to live in the city of London. The

poem is a very dramatic and satirical narration of the Negro speaker seeking accommodation in the city of London.

## 15.2 The Poem:

The price seemed reasonable, location  
Indifferent. The landlady swore she lived  
Off premises. Nothing remained  
But self-confession. 'Madam', I warned,  
'I hate a wasted journey ----- I am ----- African'  
Silence. Silenced transmission of  
Pressurized good-breeding. Voice, when it came,  
Lip-stick coated, long gold-rolled  
Cigarette-holder piped. Caught I was, foully.  
'HOW DARK?' Button B, Button A, Stench  
Of rancid breath of public-hide-and-speak,  
Red booth. Red Pillar box. Red double-tiered  
Omnibus squelching tar. It was real ! Shamed  
By ill-mannered silence, surrender  
Pushed dumbfounded to beg simplification  
Considerate she was, varying the emphasis  
'ARE YOU DARK. OR VERY LIGHT?' Revelation came.  
'You mean --- like plain or milk chocolate?'  
Her assent was clinical, crushing in this light  
Impersonality . Rapidly, wave-length adjusted,  
I chose, 'West African Sepia' ---- and an afterthought,  
'Down in my passport.' Silence for spectroscopic  
Flight of fancy, till truthfulness changed her accent

Hard on the mouthpiece, 'WHAT'S THAT?' conceding  
'DON'T KNOW THAT THAT IS', 'Like brunette'  
'THAT'S DARK, ISN'T IT?' Not altogether.  
Facially, I am brunette but madam, you should see  
The rest of me. Palm of my hand, soles of my feet  
Are a peroxide blonde. Friction, caused  
Foolishly madam ---- by sitting down, has turned  
My bottom raven black ---- One moment madam ! sensing  
Her receiver rearing on the thunderclap  
About my ears ---- 'Madam,' I pleaded, 'wouldn't you rather  
See for yourself?'"

#### **GLOSSARY AND NOTES:**

Location indifferent:	location not important
swore	(past tense of swear) said on oath
silenced transmission of	good-breeding of the
pressurized good-breeding:	landlady did not allow saying 'No' blatantly, so she said nothing.
Button B, Button A	the landlady as if puts a multiple choice Question to the speaker
rancid breath	(breath) giving out bad smell (showing how people speak more to hide than reveal their intention)
red booth, red pillar box, etc.	the poet mentions different shades of his skin colour.
tar	the black hot liquid used for road making.
Clinical	as impersonal as a doctor talking about it.

Wave-length adjusted	the speaker means, he understood clearly what the lady wanted to know, they were on the same wave length now.
Spectroscopic flight of fancy:	the lady was trying to imagine how West-African sepia colour looks.
brunette	dark-haired lady is called brunette. The land lady means to ask the speaker if he is as dark as the dark hair of a brunette.
peroxide blonde	light red-coloured. (The white people have a prejudice against the black. They may sometimes prefer a light-coloured person. The white landlady, therefore, meticulously asks whether the speaker is 'light' or 'dark'. Here the speaker sarcastically her the shade of the colour of his skin.

### **CHECK YOUR PROGRESS:**

#### **I Complete the following statements using the correct alternatives from the ones given below each:**

1. The speaker in the poem tries to warn the landlady about -----
  - a) the indifferent location of the house.
  - b) the high rent of her house
  - c) his being African
  - d) his poor financial condition.
2. The speaker says, 'I hate a wasted journey', which means -----
  - a) he did not like to travel a long distance.
  - b) he knew the landlady might not accept him after looking at him
  - c) he knew the rent would be too high for him
  - d) he thought the landlady may not like a foreigner.

3. The landlady suddenly became silent because -----
  - a) she did not like the tone of the speaker
  - b) the speaker told her who he was.
  - c) she thought the speaker may not be able to pay the rent.
  - d) she did not want to rent the house to a foreigner.
4. The speaker answered the lady's questions about his skin-colour -----
  - a) very angrily
  - b) humorously
  - c) sarcastically
  - d) politely

**II Answer the following questions in not more than a sentence each:**

- a) What is the speaker trying to hire? Where?
- b) What self-confession does the speaker in the poem make ?
- c) What is the immediate reaction of the landlady on hearing that the speaker is the West African?
- d) What does the expression 'pressurized good-breeding' suggest?
- e) What does the landlady try to find out?
- f) What is the difference between brunette and blonde?

**15.3 Key to the self-check exercises :**

- I**
- 1) c) his being an African
  - 2) b) he knew the landlady would not accept him after looking at him.
  - 3) b) the speaker told her who he was.
  - 4) c) sarcastically.

**II Answers to the questions in II:**

- a) The speaker is trying to hire a house in London.
- b) The speaker makes a confession that he is the West African.



- c) The landlady suddenly becomes silent.
- d) Pressurized good-breeding here suggests that the landlady, who has a good-breeding cannot openly confess her colour-prejudice.
- e) The landlady tries to find out if the speaker is of light colour (and not very dark black).
- f) Brunette is very black and blonde is reddish.

## 15.4 Summary:

The speaker in the poem, the West African, is trying to seek a rented accommodation in the city of London. He contacts a white British landlady on telephone. He is not particularly keen on a location of a house. He would like to have it in any area of the city. He finds that the lady offers a reasonable price for renting her house. But what troubles him is the crucial fact that he is an African, the Black. So before going to see the landlady personally, he decides to tell her that he is a black African. The landlady (the white woman) is suddenly taken aback, and keeps silent for some time because her good breeding does not allow her to reject the man outright. She finally appears to think that if he is not very dark, he could be acceptable. So, she puts him a question 'how dark he is', light or very dark. She obviously would reject a very dark African. The light coloured one would do. The speaker in the poem is, of course, annoyed, but he sarcastically answers her question describing himself --- what colour he is at his face, the palms and the soles of his feet and his bottom, a raven black on account of his sitting on it, etc. The lady senses the sarcasm in his talk, and slams the receiver down angrily.

The speaker satirically expresses his anger at such treatment given to him on account of the colour of his skin. Since the speaker is an educated man, he is quite polite in his narration.

## 15.5 Further Exercises:

### I Answer the following questions in 4/5 sentences each:

- a) What self-confession does the speaker feel necessary? Why?
- b) What does the landlady try to find out? What is the reason behind her questions?

- c) What does the speaker feel on listening to the landlady's questions? How does he react to those questions?
- d) What is apartheid? How is it illustrated in this poem?

## II Complete the following table: (Vocabulary exercises)

### A) Complete the following table:

Sr. No.	Noun	Verb	Adjective	Adverb
1			reasonable	
2	confession			
3		adjust		
4	emphasis			
5			foolish	
6		simplify		

### B) Write sentences making use of all the words in the table after completing it.

### V. Composition:

Narrate your own experience at the wedding party of your very rich relative and how you were treated there, how you reacted to it.



## Unit-16

### The Snake Trying

W. W. E. Ross

---

#### INDEX:

- 16.0 Objectives
- 16.1 Introduction
- 16.2 The Text (and self-check exercises)
- 16.3 Key to Self-check exercises
- 16.4 Summary
- 16.5 Exercises
- 16.6 Writing activity

#### 16.0 Objectives:

After reading this unit you will be able to:

- understand the general idea and the theme of the poem.
- appreciate the graphic description of the snake trying to escape.
- understand the poet's feeling about the snake, its safe escape.
- note the poet's concern for the safety of the snake.
- realize how people are unreasonably prejudiced about any kind of snake.

#### 16.1 Introduction:

William Wrightson Eustace Ross (14 June 1894 – 26 August 1966) was a Canadian poet. He is considered as 'the first modern Canadian poet'. Ross began writing poetry in or about 1923, and his earliest works are written in free verse and reflect knowledge of both imagism and Japanese poetry. Ross developed the 'laconic' as a distinctly Canadian verse form, 'one that would be 'native' and yet not 'free verse', one that would be unrhymed and yet definitely a 'form'. His first book, *Laconics* solidified Ross's claim as an innovative poetic craftsman. It collects the

imagist poems Ross is best known for. ‘The Fish’, ‘The Diver’, ‘The Dawn’, ‘The Birds’, ‘Gum’, ‘The Creek’, ‘The Walk’ and ‘The Snake Trying’: are mostly the poems of “North” that he had written in one night in April 1928.

The poem ‘The Snake Trying’, written in free verse, depicts the beautiful word picture of a snake which is trying to hide as soon as possible. In just small four stanzas of four lines each, Ross vividly portrays and presets the snake in a new light. Generally, whenever we see any snake, our first reaction towards it is of repulsion and fear. But when we look at the ‘snake’ in the poem, we are assured that it is a ‘harmless, even to children’. The lucid, simple style of the poem creates mesmerizing effect of the snake and wrong notions associated with it. This ‘green’ snake is trying to hide in the reeds for the sake of camouflage, so that it cannot be noticed and disturbed.

## **16.2 The Poem:**

### **The Snake Trying**

The snake trying  
to escape the pursuing stick,  
with sudden curving of thin  
long body. How beautiful  
and graceful are his shapes!  
He glides through the water away  
from the stroke. O let him go  
over the water  
into the reeds to hide  
without hurt. Small and green  
he is harmless even to children  
Along the sand  
he lay until observed  
and chased away, and now  
he vanishes in the ripples  
among the green slim reeds.

## **GLOSSARY AND NOTES:**

pursue:	to chase or follow
curve:	to bend or move in the shape of a curve
glide:	to move smoothly and quietly, as if without effort
stroke:	striking stick (stroke – past tense of ‘strike’)
reeds:	thin, slim plants growing in water
ripple:	a small low wave on the surface of water
vanish:	disappear suddenly

## **Check Your Progress:**

### **I Complete the following statements choosing the most correct alternative from the ones given below each:**

1. The snake in the poem is -----
  - a) a big cobra
  - b) poisonous
  - c) small and green
  - d) black
2. The snake is trying ----
  - a) to attack
  - b) to escape
  - c) to catch a frog
  - d) to glide into the water
3. Someone is ----- the snake.
  - a) watching
  - b) trying to pursue
  - c) trying to catch
  - d) trying to follow

4. The snake was -----
- a) lying along the sand
  - b) hiding in the bush
  - c) swimming in the water
  - d) chasing a frog.

**II Answer the following questions in not more than one sentence each:**

- 1. From whom is the snake trying to escape?
- 2. Where does the snake go to hide himself?
- 3. What is the colour of the snake depicted in the poem?
- 4. Where did the snake lie?
- 5. Where does the snake vanish?

**16.3 Key to the self-check exercises:**

- I
- c) small and green
  - b) to escape the stroke of a stick
  - b) trying to pursue
  - b) lying along the road.
- II
- 1. The snake is trying to escape from someone trying to hit it with a stick.
  - 2. The snake is trying to hide himself into the reeds.
  - 3. The snake in the poem is green.
  - 4. The snake lay along the sand.
  - 5. The snake vanishes into the ripples among the green reeds.

**16.4 Summary:**

The poet is watching the snake trying to escape the stick of people pursuing him. He was lying peacefully along the sand bank. It is a harmless green snake that would not harm even a child. The poet entreats people to let him go into the reeds. The poet admires the curving of his long body and his beautiful and graceful shapes. The

snake glides through the water saving itself from the stroke of the stick of the pursuing people. They have chased him away into the green reeds.

The poet regrets how the harmless beautiful creature is needlessly troubled by the people.

### **16.5 Further exercises:**

#### **I Write short notes on the following in five to six sentences each:**

- a) The poet's concern for the snake
- b) Word portrait of the snake presented in the poem

#### **II Answer the following questions briefly:**

- 1. What does the poet say to the people who are trying to kill the snake?
- 2. How does the poet express admiration for the snake and also the regret for chasing him away?

#### **III Use the following words in sentences of your own:**

- |           |           |
|-----------|-----------|
| 1. pursue | 2. glide  |
| 3. stroke | 4. ripple |
| 5. vanish | 6. curve  |

### **16.6 Writing activity:**

Narrate your own experience of a snake seen by you and the way people acted differently on noticing the snake.

